AMRITA SCHOOL OF ARCHITECTURE

BACHELOR OF DESIGN (Interior Design)
CURRICULUM 2025

(2025 Onwards)

Introduction

The Bachelor of Design (B.Des) in Interior Design offered by the School of Architecture at **Amrita Vishwa Vidyapeetham** is a **four-year undergraduate program** conceived to nurture creative, culturally grounded, and professionally competent interior designers. The program is structured to respond to the evolving demands of interior environments while remaining deeply rooted in Indian traditions, human values, and sustainable design thinking.

The curriculum is founded on the belief that interior design is not merely about aesthetics, but about shaping humane, meaningful, and contextually responsive spaces that influence human behaviour, well-being, and social interaction. Drawing strongly from **Indian Knowledge Systems (IKS)**, the program integrates indigenous spatial wisdom, craft traditions, regional aesthetics, vernacular practices, and philosophical frameworks into contemporary interior design education. Courses in history and culture, art appreciation, Indian heritage, leadership and ethical studies, and value-based learning enable students to develop cultural sensitivity and an informed design worldview.

Sustainability and human-centric design form the core of the B.Des Interior Design curriculum. Environmental responsiveness, material consciousness, ecological ethics, and well-being-oriented interiors are embedded across design studios, materials and technology courses, environmental psychology, and principles of environmental design. Students are encouraged to engage critically with issues of climate, resource efficiency, adaptive reuse, biophilia, and socially responsible design, ensuring interiors that are resilient, inclusive, and future-ready.

The program follows a **studio-centric pedagogical structure**, progressing from foundation studios that build visual thinking, material exploration, and design fundamentals, to advanced interior design studios focusing on residential, commercial, and complex interior environments. These studios are supported by courses in interior materials and technology, furniture design, building systems for interiors, lighting, working drawings, digital tools, and emerging technologies such as BIM, parametric design, immersive visualization, and digital fabrication. A dedicated semester of **professional training** and a final **design thesis** ensure strong industry exposure, research orientation, and professional preparedness.

Structured around **Foundation Courses, Professional Core Courses, Building Sciences and Applied Engineering Courses, Professional and Open Electives, Skill and Ability Enhancement Courses, and Value-Added Courses**, the B.Des Interior Design program promotes interdisciplinary integration, critical inquiry, ethical responsibility, and lifelong learning. By harmonizing **tradition with innovation**, **craft with technology**, and **sustainability with user experience**, the curriculum aims to prepare graduates who can contribute meaningfully to the interior design profession, advanced studies, research, and socially impactful practice.

GENERAL INFORMATION

Abbreviations

L	-	Lecture
T	-	Tutorial
PO	-	Program Outcome
PSO	-	Program Specific Outcome
CO	-	Course Outcome
C	-	Credit
P	-	Practical
PC	-	Professional Core
BSAE	-	Building Sciences & Applied Engineering
PE	-	Professional Elective
OE	-	Open Elective
PAEC	-	Professional Ability Enhancement Course
SEC	-	Skill-enhancement Course
VAC	-	Value-added Course

Course Outcome (CO) – Statements that describe what students are expected to know and are able to do at the end of each course. These relate to the skills, knowledge and behaviour that students acquire in their progress through the course.

Program Outcomes (PO) – Statements that describe what students are expected to know and be able to do upon graduating from the program. These relate to the skills, knowledge, attitude and behaviour that students acquire through the program.

Program Outcomes for B.Des. - Interior Design

PO1 **Domain-Specific Knowledge** - Apply design principles, spatial planning strategies, and technical knowledge to develop creative, functional, and sustainable interior environments using appropriate tools, materials, and technologies.

PO2 **Contextual and Regional Understanding** - understand and respond to regional diversities, vernacular traditions and indigenous practices, especially drawing from Indian Knowledge Systems.

PO3 **Professional Practice & Management** - Demonstrate effective communication, ethical conduct, and leadership in professional practice by collaborating with multidisciplinary teams, managing project execution, and addressing client and contextual needs with responsibility and efficiency.

PO4 **Sustainable and Humane Design** - evaluate and apply sustainable practices, technological advancements and ecological principles with a critical understanding of their socio-cultural and ethical implications.

PO5 **Interdisciplinary Integration** - Integrate knowledge from diverse disciplines such as architecture, art, environmental studies, materials science, behavioral sciences, building services, and emerging technologies to create interior environments that are contextually appropriate, functionally efficient, technologically sound, and responsive to contemporary societal and environmental challenges.

PO6 **Critical and Reflective Thinking** - apply critical inquiry, philosophical reasoning and reflective thinking to question conventional norms and develop a deeper understanding of architecture and demonstrate the ability to identify, analyse and solve complex design problems with informed judgment and creativity.

PO7 **Ethical Responsibility and Compassion** - embody ethical awareness, compassion and social responsibility in all design decisions, contributing to inclusive, equitable and just environments.

PO8 **Communication, Collaboration and Teamwork** - communicate ideas effectively through multiple mediums and work collaboratively and respectfully in multidisciplinary teams to co-create innovative and contextually responsive design solutions.

PO9 **Lifelong and Independent Learning** - cultivate habits of self-directed, lifelong learning and develop the capacity to learn continuously through curiosity, experimentation and exploration.

PO10 **Vision for the Future** - develop a forward-looking vision for architecture that balances tradition, innovation and cutting-edge technology, rooted in compassion, sustainability and human well-being.

PO11 **Research and Evidence-Based Design Practice** - Engage in systematic inquiry and apply qualitative and quantitative research methods to inform interior design decisions, assess performance, enhance user experience, and contribute to the growing body of knowledge in the field.

Program-Specific Outcomes

PSO1. Culturally Rooted Spatial Solutions
Create interior spaces that are contextually appropriate, culturally sensitive and inspired by Indian craft traditions, regional aesthetics and local materials, blending tradition with innovation.

PSO2. Technical Proficiency
Demonstrate advanced skill in interior detailing, furniture design, lighting, and material applications, while integrating digital tools (e.g., CAD, BIM, 3D visualization) and traditional craftsmanship.

PSO3. Ethical, Sustainable and Future-Ready Practice

Deliver spatial solutions that are humane, ecologically sustainable, ethically sound, and adaptable to future lifestyles, user needs and technological advancements, while being equipped with the professional skills, industry awareness, and readiness required to work effectively in the interior design industry.

SEMESTER I

S.No.	Cat.	Code	Title	L T P	Credit
1	PC	25ARC101	Foundation Design Studio – I	2-4-16	14
2	PC	25ARC102	History & Culture - I	2-0-0	2
3	PC	25ARC103	Art Appreciation	2-0-0	2
4	VAC	22ADM101	Foundations of Indian Heritage	2-0-1	2
5	VAC	22AVP103	Mastery Over Mind	1-0-2	2
			TOTAL	31	22

SEMESTER II

S.No.	Cat.	Code	Title	L T P	Credit
1	PC	25ARC111	Foundation Design Studio – II	2-4-16	14
2	BSAE	25ARC112	Building Materials & Technology - I	1-0-2	2
3	PC	25ARC113	History & Culture – II	2-0-0	2
4	BSAE	25ARC114	Structural Systems in Design - I	1-1-0	2
5	VAC	22ADM111	Glimpses of Glorious India	2-0-1	2
			TOTAL	31	22

SEMESTER III

S.No.	Cat.	Code	Title	L T P	Credit
1	PC	25BID201	Interior Design Studio – I	2-4-16	14
2	BSAE	25BID202	Interior Materials & Technology	3-0-2	4
3	PC	25BID203	History of Interior Design	2-0-0	2
4	PC	25BID204	Environmental Psychology in Interior Design	2-0-0	2
5	VAC	22ADM211	Leadership lessons from Ramayana	1-0-0	1
6	HUM	26LSD201	Life Skills for Designers I	1-0-2	2
7	VAC	26CUL200	Integrated Amrita Meditation Technique	0 0 2	1
			TOTAL	35	26

