

SNDT Women's University
(sndt.ac.in)

Syllabus for
Degree of Bachelor of Science
(under Faculty of Home Science)



With effect from
Academic Year 2013-14

Shreemati Nathibai Damodar Thackersey Women's University
1, Nathibai Thackersey Road, Mumbai – 400 020.

INDEX

Sr. No.	Contents	Page No.
1	Course Structure : Nomenclature / Duration / Eligibility for Admission to the Degree Course / Promotion to Various Semesters / Grading System / Structure of Home Science Curricula : Total Credits; Detailed Division of each Component	2-6
2	Framework of Semesters I, II, III	7
3.	Course Content	8-60
4.	Framework of Semesters I, II, III & Course Content of FAD Vocational Courses	61-93
5.	Frameworks of Semesters I, II, III & Course Content of FSQC Vocational Courses	94-148
6.	Evaluation Pattern	149

COURSE STRUCTURE

I NOMENCLATURE :

Bachelor of Science in Food Science & Nutrition

1. Bachelor of Science in Food Science & Nutrition
2. Bachelor of Science in Nutrition & Dietetics
3. Bachelor of Science in Food Science & Quality Control (Vocational Course)

Bachelor of Science in Textile Science & Apparel Design

4. Bachelor of Science in Textile Science & Apparel Design
5. Bachelor of Science in Apparel Design
6. Bachelor of Science in Fashion Apparel Design (Vocational Course)

Bachelor of Science in Resource Management

7. Bachelor of Science in Interior Space Design & Management
8. Bachelor of Science in Hospitality Management

Bachelor of Science in Human Development

9. Bachelor of Science in Early Childhood Education
10. Bachelor of Science in Human Development

Bachelor of Science in Extension Education

11. Bachelor of Science in Extension and Communication

Bachelor of Science in Human Ecology and Consumer Services

Note – The Degree offered is B.Sc. in respective specializations

II Duration: Three years degree programme divided into 6 Semesters

- 1 Semester Duration – 15 weeks approx.
- No. of teaching days in 1 Semester – 90; 180 / year
- No. of working days in a year - 220
- 1 Credit Theory - 1 period of 50 minutes/week
- 1 Credit Practical - 2 periods of 50 mins. each (100 mins.)/week
- Total No. of Credits – 120

III Eligibility

A candidate for being eligible for admission to the three year course leading to the degree of Bachelor of Home Science must have passed the Higher Secondary School Certificate (Std. XII) examination conducted by the different Divisional Boards of the Maharashtra State Board of Secondary and Higher Secondary Education with the following subjects :-

- English
- Any one of the Modern Indian Languages or Modern Foreign Languages or any classical Language or Information Technology/ Any four subjects carrying 100 marks each.

OR

- English
- Any one vocational subject carrying 200 marks.
- Any three subjects carrying 100 marks each.

OR

Must have passed the Higher Secondary School Certificate (Std. XII) examination with the Minimum Competency based vocational courses (MCVC) conducted by the different Divisional Boards of the Maharashtra State Board of Secondary and Higher Secondary Education.

OR

Must have passed an examination of any other recognised Board or Body Recognized as equivalent thereto.

OR

For Fashion and Apparel Design – 12th Standard (any Stream) or Three years Government recognized Diploma in “Dress Design & Garment Construction” after 10th Standard.

For Food Science & Quality Control, 12th Std. with Science/Home Science with Science with 50% marks.

B.Sc II Year:

- For a student from this University - should have cleared second year in the same subject or has passed with admissible ATKT.
- Students from B.A. Home Economics are eligible for admission to Second Year Home Science after completing their First Year.
- Students from other Faculties (Non Home Science) will be admitted with prerequisites of 4 credits of specialization and 4 credits of General Home Science (irrespective of Theory or Practical).
- For students from other universities – should have completed first year of Home Science without ATKT.
- **Pre-requisite** for each student is to be decided after looking at the subjects completed at the First Year level.
- From the following pre-requisites courses any 2 courses (total 8 credits) will be offered to the students:

Courses:

1. Design & Aesthetics 4 Credits
2. Life Span Development 4 Credits
3. Food Science & Nutrition 4 Credits

4. Textile Science & Apparel Design 4 Credits

Science students will take 'Design & Aesthetics' and 'Life Span Development' whereas students from Arts & Commerce will take 'Food Science & Nutrition' and 'Textile Science & Apparel Design'.

B.Sc III Year:

- For a student from this University - should have cleared second year in the same subject or has passed with admissible ATKT.
- For students from other Universities – should have completed their first and second Year in Home Science (with same specialisation) without ATKT.

IV Promotion to Various Semesters (SNDT Women's University rules from time to time are applicable)

V Grading System:

Grade	Grade Points	Percentage Equivalent
'O' = Outstanding	6.00	80-100
'A+' = Very Good	5.00 - 5.99	70-79
'A' = Good	4.00 - 4.99	60-69
'B' = Average	3.00 -3.99	50-59
'C' = Below Average	2.00 - 2.99	45-49
'D' = Poor	1.00 - 1.99	40-44
'F' = Fail	0 - 0.99	<=39

VI**Structure of Home Science Curricula :****Total Credits for Semester I-VI**

Type of Component	Weight age	No. of Credits	No. of Courses (Subject Paper)
a. Core Courses	48%	58	14.5
b. Applied Courses	27%	32	8.0
c. Foundation Courses	5%	6	1.5
d. Inter & Intra Discipline Courses	20%	24	6.0
	100%	120	30

*** Note : Women Studies Course of 2 credits as Foundation Course is introduced in Sem V with Seminar (Seminar (b) 2 credits + Women Studies (c) 2 Credits)

Detailed distribution of Credits (Component wise & Semester wise)

Component	Sem I	Sem II	Sem II	Sem IV	SemV	Sem VI	Total
a	-	-	-	20	18	20	58
b	8	12	12	-	-	-	32
c	4	-	-	-	2	-	06
d	8	8	8	-	-	-	24
	20	20	20	20	20	20	120

a – Core Courses

b – Applied Courses

c – Foundation Courses

d – Inter & Intra disciplinary Courses

The above course structure of Semesters I to III is common for all programmes under B.Sc. Home Science except FSQC & FAD (Voc).

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

**DEPT. OF RESOURCE MANAGEMENT
SPECIALIZATION: INTERIOR SPACE DESIGNING**

FIRST YEAR B.Sc.

SEMESTER I							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
9101	English (d)	4	3	1	25	75	100
9102	Applied Sc. (d)	4	2	2	25	75	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 (c)	4	4	-	25	75	100
	TOTAL	20	14	06	125	375	500
SEMESTER II							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
9201	English for Communication Skills(d)	4	3	1	25	75	100
9202	Human Physiology (d)	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	3	1	25	75	100
	TOTAL	20	13	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	Consumer Studies (d)	4	4	-	25	75	100
9303	Family Dynamics (b)	4	3	1	25	75	100
9304	Media Skill Development (d)	4	3	1	25	75	100
9305	Fabric Ornamentation and Accessory Design (b)	4	-	4	100	-	100
	TOTAL	20	10	10	275	225	500

SEMESTER IV – ID							
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 Ergonomic in Interior Designing (b)	4	2	2	25	75	100
0845	Basic Auto CAD (a)	4	-	4	100	-	100
	Total	20	10	10	125	375	500

THIRD YEAR B.Sc.

SEMESTER V							
Code No.	Course	TC	Th C	Pr C	Int	Ext	Total
0851	Interior Designing (a)	4	4	-	25	75	100
0852	Residential Planning & Detailing(b)	4	-	4	25	75	100
0853	Building Construction (b)	4	-	4	25	75	100
0854	Advanced Auto CAD (a)	4	-	4	25	75	100
0855	Recent Advances in Interior Designing (Seminar) (b)	2	-	2	50	-	50
9356	Women's Studies (c)	2	2	-	50	-	50
	Total	20	6	14	200	300	500
SEMESTER VI							
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 (b)	4	-	4	25	75	100
0864	Professional Application & Practices in Interior Designing (Internship) (b)	8	-	8	100	100	200
	Total	20	4	16	175	325	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**

PROGRAMME: B.Sc. in Home Science

Semester I

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 M	Ext M	Total
9101	English I (Higher Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	The learners will be able - <ul style="list-style-type: none">• To understand the structure of different types of letter patterns• To write social and business letters effectively	Written communication skills <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) Assignment: <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)4. Consumer complaint letter5. Request letter (formal)	(5 marks per letter) 25 marks

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 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 (delivery) - 5 marks = 10 marks 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 lucidly 	<p>Enhancing Comprehension skills Exercises based on Selections from prescribed text <i>Insight: A course in English Literature and Language</i>. By K. Elango. (Orient Black Swan). 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 creatively 4. Vocabulary enhancement <p>Assignments :</p> <ol style="list-style-type: none"> 1. Comprehension 2. Articulating ideas/critical analysis 3. Expressing personal response to the select narratives 	<p>Assign.1:(5 marks) Assign.2:(10 marks) Assign.3:(10 marks)</p>

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: 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: 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 	<ol style="list-style-type: none"> (written dialogue 10 + delivery of dialogue 5) = 15 marks 5 marks 5 marks

EVALUATION :

- Internal (Continuous Evaluation based on Modules 2 & 4) = 25 marks
- External - 75 marks
- Total : Internal – 25 + External – 75 = 100 marks

Semester I

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 M	Ext M	Total
9101 A	English I (Lower Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	<p>The learners will be able to :</p> <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 	<p>1. Skimming and Scanning 2. Note taking 3. Note Making 4. Summary</p> <p>Assignments:</p> <p>1. Passages for note taking 2. Exercises on note making 3. Passage for summarization 4. Passage for skimming and scanning</p>	<p>1. 5 marks 2. 10 marks 3. 5 marks 4. 5 marks</p>

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 Basic Letter patterns (i) Invitation/request/ apology / thank you (ii) Letters of enquiry/complaints/</p> <p>Report writing</p> <p>1. Types of reports 2. Reporting an event 3. Linking devices</p> <p>Assignments: Letter writing. Any 3 of the following: 1 Invitation or Request or Apology or Thank you or</p>	<p>Assign.1: (Written -10 marks + oral delivery - 5 marks) = 15 marks</p>

		enquiry or Complaint 2. Reporting an event in college	Assign.2: 5 marks per letter 2x 5= 10 marks
--	--	---	---

Module No.	Objective	Content	Evaluation
3	The learner will be able to - <ul style="list-style-type: none"> develop effective reading skills express their ideas coherently write with proper sentence construction and paragraph development enhance their vocabulary 	Developing Reading and Writing Skills 1 st + 2 nd story from the Prescribed Text Yuva Katha 7 1. Sentence construction for grammatically correct English 2. Paragraph development 3. Vocabulary building 4. Expressing ideas 5. Reading with fluency Assignments: 1. Comprehension of story 2. Vocabulary based exercises 3. Personal responses to the narrative	1.10 marks 2. 5 “ 3. 10 ”

Module No.	Objective	Content	Evaluation
4	The learners will be able to - <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 	Conventions of Social Interaction Conventions of Social Interaction 1. Starting a conversation 2. Greetings 3. Introducing self and others 4. Asking questions 5. Requesting 6. Apologizing 7. Thanking 8. Inviting 9. Accepting 10. Ending a conversation Conventions of public speaking : Hints on effective delivery (verbal and non-verbal) Assignments: 1. Pair work-dialogue writing 2. Oral presentation on an	Assign 1: Written script =10 marks + Oral presentation = 5 marks Assign 2:

		everyday situation	Written outline = 5 marks + Delivery =5 marks
--	--	--------------------	--

EVALUATION :

1. Internal (Continuous Evaluation based on Modules & 4) = 25 marks
2. External - 75 marks
3. Total : Internal – 25 + External – 75 = 100 marks

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: B.Sc. in Home Science

Semester I

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	This will enable students to: 1) Inculcate scientific temper in the students and develop scientific, analytical attitude. 2) Develop to understand the importance of knowledge of chemistry with respect to food, textiles, medicine, harmful chemicals & industries. 3) Understand the use and importance of chemistry in	Applied Chemistry 1) Review of Basic Chemistry <ul style="list-style-type: none">• Important definitions• Difference between Organic & Inorganic compounds• Functional groups• Bohr's model of atom• Atomic number & electronic configuration 2) Soaps & Detergents <ul style="list-style-type: none">• Saponification reaction• Cold and hot process of soap making• Difference between soaps and detergents• Cleansing action 3) Drugs and Pharmaceuticals <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• Common drugs- use and side effects of Aspirin, Paracetamol, Sulphanilamide 4) Dyes <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 5) Polymers	Assignment / Quiz (1) Multiple Choice Questions (MCQs) 2) Objective 3) Descriptive = 10 marks

	day to day life.	<ul style="list-style-type: none"> • Introduction • Define-monomer, polymer, polymerization <p>Some important polymers and their structure & uses polyethylene, polyester, polyvinyl chloride</p>	
--	------------------	---	--

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, thalassemia, ontogenesis, 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 marks

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.

(Practical)

Module No	Objective	Content	Evaluation
3	This will enable student to: 1) Develop in students the ability to work systematically in laboratory. 2) Develop in them the skill for simple chemical procedures	Applied Chemistry 1) Introduction to chemistry lab & apparatus. 2) Neutralization of strong acid with strong base (HCl & NaOH) 3) Neutralization of weak base with strong acid (Na ₂ CO ₃ & H ₂ SO ₄) 4) Neutralization of weak acid with strong base (Oxalic acid & NaOH) 5) Oxidation- reduction reaction (Oxalic acid & KMnO ₄) 6) pH determination of various solutions: acid, base and neutral (two household example for each) 7) Preparation of soap bar 8) Viscosity measurement: water, oil, shampoo by Oswald's viscometer	Daily work Journal Performing experiment 8 marks

Module No.	Objective	Content	Evaluation
4	This will enable student to: 1. Acquire knowledge of various micro-organisms and the required skills to study them. 2. Apply this knowledge in day to day life	Applied Biology 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)	Daily work Journal Performing experiment 7 marks

PROGRAMME: BACHELORS IN RESOURCE MANAGEMENT

SEMESTER I

COURSE: DESIGN & AESTHETICS

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 no	Objective	Content	Evaluation
1	To enable the students to understand the various elements of art for creating designs.	<p style="text-align: center;"><u>ELEMENTS OF DESIGN</u></p> <p>1.1. BASIC ELEMENTS</p> <p>Introduction, types, importance, application and psychological effects of each element.</p> <ul style="list-style-type: none">a. Pointb. Linec. Shaped. Forme. Texture	Collect pictures of all the basic elements from nature as well manmade objects (Marks 05)

	<p>To develop a understanding in color perception and various textures</p> <p>To enhance the ability of students to visualize space and lighting</p>	<p>f. Light g. Space</p> <p>1.2. INTRODUCTION TO COLOUR</p> <p>a. Color wheel (Primary, Secondary and Intermediate colors)</p> <p>b. Introduction to Various Color Schemes (Color Harmonies)</p> <p>c. Dimensions of color</p> <p>d. Classification of colors (warm & Cool color and Advancing and Receding Colours)</p> <p>1.3. PRINCIPLES OF DESIGN</p> <p>Introduction, types and application</p> <p>a. Harmony</p> <p>b. Balance</p> <p>c. Rhythm</p> <p>d. Scale and Proportion</p> <p>e. Emphasis</p>	<p>Journal work for the entire color chapter (Marks 10)</p> <p>One journal assignment comprising of all the principles (Marks 10)</p>
--	--	---	---