SEMESTER IV

S.No.	Cat.	Code	Title	L T P	Credit
1	PC	25BID211	Interior Design Studio – II	2-4-16	14
2	BSAE	25BID212	Integrated Building Systems for Interiors - I	3-0-2	4
3	PAEC	25BID213	Furniture Design	1-0-2	2
4	PE		Professional Elective – I		2
5	VAC	22ADM201	Strategic Lessons from Mahabharata	1-0-0	1
6	HUM	26LSD211	Life Skills for Designers II	1-0-2	2
			TOTAL	36	25

SEMESTER V

S.No.	Cat.	Code	Title	L T P	Credit
1	PC	25BID301	Interior Design Studio – III	2-4-16	14
2	BSAE	25BID302	Working Drawing	2-0-4	4
3	BSAE	25ARC204	Principles of Environmental Design	2-0-0	2
4	PC	25BID304	Interior Landscape	1-1-0	2
5	PE		Professional Elective – II		2
6	HUM	26LSD301	Life Skills for Designers III	1-0-2	2
			TOTAL	35	26

SEMESTER VI

S.No.	Cat.	Code	Title	L T P	Credit
1	PAEC	25BID399	Professional Training	-	20
			TOTAL	-	20

SEMESTER VII

S.No.	Cat.	Code	Title	L T P	Credit
1	PC	25BID401	Interior Design Studio - IV	2-4-16	14
2	BSAE	25BID402	Integrated Building Systems for Interiors- II	2-1-2	4

3	PAEC	25BID403	Research in Design	1-1-0	2
4	PE		Professional Elective – III		2
5	OE		*Open Elective – IV	3-0-0	3
6	HUM	26LSD311	Life Skills for Designers IV	1-0-2	2
			TOTAL	37	27

SEMESTER VIII

S.No.	Cat.	Code	Title	L T P	Credit
1	PC	25BID411	Design Thesis	2-4-16	14
2	SEC	25ARC504	Design Entrepreneurship	1-1-0	2
3	PAEC	25BID412	Design Management & Professional Practice	1-1-0	2
4	OE		*Open Elective – V	3-0-0	3
			TOTAL	29	**21**

TOTAL CREDITS	**189**

Professional Electives Themes

A. Design Technology & Innovation
- Parametric & Computational Design
- Building Information Modeling (BIM) for Designers
- Advanced Materials & Digital Fabrication
- Immersive Technologies for Space Visualization

B. Theory, Communication and Interdisciplinary Design
- Product Design
- Design Journalism
- AI & Emerging Technologies in Design

C. Practice, Management & Professional Readiness
- Retail and Visual Merchandising in Interiors
- Lighting Design
- Project Management for Interiors

Professional Elective - I

Course Code	Title	L-T-P	Credit
25BID231	Parametric & Computational Design	1-0-2	2
25BID232	Retail and Visual Merchandising in Interiors	1-0-2	2
25BID233	Product Design	1-0-2	2

Professional Elective - II

Course Code	Title	L-T-P	Credit
25BID331	Building Information Modelling (BIM) for Designer	1-0-2	2
25BID332	Lighting Design	1-0-2	2
25BID333	AI & Emerging Technologies in Design	1-0-2	2

Professional Elective - III

Course Code	Title	L-T-P	Credit
25BID431	Project Management for Interiors	1-0-2	2
25BID432	Design Journalism	1-0-2	2
25BID433	Advanced Materials and Digital Fabrication	1-0-2	2
25BID434	Immersive Technologies for Space Visualization	1-0-2	2

Open Elective - IV

Course Code	Title	L-T-P	Credit
26OEL432	Open Elective - Introduction to Architectural Science	3-0-0	3

Open Elective - V

Course Code	Title	L-T-P	Credit
26OEL433	Open Elective-Indian knowledge systems in architecture	3-0-0	3

* Open Electives - This will include courses offered by other Schools of Amrita Vishwa Vidyapeetham and MOOC courses. The list of MOOC courses will be informed to the students well in advance.

SYLLABUS

SEMESTER 1
(FOUNDATION STUDIO)

25ARC101	**Foundation Design Studio – I**	L – T – P– C	2-4-16-14

Course Objectives

- To develop fundamental skills in visual representation
- To nurture material exploration and model-making abilities
- To provide a conceptual foundation in design theory
- To initiate critical thinking through basic design exercises
- To develop clarity in design thinking through writing and verbal articulation

Course Outcomes

After completing this course, students will be able to:

CO1 : Demonstrate the ability to observe, analyse, and represent form, space, and structure through various modes of visual communication, including freehand sketching and orthographic drawing.

CO2 : Apply hands-on skills in material handling and model-making to explore spatial relationships, form, structure, and scale using a range of basic materials and techniques.

CO3 : Illustrate and explain an understanding of foundational design principles, elements of design, and relevant theories that influence spatial perception and aesthetics, fostering an informed design sensibility.

CO4 : Engage in and develop iterative design processes to solve introductory design problems, reflecting an understanding of abstraction, composition, spatial logic, and user-centred design

CO5 : Communicate and articulate ideas and reflections effectively through structured writing and verbal presentations.

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PSO1**	**PSO2**	**PSO3**
CO1	3	2	–	1	2	3	–	3	2	–	–	2	3	–
CO2	3	1	–	2	2	2	–	2	2	–	–	2	3	2
CO3	3	3	–	2	3	3	2	2	2	–	–	3	2	2
CO4	3	2	–	2	3	3	2	3	2	2	–	3	2	2
CO5	2	–	2	–	1	2	1	3	3	–	–	2	–	1

Module 1: Visual Representation

Freehand sketching; introduction to drawing and work culture; scale (metric and imperial); plane geometry; orthographic projections and solid geometry; surface development; visual communication techniques; objects and their assembly

Module 2: Material Exploration

Working with different architectural materials such as paper, plaster, clay, fabric etc.; studio work culture; assembly techniques; tools

Module 3: Theory of Design

Elements of design; principles of design; colour theory; nature as a primary reference in design; introduction to design

Module 4: Basic Design
Exploration of 2D and 3D compositions; application of colour theory; space illustrations and creative expression; designs in nature

Module 5: Writing
Descriptive writing, reflective writing, building a design vocabulary, introduction to verbal presentations

Reading Material

1. *Francis D.K. Ching, Architectural Graphics, Sixth Edition, John Wiley & Sons, 2015*
2. *Arthur L. Guptill, Rendering in Pen and Ink, Watson Guptill Publications, 1983*
3. *Paolo Belardi, Why Architects Still Draw, The MIT Press, 2014*
4. *Yatin Pandya, Elements of Space Making, Mapin Publishing Pvt. Ltd., 2007*
5. *Francis D.K. Ching, Architecture - Form, Space, and Order, John Wiley & Sons, 1979*
6. *David W. Orr, The Nature of Design: Ecology, Culture, and Human Intention, Oxford University Press, 2002*
7. *Rudolf Arnheim, Visual Thinking, University of California Press, 1969*
8. *Kimberly Elam, Geometry of Design: Studies in Proportion and Composition, Princeton Architectural Press, 2001*
9. *Francis D.K. Ching & Steven P. Juroszek, Design Drawing, Second Edition, John Wiley & Sons, 2010*
10. *Don Norman, The Psychology of Everyday Things, Basic Books, 1988*
11. *Matthew Frederick, 101 Things I Learned in Architecture School, The MIT Press, 2007*

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term jury	Internal	20%
End-semester jury	External	50%

25ARC102	History & Culture – I	L– T – P – C	2 – 0 – 0– 2

Course Objectives

- To develop an understanding of culture as a critical driver in shaping the built environment
- To provide a comprehensive understanding of the key knowledge systems, cultural movements, and sociological changes that have influenced design styles across different civilizations.
- To understand the relationship between human beings and nature throughout history and how it has shaped design practices.
- To introduce students to the historical evolution of architecture and interior spaces across civilizations

Course Outcomes

After completing this course, students will be able to:

CO1 : Demonstrate an understanding of and analyse how worldviews, rituals, traditions, crafts, and cultural practices manifest in architecture, spatial organization, and interior environments..

CO2 : Identify, interpret, and analyse key knowledge systems, philosophical ideas, cultural movements, and sociological shifts that have shaped design expressions, styles, and construction practices across civilizations.

CO3 : Demonstrate and explain an understanding of the evolving relationship between human societies and nature, and how this interplay has influenced design features.

CO4 : Describe, recognize, and contextualize major architectural and interior design developments across global civilizations by examining stylistic features, construction techniques, spatial typologies, and the socio-political contexts in which they emerged.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	3	–	2	2	3	3	2	1	–	–	3	–	2
CO2	3	3	–	1	3	3	2	1	1	–	2	3	–	2
CO3	2	2	–	3	3	2	2	–	1	–	2	2	–	3
CO4	3	2	–	2	3	3	1	2	1	–	2	3	–	2

Module 1: Self and the Ancestry

Introduction to the idea of personal identity in design; how ancestry, culture, and geography shape design thinking; overview of regional architecture: influences of climate, materials, and history; guide to researching family history and genealogy; identification of regional design styles; reflection on how personal history and ancestry have shaped one's perception of design.

Module 2: Origins of Design Thinking

Introduction to human evolution and its relevance to design thinking; cognitive revolution; agricultural revolution; early human settlements and their evolution.

Module 3: Relationship between Human and Nature

Evolving relationship between human beings and nature through architecture; early sustainable design principles inspired by nature; exploration of ancient buildings designed with natural elements.

Module 4: Chronology of Architecture

Evolution of architecture across civilizations; influence of religion, politics, and cultural synthesis on Indian architecture; exploration of key architectural periods in India and rest of the world

Reading Material

1. *Yuval Noah Harari, Sapiens: A Brief History of Humankind, Harper, 2014*
2. *Spiro Kostof, A History of Architecture: Settings and Rituals, Oxford University Press, 1985*
3. *Patrick Nuttgens, The Story of Architecture, Phaidon Press Ltd., 1983*
4. *Takeo Kamiya, The Guide to the Architecture of the Indian Subcontinent, Architecture Autonomous, 2003*
5. *Christopher Alexander, The Timeless Way of Building, Oxford University Press, 1979*
6. *Francis D.K. Ching, Mark Jarzombek, and Vikramaditya Prakash, A Global History of Architecture, John Wiley & Sons, 2007*

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%

25ARC103	Art Appreciation	L– T – P – C	2 – 0 – 0– 2

Course Objectives

- To introduce students to the philosophical and aesthetic foundations of Indian art and its inter-disciplinary nature.
- To provide students with historical insights into the emergence of art in ancient India and its connection to texts, rituals and performance.
- To familiarize students with the diverse sculptural and painting traditions of India and their role in shaping regional and cultural identities.
- To develop an appreciation for modern and contemporary aesthetic discourses in Indian and Western art

Course Outcomes

After completing this course, students will be able to:

CO1 : Demonstrate and explain an understanding of the core aesthetic concepts and philosophical frameworks that inform Indian art.

CO2 : Identify and interpret key features and cultural significance of prehistoric, proto-historic, and early classical Indian art.

CO3 : Analyse and interpret the formal, material, and narrative aspects of Indian sculpture and painting traditions—ranging from ancient cave murals to classical and vernacular regional forms—recognizing their contextual, stylistic, and symbolic dimensions.

CO4 : Compare, critique, and articulate key ideas of modern Indian aestheticians and Western art philosophers, explaining how contemporary and cross-cultural discourses influence present-day aesthetic and design sensibilities.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	–	1	2	3	2	1	2	–	2	3	–	1
CO2	3	3	–	–	2	2	2	–	1	–	1	3	–	–
CO3	3	3	–	2	3	3	2	–	1	–	2	3	–	2
CO4	3	2	–	1	3	3	2	2	2	2	2	3	–	1

Module 1: Foundations of Indian Art and Aesthetics

Foundations of Indian art - aesthetics and philosophical foundations; inter-disciplinarity of Indian arts; art as yoga (Kalāyoga); six limbs of Indian Painting (Ṣaḍaṅga); Kāmasūtra of Vātsyāyana and the Sixty-Four Arts (Chatuḥṣaṣṭi Kalāḥ); symbolism and iconography in Indian Art; Rasa theory

Module 2: Early and Classical Indian Art Traditions

Prehistoric and Proto-historic Art of India; Indus Valley Civilization; Birth of Art - episodes from the Viṣṇudharmottara Purāṇa and Citralakṣaṇa; Introduction to the Nāṭyaśāstra of Bharatamuni: The Foundational Text

Module 3: Indian Sculpture and Painting

Indian sculptural art - forms, materials and narratives; Indian painting traditions- from cave paintings (Ajanta, Bagh) to Pahari, Mughal, Rajput Schools to Thanka paintings and regional folk traditions (Mithila, Gond, Warli, Kalamkari, Pattachitra, Kalighat, etc.)

Module 4: Contemporary Discourses in Art

Modern Indian aestheticians - Rabindranath Tagore, Ananda K. Coomaraswamy, Govind Chandra Pandey, Kanti Chandra Pandey, Kapila Vatsyayan; introduction to western art philosophies, principles of modern and contemporary art

Reading Material

1. *Ananda Coomaraswamy, The Dance of Siva, Gyan Publishing House (2023)*
2. *Arindam Chakrabarti, The Bloomsbury Research Handbook of Indian Aesthetics and the Philosophy of Art, Bloomsbury Academic (Bloomsbury Publishing PLC), 2016*
3. *K. Krishnamoorthy, Some Thoughts on Indian Aesthetics and Literary Criticism (Special lectures, University of Mysore), University of Mysore, 1968*
4. *Susan L. Huntington (and John C. Huntington), The Art of Ancient India: Buddhist, Hindu, Jain, Weatherhill, 1985*
5. *H. Harvard Arnason and Elizabeth C. Mansfield, History of Modern Art, Seventh Edition, Pearson, 2013*

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%

22ADM101	**Foundations of Indian Heritage**	L– T – P – C	2-0-1-2

Course Objectives

- To introduce students to the depths and richness of the Indian heritage and knowledge traditions, and to enable them to obtain a synoptic view of the grandiose achievements of India in diverse fields.
- To equip students with a knowledge of their country and its eternal values.

Course Outcomes

After completing this course, students will be able to:

CO1 : Be able to enhance the understanding of true essence of India's cultural and spiritual heritage through learning analytically what it amounts to living a happy life, and about the richness of India's education system, while pondering on the serious damage caused by colonialism in India alongside learning about the means of decolonization and knowing about the early timeline of Indian subcontinent.

CO2 : Learn about the sublime value of selflessness and final freedom alongside understanding the concept of circle of life and Indian approach toward it while delving into the means of celebrating life.

CO3 : Familiarize on the topic of what true love is, by way of understanding the immense compassion of mahātmas, and Mātā Amṛtānandamayī's Amma's gospel on compassion, the role of metaphors and tropes whereafter focussing personality development through Yoga both theoretically and
Practically

CO4 : Appreciate the discussion on what it takes to be a strategic thinker, how India was glorified by various scholars and travellers and how strong a human being's association with nature should be alongside getting introduced to the glimpses of Indian traditions like Advaita Vedanta: the theory of oneness.

Module 1
Chapters 1-4
Decolonisation, Windows to the Universe: Indian Darśanas, Ancient Wisdom for Modern Challenges: Pañcamahāyajña, Epistemology of Indian Philosophies

Module 2
Chapters 5- 8
A Vedantic Modelling of Human Personality, The Wake-Up Call from Upaniṣads, Goals of Life, The Six Ingredients of Success.