Module no	Objective	Content	Evaluation
-----------	-----------	---------	------------

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"> a. Meaning of structural design and decorative design b. Requirements of structural design and decorative design <p>2.2 AESTHETICS OF ART AND DESIGN</p> <ul style="list-style-type: none"> a. Understanding of aesthetics and art b. Optical illusion <p>2.3 APPLICATION OF ART ELEMENTS AND PRINCIPLES OF DESIGN</p> <p>Related to Interior Design/hospitality, Textile Design, Food Decoration, Visual Communication, curriculum planning</p>	<p>Group Presentation (Charts, pictures) related to all specializations (Marks 10)</p> <p>Optical Illusions (3 Pictures to be collected and Submitted)(Marks 05)</p> <p>To conduct group activity (article making) (Marks 10)</p> <hr/> <p>.</p>
---	---	--	--

Module no	Objective	Content	Evaluation
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>	<p>3.1 USE OF VARIOUS MEDIUM TO CREATE DESIGNS</p> <p>a) Pencil b) Pen & ink c) Color</p> <p>3.2 CREATING TEXTURES Fabric, Paper, Sticks, Saw dust, pearls etc.</p> <p>3.3 COLOR SCHEMES Color harmony, Monochromatic, Achromatic, Chromatic color schemes.</p> <p>3.4 ACCESSORY DESIGN Paintings / pot painting / 3D murals/Stain Glass Painting (INNOVATIVE WORK) etc</p>	<p>1. Journal Work for the first 3 blocks (5 marks each) (Marks 15)</p> <p>2. Accessory Design (Marks 10)</p> <hr/> <p>Concept (Marks 02) Creativity (Marks 03) Workmanship (Marks 03) Overall presentation (Marks 02)</p> <hr/>

Module no	Objective	Content	Evaluation
4	<p>To enable the students to create concept designing with themes</p> <p>To understand the basic principle of geometry and shapes; and the concept of form follows function with the help of 3D modeling.</p>	<p>1.1 SCALE DRAWING</p> <p>a) Understanding Scales b) Enlargement c) Reduction</p> <p>1.2 GEOMETRICAL DESIGN PATTERN</p> <p>1.2.1 Symmetry and asymmetrical designs 1.2.2 Abstract pattern</p> <p>1.3 APPLICATION OF ART IN DESIGN</p> <p>1.3.1 Flower Arrangement 1.3.2 Fabric design/Embroidery 1.3.3 Salad carving/Food presentation 1.3.4 Flash cards/puppets</p> <p>1.4 BEST OUT WASTE</p> <p>1.4.1 Paper bags / Paper collage etc.</p>	<p>Scale drawing and Geometric work</p> <p>3 D form object</p> <ul style="list-style-type: none"> Best out of waste

EVALUATION:

- 2) On Four Modules of 25 marks
- 3) Final examination of 75 marks
- 4) Total marks = Internal 25 + External 75 = 100

REFERENCE BOOKS:

- 1 Agan T. (1970): The Houses, its plan and use, Oxford and IBM, New Delhi.
- 2 Ahmed K. (1995): Interior Design- An introduction to art, craft, science, techniques and profession, Ingra Publications Pvt.Ltd, Mumbai.
- 3 Bevin M.E. (1985): Design through discovery, Rinchart And Winston, NewYork.
- 4 Bhatt N.D. (1985): Elementary drawing, Anan Charotar Publishing House.
- 5 Bhatt P. & Shamita G.(1990) : Foundation of Art and Design, Lakhani Book Depot, Mumbai.
- 6 Collingwood R.G. (1958): The principles if Art, Oxford University Press, London.
- 7 Craig & Rush : Homnes with character, D.C. Health & Co.
- 8 Dandekar H.D. and Krishnamurti C.E. (1960): Anchine drawing, Oxford University Press, London.
- 9 Donald Anderson. : Elements of design, Holt, Rinchat and Winston, NewYork.
- 10 Dorothy S.: Introduction to Home Furnishing, The McMillan Company, NewYork.
- 11 Faulker R. & Faulker S.: Inside today's home, Holt, Rinchat and Winston, NewYork.
- 12 Faulker, Ziegfeld, and Hill: Art today, Itenry Holt.
- 13 Frances O.: Art and Design in home living, McMillan Company, NewYork.
- 14 Garreston Frouz.: Theory and practice of colour, Studio Vista Publishers, London.
- 15 Goldstein and Goldstein (1953): Art in everyday life, McMillan Company, NewYork.
- 16 Grames M. (1951): The art of colour and Design,Mcgraw Hill Book Co., NewYork.
- 17 Lewis D.S., Jean O.B and Ester F.S. (1969): Housing and Home Management, The McMillan Company, NewYork.
- 18 Morris W. (1989): Design and patterns Bracker Books, London
- 19 Morton R.: The home and its furnishing, Mcgraw Hill Book Company, Inc., New York.
- 20 Morton G. M. (1964): The arts of costume and personal appearance, John Wiley and Sons, New York.
- 21 Mueller C. G., Mae Rudolfetal (1967): Light and vision – Life Science and Library, Time life International, Netherlands.
- 22 Rowland K. (1965): The shapes we need vol. 2/3, Grinnnd Co., London.

PROGRAMME: B.Sc. in Home Science

Semester I

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	This will enable students to- 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.	Childhood 1. Early & Late childhood – Definition & Developmental tasks 2. Physical, Social & Emotional development	Practical Component: Visit to a preschool & Group presentation in class 10 marks

Module No	Objective	Content	Evaluation
3	This will enable students to: 1. To gain deeper knowledge of various domains of adolescent development. 2. Develop awareness about career planning/sex education during adolescence.	Adolescence 1. Definition and characteristics of adolescence. 2. Physical, Social & Emotional development.	Practical Component: Guest Lecture on career choice/sex education, report on it 5 marks

Module No	Objective	Content	Evaluation
4	This will enable students to: 1. Develop awareness about characteristics of early, middle & late adulthood. 2. Create awareness about problems & issues of middle & late adulthood.	Adulthood 1. Definition of young, middle & late adulthood & development tasks of each stage. 2. Physical, Social & Emotional Development	Practical Component: Visit & write a report on old age home 5 marks

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: B.Sc. in Home Science

Semester I

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 sustainable development	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 over grazing, effects of modern agriculture,	<ul style="list-style-type: none">• Short Questions/Multiple Choice Questions Assignment or display on ecosystems 10 marks

		<p>fertilizers, pesticide problems, water logging, salinity, case studies.</p> <p>Energy Resources: Growing energy needs, renewable and non-renewable energy sources and use of alternate energy sources, case studies.</p> <p>Land Resources: 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 Concept of ecosystem Structure and function of ecosystem Producers, consumers and decomposers</p> <p>Energy flow in the ecosystem</p>	
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. 	<p>Display/ Assignment</p> <p>5 marks</p>

Module No.	Objective	Content	Evaluation
3	1. Make the students aware of various types of pollutions and solutions to the problem. 2. Make the students aware of social problems.	Environmental Pollution: <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 Social Issues and the Environment: <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 studies • 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 	Assignment on local problems 5 marks

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 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 5 marks

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

PROGRAMME: B.Sc. in Home Science

SEMESTER II

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	Int M	Ext M	Total
9201	English II (Higher Level)	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	The learners will be able to- <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	Presentation Skills : <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.) Assignments: <ol style="list-style-type: none">1. Structure of a presentation – (descriptive question)2. Small group presentation on a given topic	Assign.1 :Written script - 5 marks + orals -10 marks Assign.2 Group presentation - 10 = 20 marks

Module No.	Objective	Content	Evaluation
2	The learners will - <ul style="list-style-type: none">• familiarize themselves with basic norms of business correspondence• produce effective resumes in accordance with various contexts	Job Applications <ol style="list-style-type: none">1. How to write applications for jobs in response to advertisements2. Types of resume3. Electronic formats for resumes	Assign.1: 2 x 5 = 10

		Assignments: 1. Job Application Letters in response to advertisement 2. Writing a student's resume	marks Assign.2 15 marks
--	--	---	-----------------------------------

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

Module No.	Objective	Content	Evaluation
4	The learners will - <ul style="list-style-type: none"> • be competent enough to appear for an interview process • confidently participate in a group discussion 	Soft skills enhancement through effective communication in English Content-point (only of that module): 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 Assignments: 1. Descriptive question on how to prepare for an interview 2. Mock Interview 3. Mock Group Discussion	Assign. 1. 5 marks 2. 10 marks 3. 10 marks

EVALUATION :

- 1) Internal(Continuous Evaluation based on Modules 1 & 4) = 25 marks
- 2) External = 75 marks
- 3) Total : Internal = 25 + External =75 = 100 marks

Code No.	Subject	TC	Th C	Pr C	Int M	Ext M	Total
9201 A	English II (Lower Level)	4	3	1	25	75	100

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

Module No.	Objective	Content	Evaluation
1	The learners will be able to - <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 	Presentation Skills Structure of a presentation <ol style="list-style-type: none"> 1. How to prepare the outline of a presentation 2. Commonly used verbs and connectors 3. Use of signaling, signposting and listing techniques 4. Use of visual and electronic aids (OHP/PPT etc.) Assignments: <ol style="list-style-type: none"> 1. Exercise based on use of signposting and listing techniques 2. Preparing outline of presentation 3. Presentation on given topic (oral) 	Assign. 1. 5 marks 2. 10 marks 3. 10 marks

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: 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

EVALUATION :

1. Internal (Continuous Evaluation based on Modules 1 & 4) = 25 marks
2. External - 75 marks
3. Total : Internal – 25 + External – 75 = 100 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 curriculum 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: B.Sc. in Home Science

Semester II

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	Total
9202	Human Physiology	4	3	1	25	75	100

Module No.	Objective	Content	Evaluation
1	This will enable students to: 1. Introduce students to basic terminologies 2. Understand the basic structure of human body 3. Understand the functioning of cardio vascular, respiratory, gastro intestinal 4. Brief knowledge about common diseases affecting each system. 5. To create awareness about interdependence and	<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 thalassemia.• 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 disease <u>RESPIRATORY SYSTEM</u> <p>Respiratory organs-nose, sinuses, larynx, trachea, bronchi lung brief structure and functions. Mechanism of respiration, factors affecting efficacy of respiration. Various lung</p>	<ul style="list-style-type: none">• Multiple choice questions• Short notes• Display• Quiz <p>5 marks</p>

	co-ordination between different systems of the body for normal functioning.	<p>volumes and capacities. Common diseases- TB, asthma, bronchitis, cough, pneumonia sinusitis.</p> <p><u>GASTRO - INTESTINAL SYSTEM</u> Oral cavity, tonsils, pharynx, oesophagus, stomach small and large intestine - brief structure and functions. Liver, gall bladder, pancreas structure and functions. Common disorders- Dental caries, vomiting, diarrhoea, constipation. Hyperacidity, diabetes.</p>	
--	---	--	--

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>

Module No.	Objective	Content	Evaluation
3	This will enable students to: 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>5 marks</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.

REFERENCES:

1. Glynn M. (2013) Hutchinson's Book of Clinical Medicine (23rd ed). Saunders Ltd.
2. (2002) First Aid St .John's Ambulance Association (8th Revised edition). Dorling Kindersley Publishers Ltd

PROGRAMME: B.Sc. in Home Science

Semester II

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
2	<p>The learner will:</p> <ol style="list-style-type: none"> 1. Get acquainted with general principles of clothing construction, their selection use and care. 2. Understand different factors affecting selection of clothing. 	<p><u>Textiles: Construction, clothing and selection</u></p> <p><u>Fabric construction</u></p> <ul style="list-style-type: none"> • Introduction to fabric construction & basic weaves. (Concept of weaving, knitting and non woven to be explained.) • 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>Group Assignment – 15 marks</p>

EVALUATION:

Credit	Credit	Internal	Internal	External	External	Total
TH	PR	TH	PR	TH	PR	
2	2	25	25	50	25	100
		25+25=50/2=25				

- 1) Internal: Theory Modules 1 & 2 = 25 marks + Practical 25 marks= 50/2= 25 marks
- 2) External - Theory examination on 1 and 2 modules = 50 marks(Final)
- 3) Total : Internal - 25 + External - 75 (50 final Theory + 25 Practical exam) = 100 marks

OBJECTIVES: PRACTICAL

1. Make students aware of the use and care of sewing machine.
2. Learn the drafting, placement and cutting of basic garments.
3. Develop skill in stitching the garments with good finishing in stipulated time.
4. Generate awareness regarding different fabrics available in the market.

Module No.	Objective	Content	Evaluation
3	The learner will..... 1. Learn the use and care of sewing. 2. Generate awareness regarding different fabrics available in the market.	<u>Basics of clothing construction</u> 1. Introduction to sewing machine. <ul style="list-style-type: none">Basics of clothing- Basic seams - Plain, French, Flat & fell, Lap- plain & with gathers),Bias strip cutting-joining, Neckline finishing (round, square, V neck) 2. Definition, terms and uses of 25 fabrics namely – <ul style="list-style-type: none">For Personal Clothing-Lawn, poplin, cambric, 2 x 2, organdy, voile, denim, drill, seer sucker, jute, khadi & other handloom fabrics.Home Textiles-Casement, terrycloth, jacquard, cut pile, knitted, bonded, laminated, embossed, linenFashion Fabrics- Satin, tissue, crape, georgette, chiffon, knitted, knotted, braided, narrow fabrics, wrinkled, brasso, and suede.	10 Marks
			15 Marks

Module No.	Objective	Content	Evaluation
4	<p>The learner will-</p> <ol style="list-style-type: none"> 1. Learn the method of taking Body Measurements for garment stitching. 2. Develop skill in 	<p><u>Personal clothing construction & stitching</u></p> <ul style="list-style-type: none"> • Stitching of the following garment <ol style="list-style-type: none"> 1. Skirt (As per trend) Without yoke -Simple pattern 2. Simple Top (As per trend). Simple pattern, without darts, 	Skirt -10

	stitching the garments with good finishing	Simple sleeves Without placket Side slits – as per choice No collar	Marks Top-15 Marks
--	--	--	-------------------------------

Practical: Evaluation of Module 3 + Module 4 (25 marks each) = 50 /2= 25 marks

Unit Test (Practical): Stitching of one neckline (10 marks) and 2 seams (10 marks), 5 marks for journal.

REFERENCES:

1. Lyle D. (1977) *Performance of textile for testing*, John Wiley & Sons New York.
2. Bane A. (1956) *Creative clothing Construction* New York: Mc Graw hill Book Co
3. Brown P. and Rice J. (2000) *Ready to Wear Apparel Analysis*, (3rd edition) Prentices Hall.
4. Carson B. (1959). *How you look to dress*, Mc Graw Hill Co.
5. Bradsford B.T (1992) *Textiles: properties & behavior in clothing use London*.
Edward Miller.
6. Gini S.F. (2007). *Fashion from Concept to Consumer* (9th Ed) New Jersey Prentice Hall Inc
7. Gohl E.P. and Velensky L.D (1983). *Textile Science*, Melbourne: Longman Cheshire Pvt.Ltd.,
8. Handbooks of American Association of Home Economics.
9. Norma & Saddler (1998) *Textiles*, (16th Edition) New York, Macmillan publishing Co, Holland.
10. Joseph M. (1984). *Essentials of Textiles*, Holt, Rinehart & Winston, New York.
11. Joseph M. (1993) *Introductory Textile Science*. (6th Ed). Fort Worth Harcourt Brace Jovanovich College Publishers.
12. Kefgan & Phyllis T. (2000) *Individuality in clothing Selection & Personal Appearance – a guide for the consumer*, Specht & Mac Million publication, Upper Saddle River, Prentice Hall Inc.

13. Mabel D.E. & Erwin (1974) *Clothing for Moderns* (3rd edition) Mac Millan publication, New York.
14. Mary R.S. Clothing – A study in Human Behavior
15. Harriet T. and Jimsey (1963). *Art in clothing selection*. Harper & Row, New York
16. Potter & Corbman (1983) *Textile – Fiber to Fabric* (6th edition): Mc Graw hill Book Co. New York
17. Stout E. (1970). *Introduction to Textiles*. John Wiley & Sons New York.
18. Tate & Glisson (1961) *Family Clothing*, John Wiley, New York.
19. Wingate I.B., Mohler J.F. *Textile Fabrics and their selection* (8th Ed.) Engle wood cliffe ,
20. Wingate I. B. (1988) Fairchild's Dictionary, 6th edition, New Delhi: Universal Pub. Corporation.
21. Tortora and Phyllis G. (1985) *Understanding Textiles* 5th Edition)Upper Saddle River, Merill Publishing, Prentice Hall Inc.
22. Wynne A (1997). *Textiles – motivates series*, Macmillan Education Ltd. London.
23. Campbell H. & Davies M (1985) *Designing Patterns*. A. E. Press Melbourne.
24. Ervin M.D. , Knichen L.A. and Peters K. *Clothing for Moderns* (III and V Editions), Mc Millan, New York

PROGRAMME: B.Sc. in Home Science

Semester II

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	Int M	Ext M	Total
9204	Fundamentals of Food Science and Nutrition	4	2	2	25	75	100

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	Quiz / assignments 25 Marks

Module No.	Objectives	Content	Assessment
3	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Understand the concept of portion size 2. Know the specified amounts and proportion of ingredients used in the recipe 3. Understand the basic scientific principles and the preparation of food 4. Learn the preparation methods to optimize nutrient content and conserve nutrients 	<p>Basics of Food Preparation</p> <ol style="list-style-type: none"> 1. Cereal, pulse, milk, egg and vegetable and fruit preparation - Weights and measures - Standardization, portion size - Methods of food preparation - Food Science principles - Calculation of nutrients - Conservation of nutrients 	<p>Quiz 25 marks</p>

Module No.	Objectives	Content	Assessment
4	<p>This will enable students to:</p> <ol style="list-style-type: none"> 1. Plan recipes and calculate nutrients 2. Evaluate the principles of food science applicable to the preparation and methods to conserve nutrients 	<p>Plan and Prepare Recipes for One Serving:</p> <ul style="list-style-type: none"> - Energy: high and low calorie - Proteins - Calcium - Iron - Vitamin C - Vitamin A - B- complex vitamins 	<p>Planning and Cooking 25 marks</p>

EVALUATION:

Credit	Credit	Internal	Internal	External	External	Total
TH	PR	TH	PR	TH	PR	
2	2	25	25	50	25	100
		25+25=50/2=25				

References:

1. Mudambi, S.R. and Rajgopal, M.V. (2012), *Fundamentals of Foods and Nutrition* New Age International Pvt. Ltd.
2. Food Science 1st Edition (2012) Sheth Publications. Maharashtra State Board of Secondary and Higher Secondary education Pune,
3. Roday S. (2012) *Food Science and Nutrition* (2nd Ed.) Oxford University Press.
4. Joshi S. (2009) *Nutrition and Dietetics* McGraw Hill Higher Education
5. Robinson, and Lawler (1990) *Normal and Therapeutic Nutrition* (17th Edn) Macmillan Pub. Co.
6. Introductory Nutrition (1986). Mosby College Publishing. Guthrie Helen Times Mirror
7. Wardlaw G.M (1997) *Contemporary Nutrition, Issues and Insights*, 3rd Edition Tata McGrawHill Inc. Boston.
8. Guthrie H. A. and Frances M. (1994) *Human Nutrition* William C Brown Pub.

PROGRAMME: B.Sc. in Home Science

Semester II

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
2	This will enable students to: 1. Understand concept and importance of communication. 2. Comprehend the different models of communication. 3. Identify and use different methods of communication.	Communication for Extension: 1. Concepts, Nature (Upward, Downward and Horizontal), elements, functions, barriers of communication. 2. Importance of communication for Extension Work. 3. Models of communication. 4. Communication Methods: Individual Methods- Interview, home and farm visits. Group Methods- Demonstration, Lecture, Workshop and	Project on methods of communication 25 marks

		Discussions. Mass Methods- Campaign, Exhibitions and Radio programme.	
--	--	---	--

Module No.	Objectives	Content	Evaluation
3	This will enable students to: 1. Develop an understanding of different audio visual aids available for communication and extension	Audio visual aids 1. Audiovisual aids-Meaning, importance and selection 2. Classification –Edgardsales cone of experience 3. Importance of the cone of experience in learning	Brain storming on the different topics and innovative ways of making audio visual aids 25 marks

Practical:

Module No.	Objectives	Content	Evaluation
4	This will enable students to: 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.	Need Assessments of Community Assessing prevailing conditions of community focusing on aspects such as Health, Population, Housing, Education, Sanitation, etc. Compilation of data collected utilizing it for preparing Community Contact Methods 1. Preparation of Graphic Aids- Posters, Charts, Leaflets etc. for selected target group.	Conducting a survey on different issues and preparing a report Planning and preparing - Different teaching aids 25 marks

EVALUATION:

- 1) Continuous Evaluation = 25 Marks per Module
- 2) Internal: (Theory -15 + Practical - 10) = 25 marks
- 3) External: (Theory -50 + Practical – 25) =75 marks
- 4) 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)

PROGRAMME: B.Sc. in Home Science

Semester III

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 Life span	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	Quiz/ Assignments / Projects

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	Quiz Planning and Cooking Practical

Module No.	Objectives	Content	Assessment
3	<p>This will enable students to:</p> <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 	<p>Nutrition during Pregnancy and Lactation</p> <p>Planning meals for various physiological conditions</p> <ul style="list-style-type: none"> - Pregnancy - Lactation 	<p>Quiz</p> <p>Planning and Cooking</p> <p>Practical</p>

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

EVALUATION: Continuous Evaluation

- **Planning = 50 marks**
(Each plan to be evaluated out of 10 marks and average to be taken)
- **Cooking practical = 30 marks**
(Each cooking practical to be evaluated out of 10 marks and average to be taken)
- **Quiz = 20 marks** (all four modules)
- **Total = 100 marks.**

REFERENCES:

1. Mudambi, S.R., Rajgopal, M.V.(2012), Fundamentals of Foods and Nutrition, New Age International Pvt. Ltd.
2. Food Science (2012), Maharashtra State Board of Secondary and Higher Secondary education Pune, 1st Edition, Sheth Publications.
3. Roday Sunetra, (2012), Food Science and Nutrition, 2nd Edition, Oxford University Press.
4. Joshi, Shubhangini (2009), Nutrition and Dietetics , Mcgraw Hill Higher Education.
5. I.C.M.R. Publications 2010, Nutrient requirement and recommended Dietary Allowances for Indians.
6. C. Gopalan, B.V. Rama Sastri and S.C. Balasubramanium, Nutritive Value of Indian Foods, NIN, ICMR, Hyderabad.
7. Robinson, and Lawler, (1990), Normal and Therapeutic Nutrition 17th Edition MacMillan Pub. Co.
8. Guthrie Helen (1986). Introductory Nutrition, Times Mirror/ Mosby College Publishing.
9. Wardlaw G.M, (1997), Contemporary Nutrition, Issues and Insights, 3rd Edition Tata Mc GrawHill Inc. Boston.
10. Guthrie, Helen (1994), Human Nutrition, William C Brown Pub.

BACHELORS IN RESOURCE MANAGEMENT

Semester III

COURSE: CONSUMER STUDIES

CREDITS- 4

Objectives:

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
9302	Consumer Studies (d)	4	4	-	25	75	100

Module no	Objectives	Content	Evaluation
1	The learner understands the term consumer and can define it. To provide information	CONSUMER AND CONSUMER PROBLEMS 1.1 DEFINITION AND NEED OF CONSUMER EDUCATION <ul style="list-style-type: none">• Introduction to Consumer Problems related to goods and services• Meaning and Objectives of	Identify 5 consumer problems related to food adulteration/faulty weights and measures/ sales gimmicks. Interview a

	<p>regarding the need for consumer education.</p> <p>To create awareness regarding consumer problems.</p>	<p>Consumer Education</p> <p>1.1. 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>1.2. CONSUMER PROBLEMS</p> <ul style="list-style-type: none"> • Adulteration • Faulty Weights and Measures • Misleading Advertisements • Other Malpractices such as lack of safety and quality control regulations, sales gimmicks, unfair warranties, massive profiteering and illegal trading. 	<p>consumer who has faced some problem related to any one of the areas mentioned above, in the market and document the same.</p> <p>(10Marks)</p> <p>Presentation of the report</p> <p>(15Marks)</p> <hr/>
--	---	--	--

Module no	Objectives	Content	Evaluation
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>CONSUMER GUIDES</p> <p>2.1 BRANDS</p> <ul style="list-style-type: none"> • Meaning • Types of brands such as Individual, Family, Umbrella, Combination device and Private or Middleman's brand. <p>2.2. LABELS</p> <ul style="list-style-type: none"> • Meaning and types of labels • Essentials of labels <p>2.3 GRADING AND 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 	<p>Collect 5 samples for labels from various products such as food/medicines/cosmetics/clothing.</p> <p>(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.</p> <p>(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>

		<ul style="list-style-type: none"> • Usefulness of advertisements to consumers • Misleading advertisements <p>2.5 ROLE OF CONSUMER AGENCIES</p> <ul style="list-style-type: none"> • Role of BIS, AGMARK, FPO and ECO MARKS 	
--	--	---	--

Module no	Objectives	Content	Evaluation
3	To help students make better decisions in the market as a wise consumer.	<p>CONSUMER DECISION MAKING</p> <p>3.1 CONSUMER DECISIONS</p> <p>Decision making process</p> <ul style="list-style-type: none"> • Problem recognition • Information seeking • Evaluation of alternatives • Buying decisions • Post purchase evaluation <p>3.2 GOOD BUYMANSHIP</p>	<p>Observe how decision making process is used, in your own family for the purchase of some consumer product like refrigerator/ television/food processor/ washing machine and write a report.</p> <p>(25 Marks)</p> <hr/>

Module no	Objectives	Content	Evaluation
4	<p>To make the learners aware about their protection from the malpractices in the market.</p> <p>To create an understanding about different rights and responsibilities among the students.</p> <p>To inform the students regarding various Acts and Agencies.</p>	<p>CONSUMER PROTECTION</p> <p>4.1 NEED FOR CONSUMER PROTECTION</p> <p>4.2 CONSUMER RIGHTS</p> <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 <p>4.3 CONSUMER RESPONSIBILITIES</p> <p>4.4 CONSUMER ACTS AND AGENCIES</p> <ul style="list-style-type: none"> • Acts: COPRA, • Agencies: CGSI, CERC, CFBP 	<p>A written report on Role of Consumer Agencies like CGSI/CERC/CFBP in consumer protection. (10Marks)</p> <p>Procedure for Redressal for a consumer problem. (15Marks)</p>

EVALUATION:

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

REFERENCE BOOKS:

1. Aggarwal Anju D. – “A practical Handbook for Consumers”, 1989, India Book House (Pvt) Ltd. Mumbai, India.
2. C.N.Sontakki, R.G. Deshpande – “Marketing, Salesmanship and Advertising” – Kalyani Publishers, New Delhi – Ludhiana, 1984.
3. Kotler Philip – Principles of Marketing – Prentice Hall of India Pvt. Ltd, New Delhi, 1985.
4. Nair Suja – “consumer Behaviour” – Text and Cases – Himalaya Publishing House, 1999.
5. Niraj Kumar – “Consumer Protection in India” – Himalaya Publishing House, New Delhi.
6. S.A. Chunawala – “Commentary on consumer Behaviour” – Himalaya Publishing House, New Delhi.
7. S. A. Sherlekar, P.N. Reddy, H.R. Appannaiah – “Essentials of Marketing Management” - Himalaya Publishing House, Mumbai, 1995.
8. Dr. S.C.Saxena – “Business Administration and Management”.
9. S.S. Gulshan – “Consumer Protection and Satisfaction” – wileyEastem Ltd, New Delhi, 1996.
10. Sheth J.N. – “Model of Industrial Behaviour”. Journal of Marketing 1973, 37 [4].
11. Sundaram I.S. – “Consumer Protection in India” – B.R. Publishing Corporation, Delhi, 1985.
12. V.S. Ramaswamy, S.Namakumari, - “Marketing Management”, Second Edition, McMillian India Ltd, New Delhi, 1997.

PROGRAMME: B.Sc. in Home Science

Semester III

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
9303	Family Dynamics	4	3	1	25	75	100

(THEORY)

Module No	Objective	Content	Evaluation
1	This will enable students to:- 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 adjustments 8. Bring awareness & sensitize oneself about crisis in family life.	Family & its structure 1. Meaning of the term family • Family composition & structure • Practices & Patterns of family • Changing family patterns 2. Family life cycle: meanings, definition & stages. 3. Types of family 4. Alternate family patterns: Causes, characteristics & implications. 5. Dyadic relationships Family Responsibilities Adjustments & Crises within the family 1. Areas & patterns of Adjustment 2. Meaning of crisis ; Types of family crises & ways of coping	Use of experiential method by students: Role play, skit. etc. 5 marks Poster making and exhibition 5 marks

Module No.	Objective	Content	Evaluation
2	This will enable students to:- 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.	Marriage 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	Group presentation on any above topics, 10 marks

Module No.	Objective	Content	Evaluation
3	This will enable students to:- 1. Understand know how of Planned Parenthood. 2. Get acquainted with family planning methods.	Planned Parenthood 1. Concept & significance of Planned Parenthood. 2. Joys and hazards of parenting 3. Birth control 4. Parenthood (parenting at different ages)	Guest Lecture on family planning methods followed by objective test. 5 marks

EVALUATION:

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

(PRACTICAL)

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 lecturer and resource person. 4.seminar and workshops on counseling	5marks 5marks 5marks 10marks

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: B.Sc. in Home Science
Semester III

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
9304	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 traditional media for development. 3. Be able to select the appropriate form of media for Extension activities. 	<p><u>Forms of Media:</u></p> <ol style="list-style-type: none"> 1. Print Media- Newspapers, Magazines, Periodicals. 2. Electronic Media- Television, Radio, films. 3. New Media- Cell phones and Internet. 4. Traditional Media- Folk Media including puppetry. 	Continuous assessment 25 marks

EVALUATION:

- 1) Internal: Continuous evaluation - 25 Marks
- 2) External: 75 Marks
- 3) Total : Internal - 25 + External - 75 = 100 marks

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	Forms of Media: 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

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.	Media Skills: 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

REFERENCES:

1. Kumar, K. J. (2001) Mass Communication in India, Jayco Publishing House, Mumbai
2. Modi, Bella (1991) Designing Messages for Development Communication- audience participation based approach, Sage Publication, New Delhi
3. Raidu C.S. (1993) Media and Communication Management, Himalaya Publishing House, New Delhi

PROGRAMME: B.Sc. in Home Science

Semester III

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.