Module 3
Chapters 9 -11
Making Sense of Dharma, Ancestral Anchors: The Indian Family, Decoding the Idea of India.

Module 4
Chapters 12 -14
Nation Builders of Bhāratavarṣa, Civilisational Bridges: India and the World, Kindness

Reading Material

1. *Amrita University. (n.d.). Foundations of Indian Heritage. In-house publication.*
2. *Dharampal. (1983). The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century. Other India Press.*

3. *William Pinch. (1996). Peasants and Monks in British India. University of California Press.*
4. *J. Sai Deepak. (2021). India, That Is Bharat: Coloniality, Civilisation, Constitution. Bloomsbury India.*
5. *Mata Amritanandamayi. (2018). Awaken, Children: Dialogues with Mata Amritanandamayi. MAM Publications.*
6. *Mata Amritanandamayi Devi. (1995). Man and Nature. MAM Publications.*
7. *Divine Life Society. (n.d.). What Becomes of the Soul After Death. The Divine Life Society.*

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term jury	Internal	30%
End-semester jury	External	40%

22AVP103	**Mastery Over Mind (MAOM)**	L– T – P – C	1-0-2-2

Course Overview

Master Over the Mind (MAOM) is an Amrita initiative to implement schemes and organise university wide programs to enhance health and wellbeing of all faculty, staff, and students (UN SDG -3). This program as part of our efforts for sustainable stress reduction gives an introduction to immediate and long-term benefits and equips every attendee to manage stressful emotions and anxiety facilitating inner peace and harmony.

With a meditation technique offered by Amrita Chancellor and world-renowned humanitarian and spiritual leader, Sri Mata Amritanandamayi Devi (Amma), this course has been planned to be offered to all students of all campuses of AMRITA, starting off with all first years, wherein one hour per week is completely dedicated for guided practical meditation session and one hour on the theory aspects of MAOM. The theory section comprises lecture hours within a structured syllabus and will include invited guest lecture series from eminent personalities from diverse fields of excellence. This course will enhance the understanding of experiential learning based on university's mission: "Education for Life along with Education for Living", and is aimed to allow learners to realize and rediscover the infinite potential of one's true Being and the fulfilment of life's goals.

Course Objectives

- To introduce students to the depths and richness of the Indian heritage and knowledge traditions, and to enable them to obtain a synoptic view of the grandiose achievements of India in diverse fields.
- To equip students with a knowledge of their country and its eternal values.

Course Outcomes

After completing this course, students will be able to:

CO1 : Relate to the causes of stress in one's life.
CO2 : Experiment with a range of relaxation techniques
CO3 : Model a meditative approach to work, study, and life.
CO4 : Develop appropriate practice of MA-OM technique that is effective in one's life
CO5 : Inculcate a higher level of awareness and focus.
CO6 : Evaluate the impact of a meditation technique

Unit 1 (4 hours)

Causes of Stress: The problem of not being relaxed. Need for meditation -basics of stress management at home and workplace. Traditions and Culture. Principles of meditation– promote a sense of control and autonomy in the Universal Human Value System. Different stages of Meditation. Various Meditation Models. Various practices of Meditation techniques in different schools of philosophy and Indian Knowledge System.

Unit 2 (4 hours)

Improving work and study performance. Meditation in daily life. Cultivating compassion and good mental health with an attitude of openness and acceptance. Research and 16 Science of Meditation: Significance of practising meditation and perspectives from diverse fields like science, medicine, technology. philosophy, culture, arts, management, sports, economics, healthcare, environment etc. The role of meditation for stress and anxiety reduction in one's life with insights based on recent cutting-edge technology. The effect of practicing meditation for the wholesome wellbeing of an individual.

Unit 3 (4 hours)

Communications: principles of conscious communication. Relationships and empathy: meditative approach in managing and maintaining better relationships in life during the interactions in the world, role of MAOM in developing compassion, empathy and responsibility, instilling interest, and orientation to humanitarian projects as a key to harness intelligence and compassion in youth. Methodologies to evaluate effective awareness and relaxation gained from meditation. Evaluating the global transformation through meditation by instilling human values which leads to service learning and compassion driven research.

Reading Material

1. Mata Amritanandamayi Devi, "Cultivating Strength and vitality," published by Mata Amritanandamayi Math, Dec 2019

2. Swami Amritaswarupananda Puri ,"The Color of Rainbow " published by MAM, Amritapuri.

3. Craig Groeschel, "Winning the War in Your Mind: Change Your Thinking, Change Your Life" Zondervan Publishers, February 2019

4. R Nagarathna et al, "New Perspectives in Stress Management "Swami Vivekananda Yoga Prakashana publications, Jan 1986

5. Swami Amritaswarupananda Puri "Awaken Children Vol 1, 5 and 7 - Dialogues with Amma on Meditation", August 2019

6. Swami Amritaswarupananda Puri "From Amma's Heart - Amma's answer to questions raised during world tours" March 2018 5.

7. Secret of Inner Peace- Swami Ramakrishnananda Puri, Amrita Books, Jan 2018. Mata Amritanandamayi Devi "Compassion :The only way to Peace:Paris Speech", MA Center, April 2016.

8. Mata Amritanandamayi Devi "Understanding and collaboration between Religions", MA Center, April 2016.

9. Mata Amritanandamayi Devi "Awakening of Universal Motherhood: Geneva Speech" M A center, April 2016.

SEMESTER 2
(FOUNDATION STUDIO)

25ARC111	**Foundation Design Studio – II**	L – T – P– C	2 – 4-16-14

Course Objectives

- To strengthen advanced skills in visual representation using both manual and digital tools.
- To develop precision and craftsmanship through hands-on model-making with diverse materials and techniques.
- To introduce students to fundamental design principles rooted in human perception, anthropometry and proportion.
- To cultivate cultural sensitivity and contextual awareness through tour-based architectural documentation.
- To develop an experiential understanding of human-scaled space by engaging with the design of built environments, and to introduce the basic concepts of materials, structure, and iterative design processes.
- To develop clarity in design thinking through writing and verbal articulation.

Course Outcomes

After completing this course, students will be able to:

CO1 : Generate and represent accurate isometric, axonometric, and perspective drawings, and apply sciography and rendering techniques, including introductory use of digital representation tools.

CO2 : Construct detailed scaled models using materials such as acrylic, wood, and glass—including sectional and presentation models—and demonstrate basic exposure to 3D printing technologies.

CO3 : Apply and analyse anthropometric data and perceptual understanding in spatial design, and examine the design philosophies of notable architects and designers.

CO4 : Document, analyse, and interpret traditional built forms representing regional cultural heritage, demonstrating awareness of local materials, crafts, and spatial practices.

CO5 : Design and develop a built space relatable to human scale, demonstrating an understanding of materiality, structural logic, and the conceptual progression of the design process from idea to spatial articulation.

CO6 : Structure and articulate arguments, compose design statements, and present design intent clearly through effective written and verbal communication.

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PSO1**	**PSO2**	**PSO3**
CO1	3	1	–	2	2	2	–	2	2	2	–	2	3	2
CO2	3	–	–	2	1	–	–	–	2	–	–	1	3	2
CO3	3	2	–	2	3	2	2	–	–	–	2	3	2	2
CO4	2	3	–	2	3	2	2	2	1	–	2	3	–	2
CO5	3	2	–	3	2	3	2	2	2	2	–	2	2	3
CO6	2	1	3	–	–	2	2	3	2	–	–	1	1	–

Module 1: Advanced Visual Representation

Isometric and axonometric views, perspective views, sciography, rendering techniques, drawing a building, introduction to digital tools for representation

Module 2: Model-making Workshop
Use of materials such as acrylic, wood, glass etc.; development of scaled models; presentation models; landscapes and interior details in models; sectional models; introduction to 3D printing

Module 3: Theory of Design
Human perception and spatial design; anthropometry; proportioning systems; concept of space-making; articulation of form and space; works of notable architects and designers.