Code No.	Course	T C	Th C	Pr C	Int M	Ext M	Tot al
9305	Fabric Ornamentation & Accessory Design	4	-	4	10 0	-	10 0

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:

1. Anchor-educational service-(2007 & 2008 series)
2. Anchor needle & thread (2007 & 08 series)
3. Anita Aarrison , 1994, The step by step Art of Ribbon work, Chartwell Books Inc.
4. Caroline Ollard,1988, The complete book of needle craft. Macdonald Publisher.
5. Making handbags—Retro/Chic/Luxurious
6. Pam Dawson,1985 Complete guide to crochet-Marshall Cavensidh Books.

BACHELORS IN RESOURCE MANAGEMENT

Semester IV

COURSE: RESOURCE MANAGEMENT

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
0341	Resource Management (a)	4	4	-	25	75	100

Module no	Objectives	Content	Evaluation
1	To enable the students to develop an awareness about management and its application in family living.	INTRODUCTION TO MANAGEMENT AND MANAGEMENT PROCESS 1.1.INTRODUCTION <ul style="list-style-type: none">• Meaning and definition of Management.• Significance of management in the family life.	Apply management process to any simple activity like going for a picnic/ movie/giving a birthday party and write a

	<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>1.2. MOTIVATIONS IN MANAGEMENT</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>1.3. STEPS IN MANAGEMENT PROCESS</p> <ul style="list-style-type: none"> • Planning – meaning, importance, characteristics and steps in planning. • Controlling- Meaning and Introduction. <ul style="list-style-type: none"> a. Phases – energizing, checking & adjusting. b. Principles (factors) in controlling. • Evaluation – meaning, importance, types-general and detailed evaluation. 	<p>report for the same.</p> <p>(Marks. 05)</p> <hr/>
--	--	--	--

Module no	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 resources in order to achieve goals.</p>	<p>DECISION MAKING IN MANAGEMENT AND INTRODUCTION TO FAMILY RESOURCES</p> <p>2.1 DECISION MAKING</p> <ul style="list-style-type: none"> • Role of decision making in management. • Types of decisions-Habitual, Intellectual, Individual and Group. • The process of decision making. <p>2.2 RESOURCES</p> <ul style="list-style-type: none"> • Meaning & definition of resources. • Classification of resources. • Characteristics of resources. 	<p>Identify 10 human/ non-human resources and make a list. (Mks. 10)</p>

Module no	Objectives	Content	Evaluation
-----------	------------	---------	------------

3	<p>To enable the students to recognize importance of time and energy management in life.</p> <p>To help students to apply time and energy management to cope up with their activities.</p>	<p>MANAGEMENT OF TIME AND ENERGY AS RESOURCES</p> <p>1.1 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, biological time and psychological time. • Time management process. <p>1.2 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>1.3 WORK SIMPLIFICATION</p> <ul style="list-style-type: none"> • Definition and meaning. • Principles of body mechanics. • Mundell’s classes of change. 	<p>Performance of simple activities for body mechanics- lifting load from floor/ pushing- pulling heavy object like table/dividing load in both the hands as against carrying in one hand etc. Identify the undelaying principle and explain the same in the form of a report. (Mks 05)</p>
---	--	---	---

Module no	Objectives	Content	Evaluation
4	To help students to	MANAGEMENT OF MONEY AS A RESOURCE	Group assignment for collecting

<p>increase ability to make wise use of money.</p> <p>To help students to develop an appreciation of role of 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>4.1 INTRODUCTION TO FAMILY INCOME</p> <ul style="list-style-type: none"> • Meaning & types of income. • Income management process- <ul style="list-style-type: none"> a) Budget- Meaning, importance and steps in preparing budget. b) Account keeping- importance and methods. <p>4.2 EXPENDITURE</p> <ul style="list-style-type: none"> • Meaning & Definition. • Factors Affecting Expenditure- <ul style="list-style-type: none"> - Income - 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>samples of various forms from Bank / Post office such as account opening, deposit, withdrawal, other schemes. Submit the same in a suitable format.</p> <p>(Mks. 05)</p>
--	---	---

		<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"> a) Compulsory savings (GPF, CPF) b) Voluntary savings (PPF, Post Office savings, savings in Banks, LIC, Bonds, UTI etc.) • Meaning & Objectives of Investments. • Types of investments- <ul style="list-style-type: none"> a) Investment of the family in– fixed deposit schemes, savings and current accounts in banks and postal service. b) Jewelry. c) Interest bearing investment like shares and debentures. d) Rent bearing investment: Property, land etc. 	
--	--	--	--

EVALUATION:

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

REFERENCE BOOKS

- 1 Gross, Crandall - Management for Modern Families, 4th Edition, Appleton Century Crofts Inc - 1972.
- 2 Nickel P. and Dorsey J.M. - Management in Family Living 4th edition Wiley and Eastern, New Delhi, 1991.
- 3 Saksena S.C., Business Administration and Management Sahitya Bawan, Agra, 1977.
- 4 Swanson V. - Introduction to Home Management; Mac-Milan & Co Inc, New York, Collier. Macmillan Publishers London, 1981
- 5 Singh, P.N. Developing and managing human resources-2nd ed.-Bombay : Suchandra Publications. 1993
- 6 Fontana, David; Managing time/ - New Delhi: Excel Books. 1996
- 7 Huchheiser, Tobert M - Time management New York: barron's educational series inc..1992
- 8 Atkinson, Jacqueline - Better time management - New Delhi : Indus, 1993 Batra, Pramod, Vijay Management thoughts for the family in business - New Delhi : Think Inc., 1993
- 9 Nickell, Paulena- Management in family living - 4th ed. New Delhi: Wiley Eastern Ltd., 1967
- 10 Bharathi. V.V. Jacintha, M - Family resource management: (new concepts and theory) - new delhi : discovery pub. House, 1994
- 11 Drummond, Helga - Effective decision-making : A Practical guide for management - New Delhi : A.H.Wheeler & Co., 1994
- 12 Mundel, Marvin E - Motion and Time study: Improving productivity - 5th ed. - new delhi : prentice hall of india pvt Ltd., 1981
- 13 Tripathi P.C. & P.N. Reddy (2000) 'Principles of Management' New Delhi: Tata McGraw-Hill Publication Company Limited.
- 14 Rao V.S.P. & P.S. Narayanan ' Management' New Delhi: Premier Book co.
- 15 Varma M.M. & R.K. Aggarwal 'Kings Principles of Management' New Delhi: Kings Books Educational Publishers.
- 16 Chatterjee S.S. (1980): 'An introduction to management- Its principles and techniques' Calcutta: World Press Pvt. Ltd
- 17 Chakraborty S.K. Management - Theory and practice. Calcutta: Navbharat Publishers.
- 18 Deacon R.E. and Firebough F.M. Management context and concepts. Houghton Mifflin. (1975)
- 19 Deacon R.E. and Firebough F.M. Family Resource management, principles and application. Allyn Bacon. (1981)
- 20 Drucker Peter F. Management. Bombay: Allied Publishers Pvt. Ltd. (1975)
- 21 Gross, Crandall and Knoll. Management for Modern Families. Prentice Hall Inc. (1980)

- 22 Leboef Michael. The greatest management principles in the world. New York: Berkley Book.
- 23 Donnelly, Gibson and Ivancevich. Fundamentals of management. Texas: Business Publishers Inc.
- 24 Dale, Ernest. Management –theory and practice. McGraw Hill.
- 25 Rao, V.S.P. Principles and Practice of Management. Delhi: Konark Publishers Pvt. Ltd.
- 26 Gupta, C.B. (1983) Principles and practice of Management. Delhi: National Publishing House.
- 27 Chatterjee S.S. Management- Introduction, its principles and techniques. Calcutta: prentice Hall Pvt. Ltd.
- 28 Kulshreshtha R.S. “Financial Management”. Agra: SahityaBhavan.
- 29 GitmanL.J., "Personal finance," Illinois: LuinouseDlyen Press.
- 30 Horne, James. Financial management and policy. Delhi: Prentice Hall of India Pvt. Lts. (1983)
- 31 Chandra, Prasanna. Financial management: Theory and practice. New Delhi: Tata McGraw Hill publishing. (1993).
- 32 Harold Koontz and Heinz Weiherich- Essentials of Management- 1990.
- 33 John Bratton,Jeffrey Gold- Human Resource Management-Theory and Practice- 1998.
Richard Pettinger- Introduction to Management- 2003.

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

Semester IV

NAME OF THE COURSE: ELEMENTS OF PLANING

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.	To make aware the students the need of housing and the practical approach towards the selection process and the factors related to housing.	FAMILY HOUSING <ul style="list-style-type: none">– Housing needs– Housing loans– Mass Housing TYPES OF HOUSING <ul style="list-style-type: none">– Flats,– Bungalows,– Apartments– Row house– Penthouse etc.	Collecting different pictures from magazines / web and maintain a file. (marks 10) Identifying and writing description of each picture (marks

	To educate the students the principles of design in context to planning of residential spaces	CHOICE OF SITE FOR HOUSE <ul style="list-style-type: none"> – Location – Physical features – Soil conditions – Legal factors – Shape & size – Amenities & Services – Cost CONSIDERATION OF IMPORTANT FEATURES OF HOUSE PLANNING <ul style="list-style-type: none"> – Rooms exposure or orientation – Grouping or room relationship – Circulation – Roominess or spaciousness – Economy – Privacy – Flexibility – Zoning – Sanitation – Aesthetics – Lighting 	15)
--	---	---	-----

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 and improve visual differences between good design and better design concepts</p>	INTRODUCTION TO STUDY OF ANTHROPOMETRIC / ERGONOMICS IN REFERENCE TO FURNITURE <ul style="list-style-type: none"> – Space required for furniture – Minimum space requirement of all residential spaces – Types of furniture requirements STANDARD FURNITURE MEASUREMENTS FOR RESIDENTIAL SPACES <p>Indoor furniture</p> <ul style="list-style-type: none"> – Living room/ drawing 	<p>Maintaining a sketch book / journal</p> <p>standard furniture sketches (marks 10)</p> <p>sketching various room orientation (marks 15)</p>

		<ul style="list-style-type: none"> – room – Dining area – Kitchen and Storage – Bedrooms – Toilets <p>Outdoor furniture</p> <ul style="list-style-type: none"> – Terraces (Open/covered) – Garden <p>DIFERENT FURNITURE ARRANGEMENT, SPACING AND PLANNING 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 Store – Bedrooms – Toilets – Staircase – Circulation area (passages) <p>Selection Of Furniture Based On</p> <ul style="list-style-type: none"> – Budget – Material – Atmosphere To Be Created – Ergonomic Design – Construction & Quality – Family Preferences – Principles Of Design – Climatic Conditions – Length Of Service – Cost & Ease Of Maintenance – Trends And Taste 	
--	--	---	--

MODULE 3: METHODS OF FURNITURE MAKING

Module	Objectives	Content	Evaluation Pattern
3.	To make the student understand the	TRADITIONAL METHOD OF FURNITURE MAKING	Field visit / site visit To residential

	<p>process of designing and selection of furniture and its use in interiors.</p>	<ul style="list-style-type: none"> – Types of areas covered – Types of work included – Advantages – Disadvantages <p>STANDARDS AND FEATURES TO BE CONSIDERED WHILE DESIGNING TRADITIONAL FURNITURE MAKING</p> <ul style="list-style-type: none"> – Features – Process – Time line calculations <p>MODULAR FURNITURE MAKING</p> <ul style="list-style-type: none"> – Types of units – Types of work included – Advantages – Disadvantages <p>STANDARDS AND FEATURES TO BE CONSIDERED WHILE DESIGNING MODULAR FURNITURE MAKING</p> <ul style="list-style-type: none"> – Features – Process – Time line calculations 	<p>sites.(marks 10)</p> <p>Visiting readymade furniture showrooms. (marks 15)</p>
--	--	--	---

MODULE 4: LIGHTING

Module	Objectives	Content	Evaluation Pattern
4	To educate the students to understand light in interiors and the various uses related to it and its effects.	<p>TECHNICAL LIGHTING TERMS (FOOT CANDLE, LUMENS, LUX, GLARE)</p> <p>Types of light Sources (artificial and natural)</p> <p>Types of lighting based on purpose – General, Task, Accent</p>	<p>Visiting light showroom(marks 10)</p> <p>Discussion on ambiance of light (marks 15)</p>

	<p>To understand lighting parameters to be considered while designing interior environment.</p>	<p>Types of lighting systems – Direct, Indirect, semi direct, semi indirect and diffused</p> <p>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 open <p>PRINCIPLES OF LIGHTING</p> <ul style="list-style-type: none"> – Adequate illumination level for visual task – Color rendering – Glare – Safety – Efficiency – Economy – Aesthetics/ambience 	
--	---	---	--

EVALUATION PATTERN

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

REFERENCES -

1. National Kitchen And Bath Association (1996) .The Essential Kitchen Design Guide .New York: John Wiley and Sons. Inc.
2. Lee, Vinny (1998). Kitchens. London: Ryland Peters and Small.
3. Conran Terence. The Kitchen Book. London: Bruce Marshall.
4. Gilliatt Mary. Making the most of Kitchens and Dining rooms. London: Orbis (1983).
5. Graham, William. Lighting your home. Macmillan and Co.
6. National Building Code Of India .I.S.I. Publication. Latest Edition.
7. Bo Niles and Jutta Ristsoo. Planning the perfect kitchen.New York: Simon and Schuster.
8. Conran Terence. Kitchen and Dining Rooms. New York: Simon & Schuster Inc.
9. I.S.I. code of practice for Interior Illumination .I.S.I. Publication.
10. Murrel, Rohin (1993).The Kitchen Planner .London: Mitchell Beazley International Ltd.
11. Senior, Johanna (1975). Work study in the Kitchen. London; Pitman Publishing.
12. Grey, Johnny. The art of kitchen design: Planning for comfort and style. London: Casses. (1995).
13. Faulkner and Faulkner. Inside Today`s Home, New York, Holt, Rienhar and Winston, 1968.
14. Gilliatt, Mary and Baker Douglas .Lighting Your Home –a practical guide ,
London, Hutehinson and Co., 1980.