Module 4: Tour Studies
Documentation of a traditional building symbolising the cultural heritage of a region; exposure to regional artistic, cultural and built traditions.

Module 5: Space Exploration
Understanding of human body in space; design of a built space of a size relatable to the human body; basic concepts of materials and structures in design; understanding of design process.

Module 6: Structured Analytical and Conceptual Writing
Structuring an argument, comparative writing, writing a design statement/intent, verbal presentation techniques

Reading Material

1. Alain de Botton, The Architecture of Happiness, Pantheon Books, 2006
2. *Francis D.K. Ching, Architectural Graphics, Sixth Edition, John Wiley & Sons, 2015*
3. *Yatin Pandya, Elements of Space Making, Mapin Publishing Pvt. Ltd., 2007*
4. *Francis D.K. Ching, Architecture - Form, Space, and Order, John Wiley & Sons, 1979*
5. *Gaston Bachelard, The Poetics of Space, Beacon Press, 1964*
6. *David W. Orr, The Nature of Design: Ecology, Culture, and Human Intention, Oxford University Press, 2002*
7. *Rudolf Arnheim, Visual Thinking, University of California Press, 1969*
8. *Kimberly Elam, Geometry of Design: Studies in Proportion and Composition, Princeton Architectural Press, 2001*
9. *Francis D.K. Ching & Steven P. Juroszek, Design Drawing, Second Edition, John Wiley & Sons, 2010*

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term jury	Internal	20%
End-semester jury	External	50%

25ARC112	Building Materials & Technology - I	L – T – P– C	1 – 0 – 2– 2

Course Objectives

- To introduce students to the basic elements of buildings, their functional and structural roles
- To familiarize students with construction drawing standards, conventions and representation techniques
- To introduce students to natural and manufactured building materials, their properties, applications, and selection criteria, with emphasis on contextual appropriateness and sustainability.

Course Outcomes

After completing this course, students will be able to:

CO1 : Identify, explain, and distinguish the functions of substructure and superstructure elements, differentiate between load-bearing and framed structural systems, and visually analyse real buildings from foundation to roof.

CO2 : Produce and apply accurate measured drawings, follow standard drafting conventions, and represent basic building elements and construction details using appropriate drawing techniques.

CO3 : Describe and evaluate the properties and uses of common building materials, assess materials based on structural and environmental criteria, and recommend appropriate material choices in relation to context and sustainability.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	–	2	2	2	–	1	1	–	–	2	2	2
CO2	3	–	–	–	2	2	–	2	1	–	–	1	3	1
CO3	3	2	–	3	2	2	2	–	1	–	2	3	2	3

Module 1: Elements of Buildings

Substructure and superstructure components and their functions; introduction to structural paradigms – loadbearing and frame; study of buildings from foundation to roof through case studies and/or live site visits.

Module 2: Introduction to Building Construction Drawing Practices and Conventions

Introduction to standard conventions; measured drawing; study of building details; techniques of presenting construction drawings.

Module 3: Introduction to Building Materials

Natural and artificial materials and applications; contextual relevance; properties of materials; structural aspect; selection criteria of materials; introduction to sustainable materials; site/factory visits; hands-on workshop with materials; market survey of materials and creation of material library.

Reading Material

1. *Francis D.K. Ching, Building Construction Illustrated, John Wiley & Sons, 2020*
2. *Paul Oliver, Encyclopedia of Vernacular Architecture of the World, Cambridge University Press, 1997*
3. *Ross Spiegel & Dru Meadows, Green Building Materials: A Guide to Product Selection and Specification, John Wiley & Sons, Inc., 1999*

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester Jury	External/Internal	50%

25ARC113	History & Culture – II	L – T – P– C	2 – 0 – 0– 2

Course Objectives

- To introduce students to the socio-cultural, religious, climatic, and political factors that influenced the development of architecture and urbanism in ancient river-valley civilizations
- To explore the historical, aesthetic and philosophical foundations of Classical Greek and Roman architecture.
- To develop an understanding of the cultural, cosmological and metaphysical foundations of Vedic architecture.

Course Outcomes

After completing this course, students will be able to:

CO1 : Analyse and interpret the architectural forms, planning strategies, and material practices of ancient river-valley civilizations by examining their belief systems, social hierarchies, environmental contexts, and technological capabilities.

CO2 : Identify, interpret, and evaluate the architectural features, construction systems, and civic spaces of Classical Greece and Rome, and assess their design philosophy and influence on later architectural movements.

CO3 : Explain and analyse the philosophical and symbolic basis of Vedic architecture, examining spatial patterns, design principles, and sacred geometries used in early Indian architectural practices.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	–	2	2	3	2	–	1	–	2	3	–	2
CO2	3	2	–	–	2	3	–	–	1	–	2	2	–	1
CO3	3	3	–	2	2	3	2	–	1	–	2	3	–	2

Module 1: River-valley Civilizations

Study of socio-cultural, religious and political systems, people's beliefs, climate and other factors influencing the design of the built form of ancient river-valley civilizations along Nile, Tigirs, Euphrates and Sindhu.

Module 2: Classical Greece and Rome

Historical and cultural context; classical Greek and Roman architecture and design features; materials and techniques; aesthetics and design philosophy; global influence

Module 3: Vedic Period

Cultural and philosophical context; sacred geometry; spatial orientation and cosmology; early built forms and spatial patterns; design philosophy and symbolism

Reading Material

1. *Francis D.K. Ching, Mark Jarzombek, and Vikramaditya Prakash, A Global History of Architecture, John Wiley & Sons, 2007*
2. *Banister Fletcher, A History of Architecture, 1996*
3. *Ananda Coomaraswamy, The Dance of Siva, Gyan Publishing House (2023)*

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%

25ARC114	Structural Systems in Design - I	L – T – P– C	1 – 1 – 0– 2

Course Objectives

- To develop an understanding of geometric, trigonometric, and mathematical principles—such as the Golden Ratio and fractal theory—as tools to inform design thinking and spatial organization.
- To explore the historical evolution of structural systems from ancient to industrial eras and understand their cultural, material, and technological influences.
- To introduce fundamental structural principles and forms while building intuitive understanding of how structures support loads and achieve stability.
- To familiarize students with structural systems, their components, and basic techniques of load analysis in architectural design.

Course Outcomes

After completing this course, students will be able to:

CO1 : Apply and integrate mathematical principles and patterns to enhance structural logic and aesthetic expression in design.

CO2 : Identify and analyse the development of structural systems and examine their contextual relevance across historical periods.

CO3 : Understand and apply basic structural principles to evaluate the stability and structural logic of design forms.

CO4 : Analyse and interpret the behaviour of structural components and load distribution in simple built forms.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	–	2	3	2	–	–	2	2	–	2	3	3
CO2	3	3	–	2	2	3	–	–	1	–	–	2	2	2
CO3	3	2	–	3	3	2	–	–	2	–	2	2	3	3
CO4	3	1	–	3	3	2	–	–	1	–	2	2	3	3

Module 1: Mathematics in Design

Basic geometry in design; trigonometry in structural analysis; Golden ratio; Fractal theory

Module 2: Evolution of Structural Design

Evolution of structural systems from ancient to modern times − monolithic rock-cut forms, trabeated and arcuate construction methods, vaults, flying buttresses, tent structures, masted systems and bridges; Post-Industrial developments − modular construction techniques for large-span and suspension structures using steel and concrete.

Module 3: Structural Design Principles

Introduction to structural design; understanding structural forms and elements in architecture and design; types of loads; principles governing behaviour of external loads; understanding structural identity- why don't things fall down?

Module 4: Structural Components & Load Analysis

Structural systems; types and functions of structural components; types of loads; analysis of structural loads and their distribution

Reading Material

1. *Mario Salvadori, Why Buildings Stand Up: The Strength of Architecture, W. W. Norton & Company, 2002*

2. *J. E. Gordon, Structures: Or Why Things Don't Fall Down, Da Capo Press, 2003*
3. *Martin Walter, Mathematics for the Environment, Chapman and Hall, 2011*
4. *Mario Livio, The Golden Ratio: The Story of Phi, the World's Most Astonishing Number, Broadway Books, 2002*
5. *Mario Salvadori, Robert A. Heller & Deborah Oakley, Structure in Architecture: The Building of Buildings, Pearson, 2016*
6. *Matila Ghyka, The Geometry of Art and Life, Dover Publications, 1977*

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%

22ADM111	**Glimpses of Glorious India**	L – T – P– C	2 – 0 – 1– 2

Course Objectives

The course aims at introducing Bhārath in nutshell to the student, which includes the sources of Indian thoughts, eminent personalities who shaped various disciplines, India's significant contribution to the man kind, the current stature of Indian in the geopolitics and Indian approach to science and ecology.

Course Outcomes

After completing this course, students will be able to:

CO1 : Recognise and reflect upon the call of the Upanishads and the contributions of outstanding personalities who confronted wickedness in the real world, while appreciating the valour, pursuit, and divinity embodied in classical and historical female characters of India.

CO2 : Examine and interpret the life and works of Acharya Chanakya, including his views on polity and nationhood, to understand the synchrony between public and personal life, while also appreciating India's cultural nuances and its unique perspectives on the comprehension of God across major global communities.

CO3 : Appreciate and explain the Bhagavad Gita as a foundational source of the Indian worldview through its diverse Yogic teachings, recognising its role as a form of India's soft power, and understand faith-oriented mechanisms for the preservation of nature.

CO4 : Recognise and evaluate the significant contributions of Indian civilisation to humanity over two and a half millennia, and develop awareness of India's approach to science as one that is free from dogma and rooted in humanistic values.

Module 1

Vision and Mission of IKS, Unveiling the Roots of Fear: Pathways to Fearlessness, Chanakya – Architect of a Greater India, Bhagavadgita – From Soldier to Samsarin to Sadhaka.

Module 2

Lessons in Yoga from Bhagavadgita, Ultimate Reality: Different Perspectives, Weaving a New Future Using Ancient Threads, Legacy of Knowledge & Learning in India, Ayurveda: Evolution and Relevance for Health & Well-Being, Indian Calendar Systems.

Module 3

In the Mirror of Culture: Understanding Gender in India, Revisiting Indian Historiography, A Glimpse into Yoga, Ashtanga Yoga, Illuminating Innovations: India's Contributions to Science & Technology, Science and Spirituality

Reading Material

1. *Amrita University. (n.d.). Glimpses of Glorious India. In-house publication.*
2. *Swami Tathagatananda. (2003). Fear Not: Be Strong. Advaita Ashrama.*
3. *Sri Aurobindo. (1997). Essays on the Gita. Sri Aurobindo Ashram.*
4. *Vijnana Bharati. (n.d.). Indian Contribution to Science. Vijnana Bharati Publication.*
5. *D. D. Kosambi. (1965). The Culture and Civilisation of Ancient India in Historical*

Outline. Vikas Publishing House.
6. *Chanakya. (1972). The Kautilya Arthaśāstra (R. P. Kangle, Trans. with critical and explanatory notes). Motilal Banarsidass.*
7. *Radhakrishnan Pillai. (2020). Chanakya Neeti: Strategies for Success. Jaico Publishing House.*
8. *Swami Ranganathananda. (2000). Universal Message of the Bhagavad Gita: An Exposition of the Gita in the Light of Modern Thought and Modern Needs. Advaita Ashrama.*
9. *D. M. Bose, S. N. Sen, & B. V. Subbarayappa. (1971). A Concise History of Science in India. The Indian National Science Academy.*
10. *Michel Danino. (2011). Indian Culture and India's Future. D. K. Printworld (P) Ltd.*

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term jury	Internal	30%
End-semester jury	External	40%

SEMESTER 3

25BID201	**Interior Design Studio – I**	L – T – P– C	2 – 4 – 16–14

Course Objectives

- To introduce students to the cultural, ecological, material and spatial logics embedded in vernacular traditions, enabling critical understanding of how communities shape space through climate, culture, and craft.
- To develop observational and analytical skills through direct documentation of a vernacular building or settlement with attention to tangible and intangible spatial qualities.
- To explore the relationship between human perception, proportion, and spatial composition through the lens of cultural and historical frameworks.
- To instil a sense of ethical and social responsibility by engaging students in community-oriented design tasks through direct service and collaboration with real-world stakeholders.
- To strengthen students' ability to critique, reflect, and communicate design ideas effectively through structured writing and peer review.

Course Outcomes

After completing this course, students will be able to:

CO1 : Analyse and apply vernacular spaces with respect to contextual relevance, spatial typologies, material choices, and cultural narratives, using these insights to inform contemporary design interpretations.

CO2 : Document, analyse, and interpret vernacular built environments through measured drawings, visual records, material studies, and cultural analysis, culminating in a coherent contextual presentation.

CO3 : Design and develop interior spaces that demonstrate an informed understanding of human scale, cultural perception, and spatial organization.

CO4 : Reflect and engage in socially meaningful volunteer work by applying empathy, humility, and practical design skills, thereby examining the designer's role in society.

CO5 : Critically evaluate and articulate observations of built environments, design works, and their own projects through informed, well-structured written critiques.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	2	2	3	2	–	–	1	2	–	3	2	2
CO2	2	3	1	2	3	2	–	–	1	–	3	3	2	2
CO3	3	2	–	3	3	2	–	–	–	–	2	3	3	3
CO4	2	2	3	2	2	3	3	2	2	2	–	2	2	3

Module 1: Vernacular Space Narratives

Introduction to vernacular design; cultural and social constructs of space; materials, crafts and making; climatic and ecological considerations; typologies and spatial patterns.

Module 2: Settlement Study

Understanding context; measured drawing; cultural and intangible aspects; materials and construction practices; space usage and mapping; analysis and interpretation; presentation

Module 3: Spatial Cultures' Design

Human perception and spatial design; anthropometry; proportioning systems; concept of space-

making; articulation of form and space; works of notable architects and designers.

Module 4: Seva
Engagement in skill-based, service-based, awareness-based, craft/material-based volunteering activities as a part of understanding design and social responsibility.

Module 5: Critical Writing
Writing critiques of built spaces, works of self and peers

Reading Material

1. *Amos Rapoport. (1969). House Form and Culture. Prentice-Hall.*
2. *Christopher Alexander, Sara Ishikawa, and Murray Silverstein. (1977). A Pattern Language: Towns, Buildings, Construction. Oxford University Press.*
3. *Paul Oliver (Ed.). (1997). Encyclopaedia of Vernacular Architecture of the World. Cambridge University Press.*
4. *Kulbhushan Jain. (2002). Thematic Space in Indian Architecture. AADI Centre.*

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term jury	Internal	20%
End-semester jury	External	50%

25BID202	Interior Materials & Technology	L – T – P– C	3 – 0 – 2– 4

Course Objectives

- To introduce students to the classification, basic properties, and selection criteria of materials commonly used in interior design, with emphasis on their aesthetic, functional, and sustainable aspects.
- To provide students with an in-depth understanding of wood, bamboo, and allied materials including their types, joinery techniques, treatments, and applications in furniture and spatial elements.
- To explore the use of masonry, concrete, and metals in interior construction, partitions, finishes, and detailing, with focus on performance, durability, and integration with building services.
- To familiarize students with the properties, types and interior applications of glass, ceramics, and advanced materials, along with an introduction to smart materials and emerging fabrication technologies.

Course Outcomes

After completing this course, students will be able to:

CO1 : Identify, evaluate, and select interior materials based on their physical properties, functional suitability, aesthetic value, and sustainability for diverse interior applications.