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

Semester IV:

NAME OF THE COURSE: DRAFTING & DESIGNING

CREDIT 4:

Objectives:

- To enable the students to gain knowledge about the importance of housing needs and finance
- To enable the students acquire knowledge of principles of residential space design
- 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 acquaint the student, with symbols and to impart necessary drafting skills and to express design ideas.</p> <p>To develop the creative potential of the students through design exercise</p>	<p>BASICS OF DRAWING</p> <ul style="list-style-type: none">– Use of drawing instruments,– Types of lines– Lettering symbols– Dimensioning– Use of scales <p>FREE HAND SKETCHING USING DIFFERENT TECHNIQUES OF DRAWING</p> <ul style="list-style-type: none">– Scribbling,– Point– Line <p>TECHNICAL DRAWING VIEWS</p> <ul style="list-style-type: none">– Isometric,– Axonometric– Perspective views– Oblique views	<p>To maintain a A4 size portfolio with all above assignments</p> <p>Every assignment stated in syllabus can be marked out of 10</p> <p>Final total should be brought down to 25 marks.</p>

MODULE 2: ORTHOGRAPHIC PROJECTIONS

Module	Objectives	Content	Evaluation Pattern
2.	To educate the student to understand and read various technical concepts like plans, sections. To develop in students the ability to use the knowledge of design in various applications in interiors	<p>BASIC FORMS AND ITS ORTHOGRAPHIC PROJECTIONS</p> <ul style="list-style-type: none"> – Cube, cuboids, prisms and pyramids – Combination objects <p>UNDERSTANDING ROOM MEASUREMENTS IN FORMS OF</p> <ul style="list-style-type: none"> – Plan, – Elevation – Section <p>FLOOR PLANS</p> <ul style="list-style-type: none"> – Measurement layout – Furniture layout – Sectional elevations <p>DIFFERENT FURNITURE BLOCKS DRAFTING IN PLAN FORM</p> <ul style="list-style-type: none"> – Living room furniture – Dining room furniture – Kitchen furniture – Bedroom furniture – Toilet furniture 	<p>To maintain a A4 size portfolio with all above assignments</p> <p>Every assignment can be marked out of 10</p> <p>Final total should be brought down to 25 marks.</p>

MODULE 3: LAYOUTS DESIGNING AND RENDERING

Module	Objectives	Content	Evaluation Pattern
3.	To develop in students the ability to plan layouts considering the various aspects	<p>KITCHEN DESIGN (8 TO 12 SQ. MT)</p> <ul style="list-style-type: none"> – Plan, – Elevations, – Axonometric view 	To maintain a A2 size portfolio with all above assignments

	of design	<ul style="list-style-type: none"> – Rendering with Graphite pencils textures <p>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>BEDROOM DESIGN (10 TO 14 SQ. MT)</p> <ol style="list-style-type: none"> Plan, Elevations, One point perspective view Rendering with pen and Ink <p>TOILET DESIGN (5 TO 8 SQ. MT)</p> <ol style="list-style-type: none"> Plan, Elevations, Two point perspective view Rendering with any innovative technique 	<p>Every assignment can be marked out of 10</p> <p>Final total should be brought down to 25 marks.</p>
--	-----------	--	--

MODULE 4: LIGHTING AND OTHER SERVICES

Module	Objectives	Content	Evaluation Pattern
4.	To make student understand and learn the effects of light and their application in interiors.	<p>LIGHTING LAYOUTS</p> <p>Living room with specification of</p> <ul style="list-style-type: none"> – Legend – Symbol chart – Specification of lighting points <p>REFLECTED CEILING PLAN</p> <ol style="list-style-type: none"> Plan Section 	<p>To maintain a A2 size portfolio with all above assignments</p> <p>Every assignment can be marked out of 10</p> <p>Final total should be brought down to 25 marks.</p>

	To develop the ability of students towards application of materials in interiors	FLOORING DESIGN <ul style="list-style-type: none"> – Flooring design layout – Specifications – Details 	
--	--	--	--

COURSE EVALUATION:

Total of all 4 modules should be brought down to 25 internal markings.

Final exam of 75 marks to be conducted

References:

- Fundamentals of Graphics Communication by Gary Bertoline, Eric Wiebe, Nathan Hartman and William Ross (Jan 13, 2010)
- Introduction to Solid Modeling Using SolidWorks 2012 by William Howard and Joseph Musto (Jun 7, 2012)
- Interpreting Engineering Drawings (Drafting and Design) by Cecil H. Jensen and Jay D. Helsel (Sep 3, 2006)
- Basic Perspective Drawing: A Visual Approach, 5th Edition by John Montague (Dec 30, 2009)
- Architectural Drafting and Design by Alan Jefferis, David A. Madsen and David P. Madsen (Feb 26, 2010)
- Technical Drawing with Engineering Graphics (14th Edition) by Frederick E. Giesecke, Ivan L. Hill, Henry C. Spencer and Alva E. Mitchell (Jan 7, 2011)
- Interior design and visual presentation – lind edition
- Fundamentals of lighting

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

Semester IV:

NAME OF THE COURSE: APPLICATION OF ERGONOMIC IN INTERIOR DESIGNING

CREDIT – 4

Objective:

The overall objective of the course is to provide an understanding of ergonomic principles, its importance and application in the design of work, spaces as well as products & equipments. 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	Application of Ergonomic in Interior Designing (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 field of interior designing/ hospitality industry. To create understanding about the interaction of man using a machine in	INTRODUCTION TO ERGONOMICS <ul style="list-style-type: none">– Definition, Aim and Objectives of ergonomics– Brief History of ergonomics– Importance of ergonomics and the role of an ergonomist in interior designing/hotel industry.– Scope of ergonomics CONCEPTUAL ERGONOMICS <ul style="list-style-type: none">– Man Machine Environment (MME) system– Types of MME systems (Manual, Mechanical & Automatic system)– Interface between job, man & environment.	Describe the present scope & concerns of ergonomics. (Marks 05) Document a situation where you have experienced difficulty in operating a machine in detail. (Marks 05) Role of an ergonomist in furniture design creation (Marks 05)

	<p>an environment To gain knowledge about the disciplines contributing to ergonomics & its application in Interior designing/hospitality industry. To create awareness about the role of ergonomics in improving work efficiency.</p>	<ul style="list-style-type: none"> – Compatibility between work & worker: Fitting the job to the person (FJP); fitting the person to the job (FPJ) <p>DISCIPLINES IN ERGONOMICS</p> <ul style="list-style-type: none"> – Anatomy & Physiology – Psychology – Biomechanics – Time & motion studies – Application in interior Designing/ hospitality industry. 	<p>Study any residential area (e.g. kitchen) in relation to ergonomic principles. (Marks 05)</p> <p>List down various tools/ equipments used by Man in Interior Designing/ hotel industry; classify them as manual, mechanical or automatic. (Marks 05)</p>
--	---	---	---

MODULE 2: PHYSIOLOGICAL ASPECTS OF MAN AT WORK

Module	Objectives	Content	Evaluation Pattern
2.	<p>To understand the physiologic al changes taking place during work in the human body. To help students</p>	<p>APPLIED PHYSIOLOGY</p> <ul style="list-style-type: none"> – Role of oxygen – Cardiovascular Functions – Respiratory functions – Thermo-regulatory Functions <p>HUMAN ENERGY</p> <ul style="list-style-type: none"> • Concept of energy expenditure • Oxygen consumption • Methods to measure oxygen consumption and energy 	<p>Identify five employees from different professions; list & describe in few lines the various tasks performed by them. [Eg. lawyers, typist etc.)</p> <p>(Marks 10)</p> <p>Collect & Document 5 articles on Physical</p>

	understand the effect of these physiologic al changes on human health & productivity.	<p>expenditure</p> <ul style="list-style-type: none"> Physical fitness <p>WORK PHYSIOLOGY</p> <ul style="list-style-type: none"> Meaning of work Classification of work Muscular work Sources of energy for work <p>STRESS & FATIGUE</p> <ul style="list-style-type: none"> Meaning & concept of stress Effect of stress & ways to minimize Definition, meaning & types of fatigue Brief causes of fatigue and measures to reduce fatigue 	<p>Fitness (Marks 10)</p> <p>Self- evaluation of stress. (Marks 5)</p>
--	---	--	--

MODULE 3: ENVIRONMENTAL ERGONOMICS/ WORK ENVIRONMENT

Module	Objectives	Content	Evaluation Pattern
3.	<p>To understand the environment al factors contributing to productivity, safety, control and well-being of individual's performing the work.</p> <p>Understand the</p>	<p>VISUAL ENVIRONMENT: MEASUREMENT & DESIGN</p> <p>Vision & Eye</p> <ul style="list-style-type: none"> Brief introduction to eye structure & visual defects Concept of lighting Need & importance of good lighting <p>MEASUREMENT OF LIGHT:</p> <ul style="list-style-type: none"> Lighting standards Contrast & glare <p>Problems associated with inadequate lighting</p>	<p>Measure the illumination levels of any 3 of the following (Marks 40)</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. Compare & Discuss In a modern office

	<p>ergonomic risk assessments and appropriate control measures.</p> <p>Help students to appreciate environmental aspects of ergonomic designs.</p>	<ul style="list-style-type: none"> – Visual fatigue – Eye strain – Other physiological problems like headache & psychological problems like depression etc. <p>Lighting design considerations</p> <ul style="list-style-type: none"> – Guidelines for good lighting <p>NOISE & VIBRATION</p> <p>Introduction to Noise:</p> <ul style="list-style-type: none"> – Characteristics, permissible limits – Indoor Noise & Outdoor Noise <p>Noise Control</p> <ul style="list-style-type: none"> – Sources of noise – Control measures: acoustics, screens, tiles, carpets, curtains etc. <p>Effects of Noise</p> <ul style="list-style-type: none"> – Noise induced hearing loss: various degrees – Noise & health – Noise & task performance <p>Vibration</p> <ul style="list-style-type: none"> – Effects on human body – Control strategies (application to designing) <p>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 steps & measures to reduce heat 	<p>with blinds/curtains open & close; with lights</p> <p>a. ON b. OFF.</p> <ul style="list-style-type: none"> – Work benches in a lab/ classroom. <p>Discuss the psychological effects of various types of light on different work activities. (Marks 20)</p> <p>Measure the noise levels of: (Marks20)</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. (Marks 20) <p>❖ All 100 marks total to be brought down to 25 marks.</p>
--	--	--	---

		<p>Work in Cold Places</p> <ul style="list-style-type: none"> – Core temperature – Acclimatization to cold <p>Comfort & Building Design</p> <ul style="list-style-type: none"> – Ventilation – Thermal comfort in buildings: thermal comfort, air quality & sick building – Cold climate protection <p>OTHER WORK ENVIRONMENTS</p> <ul style="list-style-type: none"> • Biological & chemical environment in brief • Psycho-social Environment • Work stress • Work rest cycle 	
--	--	--	--

MODULE 4: WORKSTATION DESIGN

Module	Objectives	Content	Evaluation Pattern
4.	<p>Understand the application of anthropometric measurements in space design</p> <p>Understand and apply the principles of to the creation of safer, healthier, and efficient activities in the</p>	<p>ANTHROPOMETRY</p> <ul style="list-style-type: none"> – Concept and meaning of anthropometry – 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>WORK POSTURE</p> <p>Introduction to posture, & anatomy of the spine</p> <p>Types of posture:</p> <ul style="list-style-type: none"> – Sitting – Standing – Sit-stand posture – Lying – Squatting. 	<p>Anthropometric measurement of classmates (in pairs): seating & standing. (Marks 05)</p> <p>Calculation of percentiles (Marks 05)</p> <p>Determining the relationship of anthropometric dimensions of workers space requirements for some selected activities cooking, chopping etc. (Marks 05)</p> <p>Owas technique to</p>

	<p>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>Poor posture & Musculo-skeletal problems:</p> <ul style="list-style-type: none"> – back pain – muscular fatigue – Local muscle discomfort <p>Guidelines for good posture</p> <p>WORKPLACE LAYOUT</p> <p>Principles of work station design</p> <p>Design considerations for various workstations</p> <p>Concept & Principles of universal design</p> <p>Application of UD principles in designing spaces</p> <p>OCCUPATIONAL HEALTH & SAFETY</p> <p>Industrial accidents: causes & Prevention strategies</p> <p>Clothing and Personal Protective Equipment</p> <p>Safety management practices</p>	<p>analyse posture for 5 different types of jobs: stitching, writing etc. (Marks 10)</p> <p>❖ Note: For all practical's assignments would be documented in a journal.</p>
--	--	--	---

REFERENCES

1. Nag, Pranab Kumar. Ergonomics and Work Design: Emerging issues in organizational science. New Delhi: New Age International (P) Ltd. (1996)
2. Kumar, Shrawan. Perspectives in rehabilitation ergonomics. London: Taylor and Francis. (1997)
3. Close Guy. Work Improvement. New York: John Wiley and Sons. (1980)
4. Drucker, Peter. The practice of management. Bombay: Allied Publishers.

5. Gilbreth, S, Thomas O and Clymer E. Management in the home. New York: Dodd, Mead and Co. (1960)
6. Grandjean ETienne. Ergonomics of the home. London: Taylor and Francis Ltd. (1978)
7. Hargon C.T., Cook J.S. Human energy gives to equipment design. New York: McGraw Hill. (1963)
8. Deleha S. Elements of work study
9. Larkin. Work study and practice
10. McCormick. Human factors in engineering. (1964)
11. Osborne David. Ergonomics at work. London: Chickester, John Wiley and Sons.
12. Steidle and Braton E.C. Work in the home. London: John Wiley and Sons. (1968).
13. Kroemer K.H.E. & E. Grandjean, Taylor & Francis. Fitting the task to the Human (5th Edition. London 1997
14. George Kanawaty. Introduction to Work Study. Universal Publishing Corporation, Bombay. (ILO, Geneva) 1994
15. L.C. Jhamb. Production Management. Everest Publishing House, Mumbai 2002, Seventh Edition
16. L.C. Jhamb. Work Study & Ergonomics. Everest Publishing House, Mumbai 1990
17. Weerdmister B.A. & Dul J. Ergonomics for Beginners, Taylor & Francis, 1997
18. Katch & Katch. Exercise Physiology – Energy Nutrition & Human Perf., Lea & Febiger, Philadelphia, 3rd Edn. 1991
19. K.C. Sawant, Human Physiology, Dominant Publishers & Distribution, New Delhi 110002,
20. Anne Waugh & Allison Grant, Anatomy & Physiology in Health & Illness, Churchill Livingstone, Toronto, 2001
21. Bridger, Introduction to Ergonomics, Mc Graw Hill, New York, 1994
22. Eastman Kodak Company, 'Human Factors Section, 'Ergonomic Design For People At Work', Volume 1 & 2, Lifetime Learning Publications, VNR, New York, 1983

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

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 demonstrate the students navigate the interface, open and close files, use the Zoom commands to adjust the display of objects on the screen. To describe	GETTING STARTED WITH AUTOCAD a) Creating a Custom Workspace b) Using the Keyboard Effectively c) Object Creation, Selection and Visibility d) Working in Multiple Drawings e) Copying and Pasting Between Drawings f) Using Grips Effectively WORKING EFFECTIVELY WITH AUTOCAD g) Using Running Object Snaps h) 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. (marks 10) Creating landscape elements by using commands:

	<p>the students units of measurement, function keys, and coordinate systems and create basic objects, using different data input techniques, object snaps, object snap tracking, polar tracking, and Polar Snap.</p> <p>To realize the students the different ways of giving commands 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"> i) Polar Tracking at Angles j) Object Snap Tracking k) Coordinate Entry l) Locating Points with Tracking m) Construction Lines n) Placing Reference Points <p>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>MAKING CHANGES IN YOUR DRAWING</p> <ul style="list-style-type: none"> o) Selecting Objects for Editing p) Moving Objects q) Copying Objects r) Rotating Objects s) Scaling Objects t) Mirroring Objects u) Editing with Grips 	<p>spline, ellipse and sketch commands (marks 05)</p> <p>Creating furniture in plan mode with specified dimensions:</p> <p>Table, sofa, chair, bed, toilet accessories, wardrobe, etc. (marks 10)</p>
--	---	--	---