CO2 : Analyse and apply the structural and visual characteristics of wood- and bamboo-based materials appropriately in furniture, partitions, and surface treatments within interior spaces.

CO3 : Interpret and apply the appropriate use of brick, stone, concrete, and metal components in interior systems such as partitions, claddings, ceilings, and fixtures.

CO4 : Demonstrate and integrate an understanding of contemporary and smart materials by creatively incorporating them into interior design proposals with awareness of performance, aesthetics, and innovation.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	–	3	2	2	2	–	–	2	2	2	3	3
CO2	3	2	–	2	2	2	1	–	–	–	2	2	3	2
CO3	3	2	–	2	3	2	–	–	–	–	2	2	3	2
CO4	3	1	–	3	2	3	1	–	–	3	3	2	3	3

Module 1: Introduction to Interior Materials

Classification: natural, synthetic, composite materials; material properties: strength, texture, thermal/acoustic behaviour, durability, maintenance; selection criteria: function, aesthetics, cost, availability, context; surface finishes: paints, polishes, laminates, veneers, wallpapers; introduction to sustainable and recycled materials; market survey and creation of material library.

Module 2: Wood, Bamboo and Allied Materials

Types of wood: hardwoods, softwoods, plywood, MDF, particleboard; joinery techniques and timber construction basics; bamboo: structure, treatment, joinery, application in furniture and partitions; veneers and laminates: production, properties, and usage; case studies: wood and bamboo use in Indian interior design and furniture traditions.

Module 3: Masonry, Concrete and Metal in Interiors

Brick and stone: types, finishes, bonding in partitions and cladding; concrete: cast-in-place, precast, ferrocement, decorative concrete surfaces; metals: steel, aluminium, brass, copper – sections, finishes, structural and decorative applications; partition systems and ceiling systems using these materials; integration of lighting and services with hard materials

Module 4: Glass, Ceramics and New Age Materials

Glass: types, treatments, safety, acoustics, and applications in partitions, doors, facades; ceramics and tiles: wall/floor types, glazes, backsplashes, mosaics; fabric and soft materials in interiors (brief overview); smart materials: phase change materials, acoustic panels, responsive surfaces; innovations in interior technologies: modular systems, prefabs, 3D-printed panels, digital fabrication

Reading Material

1. Building Materials – SK Duggal
2. Construction Technology – Roy Chudley and Roger Greeno
3. Interior Design Materials and Specifications – Lisa Godsey

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term Examination	Internal	20%
End-semester jury	External/Internal	50%

25BID203	History of Interior Design	L – T – P– C	2 – 0 – 0– 2

Course Objectives

- Understand the evolution of interior spaces in India, focusing on cultural, symbolic and cosmological meanings in domestic and sacred environments.
- Analyse vernacular and regional interior traditions of India with emphasis on spatial organization, materiality, craft integration and climate responsiveness.
- Examine global influences on Indian interiors during different periods in Indian History, assessing their stylistic and functional implications.
- Evaluate post-independent and contemporary Indian interiors, engaging with modernist, postmodernist and sustainable design narratives in practice.

Course Outcomes

After completing this course, students will be able to:

CO1 : Interpret and apply early Indian concepts of interiority by integrating cultural, cosmological, and symbolic knowledge into design.

CO2 : Analyse and integrate vernacular and regional Indian interiors by examining climate-responsive planning, indigenous materials, and craft traditions.

CO3 : Evaluate and interpret the stylistic, material, and functional influences of foreign traditions on Indian interiors.

CO4 : Critically assess and propose contemporary Indian interior design solutions informed by modernist approaches, sustainability principles, and future-oriented practices.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	2	1	2	1	2	3	2	2
CO2	3	3	2	3	3	2	3	2	2	1	2	3	3	3
CO3	3	3	2	2	2	3	2	2	2	1	2	3	2	2
CO4	3	2	3	3	3	3	3	3	3	3	3	3	3	3

Module 1: Origins of Interior Space in India

Early concepts of interiority in the Indian context – Indus Valley, Vedic, Buddhist, and Jain traditions; domestic and sacred spaces: chaityas, viharas, temple mandapas and their interior organization; symbolism, cosmology and cultural meanings of Indian interiors; materials, colours and ornamentation traditions in early Indian interiors.

Module 2: Vernacular and Regional Interiors of India

Vernacular interiors across India such as courtyard houses, havelis, tharavad, chettinad mansions, and tribal dwellings; regional variations in furniture, artefacts and decorative arts (woodwork, stone, textiles); ritual usage of interior spaces and the integration of craft traditions; climate-responsive interior planning; use of indigenous materials.

Module 3: Global Influence on Indian Interiors

Sultanate and Mughal influence: arches, jalis, calligraphy, spatial hierarchy; Indo-Saracenic style; Colonial influence: bungalow typologies, Art Deco; Dutch, Portuguese and French influence in design; Industrial revolution and its impact on the emergence of modern furniture and ornamentation.

Module 4: Contemporary Interior Design in India

Indian modernist interiors: works of Charles Correa, B.V. Doshi, Chandigarh's interior environments; Role of craft, textile, and hand-made traditions in shaping post-independence Indian interiors; Postmodernism, minimalism and contemporary global styles in interiors; Indian interior trends in the 21st century: apartments, luxury homes, adaptive reuse; gendered spaces; sustainability, biophilic

design and new material narratives.

Reading Material

1. Kagal, C. (Ed.). (1986). *Vistara: The Architecture of India*. The Festival of India
2. *Pandya, Y. (2024). Concepts of Space in Traditional Indian Architecture. Mapin Publishing Gp Pty Ltd.*
3. *Pandya, Y. (2004). Elements of Spacemaking. Mapin Publishing.*
4. *Kulbhushan Jain and Meenakshi Jain. (1989). Architecture of the Indian Desert. AADI Centre.*
5. Jain, K., & Mehrotra, R. (2002). *Architecture in India Since 1990.* Phaidon Press.
6. *George Michell. (2010). Islamic Architecture of the Deccan: India 1321–1687. Marg Publications.*
7. *Jon Lang. (2002). A Concise History of Modern Architecture in India. Permanent Black.*
8. *B.V. Doshi. (2011). Paths Uncharted. Vastu Shilpa Foundation.*
9. *Suneet Chopra and Pupul Jayakar. (1990). Crafts and Interiors in India. Wiley Eastern Limited.*

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%

25BID204	Environmental Psychology in Interior Design	L– T – P– C	2 – 0 – 0– 2

Course Objectives

- To introduce foundational theories of environmental psychology and explore how human behaviour is influenced by interior environments in terms of space use, privacy, territoriality and social interaction.
- To explore how interiors are perceived through the senses and how sensory elements such as light, colour, texture, sound and smell impact comfort, mood and spatial experience.
- To examine how social norms, cultural practices, and identity influence spatial needs and design decisions in interior environments.
- To apply psychological principles in designing interiors that promote well-being, reduce stress, enhance productivity and support user needs in various settings.

Course Outcomes

After completing this course, students will be able to:

CO1 : Analyse and identify spatial layouts and associated behavioural patterns—such as privacy needs, circulation conflicts, and crowding effects—within interior spaces.

CO2 : Evaluate and design interior environments by integrating multisensory qualities to enhance overall user experience.

CO3 : Interpret and apply insights into how cultural and social dynamics shape interior space usage, employing culturally appropriate design strategies for diverse user groups.

CO4 : Formulate and develop interior design solutions that incorporate biophilia, healing design, cognitive mapping, and behavioural intent to enhance spatial quality and user well-being.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	1	–	3	2	2	3	–	2	1	2	2	2	3
CO2	2	1	–	3	2	2	3	–	2	2	3	2	2	3
CO3	2	3	2	2	2	2	3	2	2	2	2	3	2	3
CO4	2	3	3	3	2	3	3	2	2	3	3	2	2	3

Module 1: Introduction to Environmental Psychology and Human Behaviour in Space

Definition, scope, and relevance to interior design; understanding person-environment relationships; human needs and Maslow's hierarchy in spatial design; concepts of personal space, territoriality, crowding, and privacy; proxemics and behavioural mapping

Module 2: Sensory Perception and Spatial Experience

Role of the five senses in interior spatial experience; visual perception: light, colour, scale and proportion; tactile, acoustic, olfactory, and thermal comfort in interiors; psychology of ambience and atmosphere; emotional responses and memory associated with interior environments.