MODULE 2: DRAWING ORGANISATIONS AND CREATING LAYOUTS

Module	Objectives	Content	Evaluation Pattern
2.	<p>To Describe in detail the structure and function of Select, modify, and adjust the properties of objects using object grips and the Move, Copy, Rotate, Mirror, and Array commands</p> <p>To Create and manage layers and 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 using Trim, Extend, Offset, Join, and other commands.</p> <p>To make student understand how to organize the drawing.</p>	<p>ORGANIZING YOUR DRAWING WITH LAYERS</p> <ul style="list-style-type: none"> – Understanding Layer Property manager (creating new layer and layer utilities) – Layer States – Changing an Object's Layer and its various properties <p>GETTING INFORMATION FROM YOUR DRAWING</p> <ul style="list-style-type: none"> – Working with Object Properties – Measuring Objects <p>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>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 	<p>Drafting various room layouts</p> <ul style="list-style-type: none"> - Measurement layout (marks 05) - Furniture layout (marks 05) - Flooring layout (marks 05) - False ceiling layout (marks 05) - Creating 2D elevations (marks 05)

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 its styles.</p> <p>To enhance the drawing's visual appearance with hatch patterns and gradient fills.</p> <p>To create blocks and reuse them in your drawings using the Insert command, Design Center, and tool palettes.</p>	<p>INSERTING BLOCKS</p> <ul style="list-style-type: none"> – Making and Inserting Blocks – Working with Dynamic Blocks – Inserting Blocks with Design Center – Inserting Blocks with Content Explorer <p>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 – Adding Notes with Leaders to Your Drawing – Creating and Modifying Tables <p>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>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>Inserting text, dimensions, tables, and specification to the assignments made for Module 2</p> <p>Add Text (marks 5) Add Dimension (marks 5) Add Table (marks 5) Creating a template file with all required parameters (marks 5) Creating different layout mode for printing – landscape, portrait etc. (marks 5)</p>

	<p>To use drawing templates to simplify the process of creating new drawings that contain all the required dimension styles, text styles, and layers that you would otherwise create manually, each time you create a new drawing.</p>	<p>CREATING TEMPLATES</p> <ul style="list-style-type: none"> – Use and advantages of creating Templates – Controlling Units Display – Creating New Layers – Adding Standard Layouts to Templates, line types, line weights etc. – Saving Templates 	
--	--	--	--

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>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 – 3D rotate, move, copy, align, array, converting to solid or surface commands – Adding Detail to Your Solid 	<p>Single room with furniture in 3D should be prepared</p> <p>Extrusion of structural element (marks 5)</p> <p>Furniture making in 3D form (marks 5)</p> <p>Applying materials (marks 5)</p> <p>Applying lights (marks 5)</p> <p>2 perspective view</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 and also how to import new or scanned materials and applying it to generate realistic perspectives .</p>	<p>Models</p> <p>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>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>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 	(marks 5)
--	---	--	-----------

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.

Reference:

- Autocad 2007, Autocad 2008, Archicad 11 versions
- You Tube tutorials for reference commands
- AutoCAD 2009 Tutorial - First Level: 2D Fundamentals by Randy Shih and John Granger (15 Apr 2008)
- AutoCAD 2009 Tutorial - Second Level: 3D Modeling by Randy Shih (1 Jul 2008)
- Autocad 2009 Tutorial: First Level: 2d Fundamentals by Randy Shih (31 May 2008)
- vocational computer-aided design and manufacturing of professional planning materials: CAD: AutoCAD 2009 Tutorial(Chinese Edition) by LI TENG XUN LU JIE (1991)
- **Revit 2013 Bundle** - Revit Architecture 2013, Revit Structure 2013, Revit MEP 2013
- **Architecture 2013 Bundle** - AutoCAD Architecture 2013, AutoCAD MEP 2013, Navisworks 2013, Raster Design 2013
- **Civil 3D 2013 Bundle** - Civil 3D Introduction 2013, Civil 3D Advanced 2013, Map 3D 2013, Navisworks 2013, Raster Design 2013
- **AutoCAD 2013 Bundle**- AutoCAD Introduction 2013, AutoCAD Advanced 2013, Raster Design 2013, AutoCAD Update 2013

Reference sites:

- <http://www.autocadtutorials.net/>
- <http://www.youtube.com/watch>

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

Semester V :

NAME OF THE COURSE 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	Understanding importance of the role of interior designer and be able to differentiate between Design and decoration. Gain an understanding of the principles of interior design.	UNDERSTANDING DESIGN AND DECORATION. CONSIDERATIONS FOR DESIGNING RESIDENTIAL INTERIOR SPACES – BIG AND SMALL AREAS. RENOVATION OF EXISTING INTERIORS <ul style="list-style-type: none">- Elimination- Rearrangement of existing furniture.- Concealment- Supplementation- Refinishing surfaces. INTERIOR – AS AN ESSENTIAL COMPONENT OF ARCHITECTURE.	Identify any five basic structures along with decoration (Marks 05) Collection pictures of any one residence (1 Bed hall and Kitchen Space) (Marks 05) Suggestions to be discussed for renovation of the above evaluated space (Marks 05) Identify different architectural and interior space (Marks 05) Over all presentation (Marks 05)

Module 1: 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>EARLY FURNITURE STYLES</p> <ul style="list-style-type: none"> - Greek Furniture - Roman Furniture - <p>ORIENTAL FURNITURE STYLES</p> <ul style="list-style-type: none"> - Chinese Furniture - Japanese Furniture - Indian Furniture <p>THE RENAISSANCE FURNITURE STYLES</p> <ul style="list-style-type: none"> - French Furniture - The Neo Classical Style <p>MODERN FURNITURE – ADVANTAGES, DISADVANTAGES AND USES</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 - Wrought Iron Furniture, Steel Furniture. 	<p>Group presentation (2 to 3 students)</p> <p>Data collection (marks 10)</p> <p>PowerPoint presentation (marks 10)</p> <p>Discussion (marks 05)</p>

Module 2: 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</p>	<p>WALL AND WALL FINISHES</p> <ul style="list-style-type: none"> - Wall papers. - Cladding. - Paints. - Murals. - Paneling. - Plastering. <p>FLOOR AND FLOOR FINISHES</p> <ul style="list-style-type: none"> - Hard floor covering (natural and artificial) - Soft floor coverings (carpets, durries etc.) 	<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</p>

	and originality in design responses and in the communication of ideas and information.	<p>CEILING</p> <ul style="list-style-type: none"> - False Ceiling of different types materials and ceiling finishes. <p>FURNITURE FURNISHINGS AND FINISHES</p> <ul style="list-style-type: none"> - Laminates - Polishes - Paint (Duco) - Veneer - Upholstery - Leather <p>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 – Cornice or mouldings, Lambrequins and Cantonnières 	<p>(marks 05)</p> <p>Floor and floor finishes (marks 05)</p> <p>Ceiling – materials (marks 05)</p> <p>Furniture treatments (marks 05)</p> <p>Window Treatments (marks 05)</p>
--	--	--	---

Module 3: LANDSCAPING

Module	Objectives	Content	Evaluation Pattern
4	Will enable to focus on the development of practical skills in the critical interpretation of the relations between architecture and interior design landscape.	<p>IMPORTANCE OF LANDSCAPING</p> <ul style="list-style-type: none"> - Introduction - Principle of landscaping - Elements <p>INDOOR LANDSCAPING –</p> <ul style="list-style-type: none"> - Principles, - Features - Selection, - Arrangement - Care and maintenance <p>OUTDOOR LANDSCAPING –</p> <ul style="list-style-type: none"> - Principles, - Features 	<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 (marks 25)</p>

	To develop an awareness of modern built and landscaped environments as spatial formations having complex aesthetic.	<ul style="list-style-type: none"> - Selection, - Arrangement - Care and maintenance <p>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 	
--	---	---	--

REFERENCES:

1. Gandotra V., Shukul M. and Jaiswal N. (2010): Introduction to Interior Design and Decoration. New Delhi – dominant publishers and distributors
2. Mitton M. and Nystuen C.(2011): residential Interior Design – A guide to planning spaces 2nd Edition. John Wiley and Sons, New Jersey
3. Calloway S.: The Elements of Style-An Encyclopedia of domestic architectural detail. Octopus Publishing Group Ltd. London
4. E and OE. Planning – the architect's handbook
5. Kumaraswamy N. and Kameswarra Rao (1998): Building planning and drawing: Anand, India: Charotar Publishing House
6. Shah, M.G.,C.M.Kale and S.Y.Patki (1998).Building drawing. New Delhi: Tata Mc Graw-Hill publishing company limited
7. Chiara, Joseph De and John Haneock Callendar(Edited by in 1980). Time saver standards for Building Types. New York : MC Graw Hill Book Company.
8. Singh, Gurucharan and Subhash Chandar (2004): Building planning designing and scheduling: Delhi :standard publishers distributors.
9. Seelcy Ivor H. Building Technology. Hamshire: Macmillan Press Ltd. (1993)
10. National Building code of India. New Delhi: Bureau of Indian Standards. (1983)
11. Shah, M.G., Kale. Principles of Building drawing. Delhi: Macmillan India Limited. (1995)
12. Rangwala S.C. et al. Engineering materials. Anand: Charotar Publishing House. (1996)
13. Lyons, Arthur. Materials for architects and builders. London: Arnold. (1997)

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

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 mine to look at the subject in a designer way.</p> <p>To create awareness to students about Importance of design - Optimisation, Economics</p>	<p>SKETCHING RESIDENTIAL FURNITURE (SKETCH BOOK)</p> <ul style="list-style-type: none">- Living- Dining- Kitchen- Store- Bedrooms- Toilets <p>DIFFERENT ARRANGEMENTS FURNITURES FOR THE ABOVE SPACES</p> <p>SKETCHING INDIVIDUAL ROOMS WITH DIFFERENT ARRANGEMENTS AND CREATING ALTERNATIVES OF SAME SPACE</p> <p>SKETCHING 3 DIMENSTIONAL VIEWS OF EVERY SPACE DESIGNED</p>	<p>To maintain a sketchbook / journal for sketches and data collection (marks 10)</p> <p>To select different pictures from magazine and develop orthographic projection of the selected drawing (marks 10)</p> <p>Copying the perspective views on tracing for above selected pictures (marks 05)</p>

Module 2. DESIGNING AND HOUSE PLANNING

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>DESIGNING A STUDIO APARTMENT FOR A SINGLE PERSON</p> <ul style="list-style-type: none"> - Plans - Sectional Elevations - Views <p>DESIGN OF TWO BEDROOM HALL KITCHEN WITH DINNING SPACE.</p> <ul style="list-style-type: none"> - Plans - Sectional Elevations - Views - Reflected Ceiling plans - Flooring plan <p>VARIOUS RESIDENTIAL SERVICES</p> <ul style="list-style-type: none"> - Services layouts - Plumbing and Drainage Layout, Electrical layout, air-conditioning - Material Chart <p>DESIGNING A ROW HOUSE WITH MEZZINE/ PENTHOUSE WITH TERRACE/ DUPLEX FLAT/ BUNGLOW WITH FIRST FLOOR 150 TO 200 SQ.MT.</p> <ul style="list-style-type: none"> - Planning requirements with concept - 3 dimensional views (manual or computerized) 	<p>Marking the above mentioned projects</p> <p>Studio apartment (marks 25)</p> <p>2 BHK residential flat (marks 50)</p> <p>Bungalow/Row house/ Penthouse / duplex (marks 25)</p> <p>Total of 100 marks shall be brought down to 25 marks</p>

Module 3. RENDERING

Module	Objectives	Content	Evaluation Pattern
3	To enable students in understanding various	<p>INTRODUCTION TO BASIC RENDERING MATERIALS:</p> <ul style="list-style-type: none"> - Paper, - rendering mediums 	Same designed sheets to be rendered in pencil colours/ water colours

	<p>material presentation</p> <p>To create a visualization of their design and understand the colour combinations and its variations</p>	<ul style="list-style-type: none"> - equipment to assist the drawing and rendering process <p>LEARNING THE BASICS:</p> <ul style="list-style-type: none"> - Mixing colours, - basic application of the - mediums, - shadow casting and highlighting <p>RENDERING OBJECTS AND DIFFERENT MATERIALS IN INTERIORS</p> <ul style="list-style-type: none"> - Marble - Granite - Glass - Wood - Curtain - Steel - Landscape etc. <p>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>Studio apartment (marks 05)</p> <p>2 BHK residential flat (marks 15)</p> <p>Bungalow/Raw house/ Penthouse / duplex (marks 05)</p> <p>Total of 100 marks shall be brought down to 25 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 and draw simple commercial interior schemes</p> <p>To develop student skills in selection of appropriate materials for various surfaces</p> <p>To enable student to understand the code of professional management and practice as interior designers.</p>	<p>SURVEY PROJECTS ON VARIOUS INTERIOR MATERIALS.</p> <ul style="list-style-type: none"> - Wood, Plywood and its other forms - Glass and its types - Steel - Laminates and veneers - Fabric and upholstery etc. <p>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>ALL DRAWINGS SHOULD HAVE SECTIONAL PLAN, ELEVATION, SECTIONAL ELEVATION AND ENLARGE DETAIL OF EVERY CORNERS AND JOINTS</p> <ul style="list-style-type: none"> - Kitchen platform - TV unit - Single / Double bed - Wardrobe 	<p>Material survey (marks 05)</p> <p>Site and exhibition visits (marks 05)</p> <p>Sheets making (marks 15)</p>

REFERENCES:

1. E and OE. Planning – the architect's handbook
2. Kumaraswamy N. and Kameswarra Rao (1998): Building planning and drawing: Anand, India: Charotar Publishing House
3. Shah, M.G.,C.M.Kale and S.Y.Patki (1998).Building drawing. New Delhi: Tata Mc Graw-Hill publishing company limited
4. Chiara, Joseph De and John Haneock Callendar(Edited by in 1980). Time saver standards for Building Types. New York : MC Graw Hill Book Company.
5. Singh, Gurucharan and Subhash Chandar (2004): Building planning designing and scheduling: Delhi :standard publishers distributors.
6. Seelcy Ivor H. Building Technology. Hamshire: Macmillan Press Ltd. (1993)
7. National Building code of Inida. New Delhi: Bureau of Indian Standards. (1983)
8. Shah, M.G., Kale. Principles of Building drawing. Delhi: Macmillan India Limited. (1995)
9. Rangwala S.C. et al. Engineering materials. Anand: Charotar Publishing House. (1996)
10. Lyons, Arthur. Materials for architects and builders. London: Arnold. (1997)
11. Porter, Brian. Carpentry and Joinery. London: Arnold. (1990)
12. Verma, H.K.(Ed). Architects, interior designers and building trade desk book. Bombay: Magnum communications P. Ltd. (1993)
13. Deshpande, R.S. Modern ideal homes for India. Poona: United book corporation.(1982)
14. Agan T, J.B.LIPPINCOTT" The house its plan and use".
15. Agan T , JB Lippincott,"The house- Principles, Resources, Dynamics."
16. Conran Terence "the house book" (2nd edition)
17. Time saver standard for Interior design of space planning.
18. "Interior Design" by Ahmed A. Kasu.
19. Angela Fishbure "Creating your own soft furnishing".
20. John Pile "Interior Design".
21. Diwan Sudhir (1999), Sanskruti, A manual of Interior Design, Volume 1 & 2, Mumbai : Interior Affairs.

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

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 its costing and mode of purchase Application methods of different materials on wall, floor, ceiling, furniture etc.	BASIC BUILDING MATERIALS- ITS TYPES, PROPERTIES AND USES <ul style="list-style-type: none">• Bricks• Stone (aggregate and sand)• Lime• Cement• Steel• Concrete and RCC• Mortar and Plaster• Wood and seasoning of wood LATEST BUILDING MATERIALS <ul style="list-style-type: none">• Prefabricated – Materials• Recycled materials• New materials MATERIALS FOR WALLS AND FLOORS <ul style="list-style-type: none">• Natural -Granite, limestone, sandstone, marble• Manmade - marble mosaic, terrazzo, ceramic, vitrified tiles, glazed tiles cement tiles	Sheets of brick wall and bonds , stone wall should be drafted (Marks 15) Project work / survey on various building materials and application (marks 10)

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>STRUCTURAL SYSTEMS:</p> <ul style="list-style-type: none"> • Load bearing wall – structures • Frame Structures <p>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 <p>CONSTRUCTIONAL FEATURES OF DOORS</p> <ul style="list-style-type: none"> • Types of Doors: • Flush Paneled door • glazed door • Sliding doors. <p>TYPES OF WINDOWS:</p> <ul style="list-style-type: none"> • On basis of materials used – Wooden, Aluminum, Steel, PVC • 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>STAIRCASE AND RAMP:</p> <ul style="list-style-type: none"> • Requirements of a - good staircase • Types of staircases • Requirements of a good ramp 	<p>Building component and building structure (marks 20)</p> <p>Lintels and arches (marks 20)</p> <p>Sheets on types of door (Marks 20)</p> <p>Sheets on types of windows (Marks 30)</p> <p>Staircase its types and its terminologies (Marks 10)</p> <p>*TOTAL OF ALL MODULE: 2 SHALL BE BROUGHT DOWN TO 25 MARKS.</p>

Module 3: FURNITURE CONSTRUCTION

Module	Objectives	Content	Evaluation Pattern
3	<p>To make student understand the basic joinery of wood/ furniture or articles</p> <p>Learning associated furniture fitting and fixtures</p>	<p>WOOD CONSTRUCTION</p> <ul style="list-style-type: none"> • Different types of wood joints • Tools of carpentry. (For doors, windows, c/b. etc.) <p>HARDWARE, FITTINGS, FIXTURES AND FASTNERS</p> <ul style="list-style-type: none"> • Types of hinges • Aldrobp • Tower bolts • Knobs • Screws, nails, nuts and bolts <p>BASIC FURNITURE DETAILING –</p> <ul style="list-style-type: none"> • Table (dining/center/side) • Bed with/without side tables • Sofa • Wardrobe. 	<p>Survey on hardware used in furniture (marks 05)</p> <p>Sheets on wood joinery with exploded view (marks 05)</p> <p>Furniture sheets of plan, elevation. Sections and detailing (marks 10)</p>

Module 4: CONSTRUCTION DETAILING

Module	Objectives	Content	Evaluation Pattern
4	<p>To develop understanding of various partition and its constructions</p> <p>To detail out each design for its final execution</p>	<p>PARTITION</p> <ul style="list-style-type: none"> • Stud partition • Glass partition • Sound proof partition <p>PANELING</p> <ul style="list-style-type: none"> • Wood paneling • Gypsum paneling <p>FALSE CEILING</p> <ul style="list-style-type: none"> • Plaster of Paris ceiling • Wood and glass ceiling 	<p>Detail out every above sheets specified in sheet or sketch form (Marks 25)</p>

REFERENCES:

1. Chudley, R.(1985). Construction Technology Volume I to V. Essex: ESBS/Longman.
2. E and OE. Planning – the architect's handbook
3. Kumar, Sushil (1992). Building Construction. Delhi: N.C.JaIN
4. Kumaraswamy N. and Kameswarra Rao (1998): Building planning and drawing: Anand, India: Charotar Publishing House
5. McKay W.B. Building construction. Vol 1-5 London: ELBS and Longmans.
6. Shah, M.G.,C.M.Kale and S.Y.Patki (1998).Building drawing. New Delhi: Tata Mc Graw-Hill publishing company limited
7. Chiara, Joseph De and John Haneock Callendar(Edited by in 1980). Time saver standards for Building Types. New York : MC Graw Hill Book Company.
8. Singh, Gurucharan and Subhash Chandar (2004): Building planning designing and scheduling: Delhi :standard publishers distributors.
9. Seelcy Ivor H. Building Technology. Hamshire: Macmillan Press Ltd. (1993)
10. Barry, R. The construction of buildings. London ELBS. (1980)
11. Ranglwala, S.C. et al. Building construction. Anand: Charotar Publishing House.. (1993)
12. Limon, Alec. Beginner's guide to building construction. London: Newness Technical Books. (1980)
13. Ching, Francis. Building construction illustration. New Delhi: CBS Publishers and distributors. (1987)
14. National Building code of Inida. New Delhi: Bureau of Indian Standards. (1983)
15. Shah, M.G., Kale. Principles of Building drawing. Delhi: Macmillan India Limited. (1995)
16. Rangwala S.C. et al. Engineering materials. Anand: Charotar Publishing House. (1996)
17. Lyons, Arthur. Materials for architects and builders. London: Arnold. (1997)
18. Porter, Brian. Carpentry and Joinery. London: Arnold. (1990)
19. Verma, H.K.(Ed). Architects, interior designers and building trade desk book. Bombay: Magnum communications P. Ltd. (1993)
20. Deshpande, R.S. Modern ideal homes for India. Poona: United book corporation.(1982) Patil, Subhash M. Plumbing engineering. Bombay: Seema Publications (1995)
21. Grosset and Dunlap. Manual of home repairs, remodeling and maintenance. New York: Grosset and Dunlap (1969)
22. Deolalikar S.G. Plumbing Design and practice. New Delhi: Tata McGraw Hill Publishing Co. Ltd. (1994)
23. Rangwala S.C. Water supply and sanitary engineering. Charotar Publishing House.(1992)
24. Barry R. The Construction of Buildings.Volumes 1 to 5 London: Granada. (1978)
25. P.N.Khanna, Indian Practical Civil Engineers handbook, New Delhi, Engineers Publishers, (1953)
26. A.Kamala D.L.Kanthrao, Environmental engineering Water Supply, Sanitary Engineering & Pollution, New Delhi, Tata McGraw-Hill Publishing Company Ltd. (1988)
27. S.K.Hussain, Text book of water supply and sanitary engineering, New Delhi, Oxford & IBH

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

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, open and close files, use the Zoom commands to adjust with view ports and viewing the object in plan, elevations and perspective view together. To describe	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	To be done by individual student Creating Basic objects and understanding its placements with standard parameters Box, cylinder, cone, pyramid, tea pot, plane etc.. (marks 10) Creating Basic objects and understanding its placements with extended parameters Hydra, Torus Nut, Chamfer Box , Chamfer Cylinder (marks 05) Drafting a Bed And

	<p>the students units of measurement , function keys, snapping to the objects, keyboard entry, shortcut options</p> <p>To enable perfection in the drawing and modifying the commands as per gizmo settings</p>	<p>MODELING USING BASIC PRIMITIVES</p> <ul style="list-style-type: none"> - Standard primitives, basic 3d forms and it s parameters - Keyboard entry method and specific modification method - Creating segments and its utility - Application Of Tools From Main Tool Bar - Selection Sets , Align , Layers , Render ,Material Editor - Interface For Command Panel - Create , Modify , Hierarchy , Object Categories - Tools- Array , Mirror <p>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 , Beeds , Cupboards etc <p>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>Sofa Set With Dining Tables And Chairs. (marks 10)</p>
--	---	--	---

MODULE 2. MODELING USING PARAMETRIC MODIFIERS

Module	Objectives	Content	Evaluation Pattern
	To describe in detail the structure and	<p>EDITING POLY MODELS</p> <ul style="list-style-type: none"> - Concepts Of 2d Shapes , Line Spline Difference Between 	<p>Creating furniture library (marks 10)</p>

	<p>function of Select and Modify to adjust the properties of objects using object grips and the Move, Copy, Rotate, Mirror, and Array commands</p> <p>To modify objects by changing their size, shape, orientation or geometric composition using with scale and gizmo.</p> <p>To enable students to learn and merge drawings to create required design.</p>	<p>Editable</p> <ul style="list-style-type: none"> - Spline And Default Shapes Brief Visualization On Arc , Rec , Ngon , - Circle , Ellips , Helix , Text , Stares - Extrude Lathe , Loft, Boolean - Sub – Parameters Of Line <ul style="list-style-type: none"> 1. Vertex 2. Segments 3. Spline <p>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>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>GEOMETRICAL 3D OBJECT WITH</p>	<p>Any one room space residential/ commercial (marks 10)</p> <p>Adding 3d objects and completing a designed space with all required accessories (marks 05)</p>
--	--	---	--

		PARAMETERS <ul style="list-style-type: none"> - Door - Windows - Wall - Railing - Stairs - Foliages And Site Import RELATION WITH AUTO CAD AND LINE DRAWING <ul style="list-style-type: none"> - Importing 2d Plans And 3d Blocks From AutoCAD - Exporting 3d Max Files To Other Extension - How To Draw Plan In Auto Cad For 3ds Max Reference 	
--	--	---	--

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>	INTRODUCTION TO MATERIAL TEXTURES AND MAPS CONCEPTS <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 INTRODUCTION TO LIGHTS <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 	<p>Inserting text, dimensions, tables, and specification to the assignments made for Module 2</p> <p>Add Material and mapping (marks 10)</p> <p>Add Lights and environment (marks 10)</p> <p>Add animation (marks 05)</p>

		<p>3. Directional</p> <ul style="list-style-type: none"> - Light Parameters – Restricting Lights - General Parameters (Conversion Of Lights) - Intensity And Color Attenuation - Shadow Parameters <p>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 <ul style="list-style-type: none"> 1. Free Camera 2. Target Camera - Basics Of Animations - Frame To Frame Animation - Parametric Animations - Morphings And Object Animation - Noise <p>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) 	
--	--	---	--

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 build photography and composition skills by setting up house perspectives and renderings.</p> <p>To be familiar with navigating, configuring and utilizing AutoCAD materials and also how to import new or scanned materials and applying it to generate realistic perspectives.</p>	<p>INTRODUCTION TO GOOGLE SKETCHUP.</p> <ul style="list-style-type: none"> - Google Earth images - Tracing the Image - Using Push-Pull to Make a Building - Create a 3D rendering of a building using these images. <ol style="list-style-type: none"> 1) Basic drawing in 3D – lines, rectangles, circles 2) Push-Pull – converting shapes from 2D to 3D 3) Selection and Inference 4) Move, Copy, Offset & Mirror - Adding materials to lay layout to the rendering. - Use Sketch Up's built-in lighting model to do shading analysis - Orienting the drawing to true north - Lighting model in Sketch Up <p>INTRODUCTION TO COREL DRAW</p> <ul style="list-style-type: none"> - Introduction to CorelDRAW - Moving Around and Viewing Drawings - Basic Drawing Skills - Selecting and Manipulating Objects - Drawing and Shaping Objects - Arranging Objects - Using and working with Text - Working With Objects - Outlining and Filling Objects - Using Symbols and Clipart - Transforming Objects - Adding Special Effects - Creating Output and exporting drawings in various 	<p>Single room with furniture in 3D should e prepared Creating a 3D wireframe in Sketch Up and adding landscaping effects (marks 10)</p> <p>Importing drawing to Corel Draw and modifying it to give material effects in 2D drawings (marks 10)</p> <p>Importing 3Dstudio max, Sketch Up or Corel draw Images and editing it for final presentation (marks 5)</p>

		<p>dwf or dwg or jpg file format and sending for final editing and printing</p> <p>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 	
--	--	--	--

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 markingFinal examination of 75 marks should be conducted.

References:

1. 3ds Max Architectural visualization by one project from start to finish
2. 3ds max Animation and Visual Effects Techniques - ISBN: 1584502266
3. 3D Studio MAX in Motion: Basics Using 3D Studio MAX 4.2 - ISBN: 0130475378; 1st edition (May 30, 2002)
4. 3ds max Illuminated: Foundation (v5) - ISBN: 0970753020
5. Maxscript and the Sdk for 3d Studio Max - ISBN: 0782127940

Reference sites:

- <http://www.youtube.com/watch>

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	To raise awareness about learning latest developments and research in the field of interior design and decoration To gain an insight through group discussion	IDENTIFYING THE TOPIC <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. PROVIDING THE SCHOLARLY FRAMEWORK <ul style="list-style-type: none">- Advising them how the complete project shall be	Topic shall be selected by individual students Minimum 3 topic should be chosen with the scope of project by the students for the seminar presentation Discuss all three topics with students and one of them shall be finalized if it is suitable.

	<p>To learn and share knowledge about how the new development / technology / fields will benefit the existing set of knowledge.</p>	<p>conducted</p> <ul style="list-style-type: none"> - To help participants to learn, encouraging the learning reflection for others as well as yourself <p>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 	
--	---	---	--

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>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>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"> Introduction to subject Scope of subject Past and present history of product Case studies 	<p>Prepared data shall be checked with a progress report and intermediate marking should be done on work completion</p> <p>Checking the continuity and methodology of the subject and guiding them.</p>

		e. Material chart f. Rate analysis table g. Conclusion (Any extra topics required as per the subject selected can be added) REVIEW AND EVALUATORS <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 	
--	--	---	--

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>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>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>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 - Referring to you tube videos related to topic 	<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 colleagues on betterment and improvement.</p>

		which can give them the clear idea about the manufacturing processes of the products in today's market.	
--	--	---	--

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> <ul style="list-style-type: none"> - Project grades are the result of three areas of evaluation: Professionalism, Process & Realization. - Your grade in the area of professionalism 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. - Everyone must take part in a group project. 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</p>

OVERALL EVALUATION PATTERN :

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

PROGRAMME: BACHELORS IN RESOURCE MANAGEMENT

SEMESTER V

COURSE: WOMEN'S STUDIES

CREDIT – 4

Code No.	Subject	TC	Th C	Pr C	Int M	Ext M	Total
9356	Women's Studies	4	2	-	50	-	50

Objectives:

1. To help students to know the demographic profile of women in India.
2. To help students to understand the present situation and changes in the status of women.

Module No	Objectives	Content	Evaluation
			25 Marks
1.Demographic profile of women in India and towards change	This module will enable students to: 1. Understand the demographic profile of women in India. 2. To create awareness about the role and importance of media portraying women	1.Sex Ratio 2.Health 3.Education 4.Employment 5.National Policy of Empowerment of women 2001 6.The role and importance of media portraying women	Debate 5 marks Discussion marks 10 Presentation marks 10

Module No	Objectives	Content	Evaluation
			25 Marks

2.Women, work and development	This module will enable students to:	1. Women in the unorganized sector.	Discussion marks	10
	<p>1. Understand the present situation and changes in the status of women.</p> <p>2. Create awareness about Governmental policies and strategies for women's development and role of voluntary organizations and NGO's in women's development.</p>	<p>2. Women in the Organized sector.</p> <p>3. Legal provision for the protection of working women</p> <p>4. Governmental policies and strategies for women's development</p> <p>5. Role of voluntary organizations and NGO's in women's development</p>	Presentation marks	15

References:

Bansal S. (2007): Women in Developing Countries, Sumit Enterprises, New Delhi.

Bhadauria M (1997): Women in India (Some Issues), APH Publication, New Delhi.

Chaudhuri M (ed.) (2004): Feminism In India, Women Unlimited, New Delhi.

Ghadially Rehana (ed.) *1998): Women In Indian Society: A Reader Sage Publications, New Delhi.

Gopalan S.(2002): Towards Equality- The Unfinished Agenda, Status of Women in India. National Commission for Women, New Delhi.

Iyer P (2007): women and Social Revolution: Strategies and Policy, Insights from India, Women's Press. New Delhi.

Kumar S.A (2007): Women in the face of Globalization, Serial Publication, New Delhi.

Mishra R.B (1992):Indian Women Challenges and Change., Commonwealth Publishers, New Delhi.

MadunuriLaxmipatti R (ed.) (2007):Women Empowerment: Challenges and Strategies,, Mayur Enterprises, New Delhi.

Panday R. (2008): Women Welfare and Empowerment in India, New Delhi, India.

Panday R. (2008): Women Welfare and Empowerment in India Vision for 21 century. New Century Publications,New Delhi.

Patel v (2002): Women's Challenges in the New Millennium. Gyan Publishing House, New Delhi.

Sapru R.K.(1989): Women and Development. Ashish Publication House, New Delhi.

Singh K.V (2007): Women Issues- Empowerment and Gender Discrimination. Vista International Publishing House, Delhi,

Tandon R.K. (1994): Women in Modern Indi. Indian Publication Distributors. Delhi.

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

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	IMPORTANCE OF COMMERCIAL INTERIORS <ul style="list-style-type: none">- Differences between residential and commercial interiors<ul style="list-style-type: none">EnvironmentSpacingPlanningCirculationPrivacyZoning TYPES OF COMMERCIAL INTERIORS <ul style="list-style-type: none">- Commercial establishments (big and small) Shops, Malls, Retail and Departmental Stores, Clinics, Restaurants etc.	Making list of various types of commercial and analyzing its requirements of furniture arrangement (Marks 10) Survey on a specific types of commercials and finding basic differences in materials, arrangements and display (Marks 15)

		<p>Institutional – offices, education centers, coaching classes etc.</p> <ul style="list-style-type: none"> - Public spaces Hospitals, Collages, Theaters, Hotels, Airports etc. - Industrial Spaces Factories, Workshops, Small scale industries etc. <p>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>POINTS TO BE CONSIDERED WHILE DESIGNING COMMERCIAL INTERIORS</p> <ul style="list-style-type: none"> - Location - Space Requirement - Preferences - Financial Aspects - Arrangements 	
--	--	--	--

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>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>EXTERNAL AND INTERNAL DISPLAY</p> <ul style="list-style-type: none"> - Exhibits- internal , external - External facades for display - Landscaping 	<p>Visiting malls and documenting picture</p> <ul style="list-style-type: none"> - Collection Facades (marks 05) - Window display (marks 10)

		INTRODUCTION TO COMMERCIAL SERVICES <ul style="list-style-type: none"> - Intercom - Computer system - Sound equipments - Lighting - Security & Safety - Air conditioning 	<ul style="list-style-type: none"> - Landscaping (marks 10)
--	--	---	--

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>	UNITS AND MODE OF MEASUREMENT <ul style="list-style-type: none"> - Measurement of Length, Area, Volume - Quantity surveying SPECIFICATIONS <ul style="list-style-type: none"> - Understanding of specification - Point to be considered in specification ESTIMATING <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 TENDERS <ul style="list-style-type: none"> - Tender Notice - Types of tender - Item rate Tender - Percentage Rate Tender - Percentage plus Profit Tender - Labour Tender - Lump sum Tender 	<p>Measuring one room and calculating estimation (Marks 10)</p> <p>Writing a Specification for the same job to be executed (Marks 15)</p>

		CONTRACTS <ul style="list-style-type: none"> - Types of Contract - Terms and condition of Contract 	
--	--	---	--

MODULE 4: MANAGEMENT OF 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>	DUTIES AND LIABILITIES IN PROFESSION <ul style="list-style-type: none"> - Designers relation with Clients Contractors CODE OF PROFESSIONAL ETHICS <ul style="list-style-type: none"> - Designer duties towards Clients contractors SCALES OF PROFESSIONAL FEES	To take a quiz on the above topic mentioned (Marks25)

REFERENCES:

1. Interior best selection (1992): Graphic-sha Publishing Co. Ltd. Tokoya.
2. Cerver, Francisco Asensio: Commercial space: Bars, Hotels and restaurants. Mies Roto Vision, Switzerland.
3. Roshan Namavati (1996): Professional Practice, Lakhani book Depot. Mumbai.
4. Ernst Neufert (1980) : Architect's Data, BSP Professional books, London.
5. John Hancock Callender: Time Saver standers for Architectural Design Data, McGraw-Hill Book company, Singapore.
6. Joseph Dechiara, Julius Panero Martin Zelnik(1992): Time Saver Standers for Interior Design & Space Planning, McGraw-Hill Book Company, Singapore.
7. Jonh F.Pile(1988) Interior Desing, Harry N. Abrams.
8. Robert W. Gill Rendering with Pen & Ink, Great Britain, New York. Thames & Hudson, (1973).
9. Ahmad Kasu (1992) An introduction to Art, Craft, Technique, science & Profession of Interior Design , Iquara Publication Pvt. Ltd. Bombay.
10. Encyclopaedia Brittanica .]
11. Rangwala, Estimating & Costing .
12. Alexander R. S. & Merchant Brace (1972) Designing Interior Environment, Havanovisch.
13. Cborne Javid: Ergonomics at work, Chichester Jone Wiley, London.
14. Roger Yee & Karen Gustufson: Corporate Design Great Britain, Thames & Hudson.

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

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	SKETCHING COMMERCIAL FURNITURE (SKETCH BOOK) <ul style="list-style-type: none">- Counters- Bank,- Shops,- Showrooms etc- Work centers (Bank, shops)- Storage DIFFERENT ARRANGEMENTS OF MODULAR FURNITURES <ul style="list-style-type: none">- Office table- Storage units- Filing cabinets- Small retail shop of 100 Sq.Ft. should be designed keeping all above data- General store/ Mobile shop/ Tailor/ Photo Studio etc.- Furniture layout- Elevations- Perspective Views	Sketchbook (Marks 10) Small retail shop designing (Marks 15)

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.	DESIGN OF OFFICE/SHOP/POLYCLINIC/CONSULTING ETC. <ul style="list-style-type: none">- Plans- Sectional Elevations- Views- Reflected Ceiling plans DETAILING <ul style="list-style-type: none">- Partition- False ceiling- Wall paneling SERVICE LAYOUTS <ul style="list-style-type: none">- Electrical layout- Raceway layout- Lan wiring- Fire fighting layout- Air- conditioning	Commercial space designing (Marks 25)

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	QUANTITY OF <ul style="list-style-type: none">- Flooring- Doors and windows- Civil work QUANTITY OF FURNITURE <ul style="list-style-type: none">- Tables- Chairs- Partitions- False ceiling QUANTITY OF FURNISHINGS <ul style="list-style-type: none">- Carpets- Curtains- Wall papers- Upholstery- Painting- Accessories QUANTITY OF SERVICES <ul style="list-style-type: none">- Electrification- Air conditioners	Service Layouts (Marks 10) Calculating estimation (Marks 15)

Module 4: LATEST PRESENTATION TECHNIQUES IN PROFESSION

Module	Objectives	Content	Evaluation Pattern
4.	To develop in the students the latest skills of presentations using software like Autocad, 3D max, etc.	GRAPHITE PENCILS PEN AND INK COLOUR MEDIUM PRESENTATION OF ONE ENTIRE SCHEME INCLUDING PLANS, SECTIONS, VIEW LIGHT EFFECTS.	By using different presentation techniques final portfolio shall be submitted (marks 25)

References:

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

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.	<p>To enable students to understand all hidden services</p> <p>To realize and workout fixtures installation methods</p>	<p>WATER SUPPLY:</p> <ul style="list-style-type: none">- Principles of water supply- Sources of potable water- Water inlet and storage- Distribution of water supply <p>FITTINGS AND FIXTURES</p> <ul style="list-style-type: none">- taps,- cocks of different types,- supply pipes,- storage tanks and their materials <p>DRAINAGE:</p> <ul style="list-style-type: none">- Principle of drainage- Distribution system of drainage- With septic tank- Without septic tank <p>SANITARY FIXTURES</p> <ul style="list-style-type: none">- water closet,- wash basin,- sink,	<p>Making Sheets for Water supply and drainage (Marks 15)</p> <p>Survey Project for Hardware fittings and Fixtures (Marks 10)</p>

		<ul style="list-style-type: none"> - tub etc. <p>SANITARY FITTINGS AND THEIR FUNCTIONS</p> <ul style="list-style-type: none"> - sanitary pipes, - traps of different types, - Inspection chamber - manhole, 	
--	--	---	--

MODULE 2: ELECTRICITY AND LIGHTING

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>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>ELECTRICAL FITTINGS AND FIXTURES</p> <ul style="list-style-type: none"> - Types wires, - switches, - fuse, - circuit breaker, - MCB, - ELCB, - distribution boards, - Earthing etc. <p>WIRING PATTERN</p> <ul style="list-style-type: none"> - Open - Conceal - Bye laws pertaining to electrical installation 	<p>Making Sheets for Electrical Layout (Marks 15)</p> <p>Symbol Chart and specification (Marks 10)</p>

MODULE 3: SECURITY SYSTEMS

Module	Objectives	Content	Evaluation Pattern
3.	To enable students to learn various types of security systems and its advancements	TRADITIONAL <ul style="list-style-type: none">- Types of locks- Dead lock,- Concealed locks- Multiple key locks- Electronic locks- CONVENTIONAL SYSTEMS AUDIO VIDEO SYSTEMS ALARM SYSTEMS LATEST SECURITY SYSTEM	Project on PowerPoint presentation on various security systems (Marks 25)

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.	ACOUSTICS GARBAGE DISPOSAL – DRY & WET, CHUTES. WATERPROOFING – IMPORTANCE, SOURCES OF SEEPAGE & LEAKAGE. LIFTS & ESCALATORS. FIRE FIGHTING ALTERNATE SOURCE OF POWER- UPS, GENERATORS THEIR POSITIONS AND PLANNING.	Making layouts for all above mention services (Marks 25)

EVALUATION PATTERN:

- Internal marks brought down to 25 marks
- Final Examination 75 marks

Reference:

1. Chudley, R.(1985). Construction Technology Volume I to V. Essex: ESBS/Longman.
2. E and OE. Planning – the architect's handbook
3. Kumar, Sushil (1992). Building Construction. Delhi: N.C.JaIN
4. Kumaraswamy N. and Kameswarra Rao (1998): Building planning and drawing: Anand, India: Charotar Publishing House
5. McKay W.B. Building construction. Vol 1-5 London: ELBS and Longmans.
6. Shah, M.G.,C.M.Kale and S.Y.Patki (1998).Building drawing. New Delhi: Tata Mc Graw-Hill publishing company limited
7. Chiara, Joseph De and John Haneock Callendar(Edited by in 1980). Time saver standards for Building Types. New York : MC Graw Hill Book Company.
8. Singh, Gurucharan and Subhash Chandar (2004): Building planning designing and scheduling: Delhi :standard publishers distributors.
9. Seelcy Ivor H. Building Technology. Hamshire: Macmillan Press Ltd. (1993)
10. Barry, R. The construction of buildings. London ELBS. (1980)
11. Ranglwala, S.C. et al. Building construction. Anand: Charotar Publishing House.. (1993)
12. Limon, Alec. Beginner's guide to building construction. London: Newness Technical Books. (1980)
13. Ching, Francis. Building construction illustration. New Delhi: CBS Publishers and distributors. (1987)
14. National Building code of Inida. New Delhi: Bureau of Indian Standards. (1983)
15. Shah, M.G., Kale. Principles of Building drawing. Delhi: Macmillan India Limited. (1995)
16. Rangwala S.C. et al. Engineering materials. Anand: Charotar Publishing House. (1996)
17. Lyons, Arthur. Materials for architects and builders. London: Arnold. (1997)
18. Porter, Brian. Carpentry and Joinery. London: Arnold. (1990)

BACHELORS IN RESOURCE MANAGEMENT (INTERIOR SPACE DESIGN)

Semester VI:

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

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.	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	

		<ul style="list-style-type: none"> - 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 skills that are needed for the specific job. <p>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>JOB PROFILE</p> <ul style="list-style-type: none"> - Inquiring about - 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 	
--	--	--	--

MODULE 2: INTERNSHIP DESCRIPTION

Module	Objectives	Content	Evaluation Pattern
2.	To prepare the students for their professional training.	<p>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 	Checking the resume prepared by the students (Marks 25)

	<p>To make them aware their behavior, the working pattern, kind of works, etc.</p>	<p>are doing their internship and a contract with 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>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>AS A PROFESSIONAL AGREEMENT,</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 	<p>Preparing the file of submission and certification for the internship interview (marks 25)</p>
--	--	---	---

		<p>for the whole term. Ideally, you should describe these tasks on a week by week basis.</p> <ul style="list-style-type: none"> - Site supervision, manual drawing, computerized drawings, estimation, site measurements, detailing, services handled, material selection, dealing with clients etc - 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. 	
--	--	---	--

MODULE 3: MID TERM REVIEW AND FINAL REPORT

Module	Objectives	Content	Evaluation Pattern
3.	To evaluate the students behavior with the company people and their performance	MIDTERM UPDATE <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 	<p>To prepare a midterm feedback form and getting it filled by the company appointer of the student. (marks 25)</p> <p>Sending evaluation</p>

	<p>To boost the students to learn more in better way</p>	<p>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 their reviews about interns.</p> <p>THE BASIC FORMAT FOR YOUR MIDTERM REPORT</p> <ul style="list-style-type: none"> - 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. <p>FINAL REPORT</p> <ul style="list-style-type: none"> - Shall be prepared with - Title: of Internship, Location of Internship, Your Name, Term. 	<p>form to the firms and reviewing and marking them as per the report produced (marks 25)</p>
--	--	--	---

		<ul style="list-style-type: none"> - 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: Please comment on the goals, tasks, training, supervision, work environment, etc. What could have been improved and how? Please include specific suggestions for improvement. 	
--	--	--	--

MODULE 4: FINAL POWERPOINT PRESENTATION

Module	Objectives	Content	Evaluation Pattern
4.		<p>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>TIMING OF PRESENTATION</p>	<p>Individual Presentation (marks 100)</p> <p>Shall be divided into following criteria</p> <p>Knowledge acquired (marks 25)</p> <p>Quality of work (marks 15)</p> <p>Quantity of work done (marks 15)</p> <p>Regularity and punctuality (marks 15)</p> <p>Interest and willingness to learn</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 Slide(s): Brief background information describing the organization you worked for, their mission, goals, and projects in general. - 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>(marks 15)</p> <p>Relationship with colleagues (marks 15)</p> <p>Total (marks 100)</p>
--	--	---	---

EVALUATION PATTERN

Total shall be marked out of 200