Module 3: Cultural, Social and Identity Factors in Spatial Design

Influence of culture, gender and social roles on spatial behaviour; designing for diversity: age, ability, and neurodiversity in interiors; cultural symbolism in interior elements; rituals, habits, and lifestyle in domestic and communal interiors; interior spaces and identity construction (home, workspaces, personal areas)

Module 4: Psychological Strategies for Interior Design Applications

Stress-reducing and healing environments; biophilic design principles and human-nature connection; design for mental health and emotional well-being; way-finding and spatial cognition in complex interiors; designing for interaction, creativity and productivity

Reading Material

1. *Juhani Pallasmaa. (2005). The Eyes of the Skin: Architecture and the Senses. Wiley.*
2. *Rachel Kaplan and Stephen Kaplan. (1989). The Experience of Nature: A Psychological Perspective. Cambridge University Press.*
3. *Steen Eiler Rasmussen. (1962). Experiencing Architecture. MIT Press.*

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%

22ADM211	**LEADERSHIP LESSONS FROM RAMAYANA**	L – T – P– C	1 – 0 – 0– 1

Course Objectives

To introduce students to the depths and richness of the Indian culture and knowledge traditions. Memorize and retrieve significant characters and events, demonstrating a foundational understanding of the Ramayana. Through a study of the Rāmāyaṇa, the student should gain a deeper understanding of the ethical grandeur of Indian culture and be inspired to follow the ideals of the characters depicted therein. Aligned with the Indian Knowledge Systems (IKS) framework outlined in the National Education Policy, this course serves as an introduction to the vast reservoir of wisdom and knowledge rooted in Indian heritage.

Course Outcomes:

CO	Course Outcomes
CO01	**Recall key characters and events from the Ramayana.** Statement: Memorize and retrieve significant characters and events, demonstrating a foundational understanding of the Ramayana narrative.
CO02	**Explain the ethical challenges faced by characters in the Ramayana and their repercussions.** Statement: Comprehend the moral dilemmas encountered by Ramayana characters and articulate the effects of their decisions on the storyline
CO03	**Apply leadership principles from the Ramayana to real-life leadership situations**. Statement: Utilize insights gleaned from the Ramayana to solve contemporary leadership predicaments, adapting its teachings to modern contexts.
CO04	**Analyze the diverse leadership styles portrayed by characters in the Ramayana and their impacts**. Statement: Examine the multifaceted leadership approaches of Ramayana's characters, assessing their effectiveness and unravelling the factors shaping their outcomes.
CO05	**Evaluate the enduring relevance of Ramayana's leadership lessons in the present day.** Statement: Assess the ongoing significance of the Ramayana's leadership wisdom, gauging its applicability and worth within contemporary leadership landscapes

CO06	**Develop a comprehensive leadership framework by synthesizing lessons from the Ramayana.** Statement: Formulate an innovative leadership model by integrating and reimagining the diverse teachings extracted from the Ramayana, fostering a novel approach to effective leadership.

Module 1
Introduction to Rāmāyaṇa, A Concise Retelling of Rāmāyaṇa (Part 1), A Concise Retelling of Rāmāyaṇa (Part 2) A Concise Retelling of Rāmāyaṇa (Part 3)

Module 2
The Message of Rāmāyaṇa, Becoming Śrī Rāma (Part 1), Becoming Śrī Rāma (Part 2), Principles of Rāmāyaṇa, Legacy of Hanumān: Insights for Exceptional Leadership, Rāmāyaṇa Parikramaṇa – Through the Trails of Sītādevī

Module 3
Sītā – An Enduring Tale of Love, Faith, and Courage, Decoding Dharma in Rāmāyaṇa, The Rise & Fall of Rāvaṇa, Rājaneeti in Ayodhyā, Footprints of Rāmāyaṇa, Śrī Rāma – The Supreme Leader

Reading Material

1. *C. Rajagopalachari. (1957). The Ramayana. Bharatiya Vidya Bhavan.*
2. *Vālmīki. (n.d.). The Ramayana. Gita Press.*
3. *Vyāsa. (n.d.). Skanda Purana. Motilal Banarsidass.*
4. *Christopher Key Chapple & Mary Evelyn Tucker (Eds.). (2000). Hinduism and Ecology: The Intersection of Earth, Sky, and Water. Harvard University Press.*

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term jury	Internal	30%
End-semester jury	External	40%

26LSD201	**Life Skills for Designers I**	L – T – P– C	1 – 0 – 2– 2

Pre-requisite: An open mind and the urge for self-development, basic English language skills, knowledge of high school level mathematics.

Course Objectives

- Assist students in inculcating Soft Skills and developing a strong personality
- Help them improve their presentation skills
- Support them in developing their problem solving and reasoning skills
- Facilitate the enhancement of their communication skills

Course Outcomes

CO1 – Demonstrate and regulate emotional intelligence by managing emotions, sustaining positive morale, and maintaining a confident attitude in real-life professional situations such as the placement process

CO2 – Design and deliver impactful content by applying effective presentation techniques, appropriate body language, and strategies to manage nervousness in presentations, group discussions, and interviews.

CO3 – Analyze and apply appropriate problem-solving methods to accurately solve arithmetic and algebraic problems.

CO4 – Investigate, select, and apply suitable analytical techniques to solve problems involving logical reasoning and data analysis..

CO5 – Infer and apply word meanings accurately in context and apply grammatical knowledge to construct clear and accurate sentences.

CO6 – Analyze and synthesize relationships between words and generate, organize, and communicate ideas effectively in oral and written forms

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1								2	3	3		3
CO2									2	3		3
CO3		3		2								
CO4		3		2								
CO5										3		3
CO6									3	3		3

Syllabus

Soft Skills

Soft Skills and its importance: Pleasure and pains of transition from an academic environment to work-environment. New-age challenges and distractions. Learning to benefit from constructive criticisms and feedback, Need for change in mindset and up-skilling to keep oneself competent in the professional world.

Managing Self: Knowing oneself, Self-perception, Importance of positive attitude, Building and displaying confidence, Avoiding being overconfident, Managing emotions, stress, fear. Developing Resilience and handling failures. Self-motivation, Self-learning, and continuous knowledge up-gradation / Life-long learning. Personal productivity - Goal setting and its importance in career planning, Self-discipline, Importance of values, ethics and integrity, Universal Human Values.

Aptitude

Problem Solving I

Numbers: Types, Power Cycles, Divisibility, Prime, Factors & Multiples, HCF & LCM, Surds, Indices, Square roots, Cube Roots and Simplification.
Percentage: Basics, Profit, Loss & Discount, and Simple & Compound Interest.
Ratio, Proportion & Variation: Basics, Alligations, Mixtures, and Partnership.
Averages: Basics, and Weighted Average.
Data Interpretation: Tables, Bar Diagrams, Venn Diagrams, Line Graphs, Pie Charts, Caselets, Mixed Varieties, Network Diagrams and other forms of data representation.

Verbal

Vocabulary: Familiarize students with the etymology of words, help them realize the relevance of word analysis and enable them to answer synonym and antonym questions. Create an awareness about the frequently misused words, commonly confused words and wrong form of words in English.
Grammar (**Basic**): Help students learn the usage of structural words and facilitate students to identify errors and correct them.
Reasoning: Stress the importance of understanding the relationship between words through analogy questions.
Speaking Skills: Make students conscious of the relevance of effective communication in today's world through various individual speaking activities.

References:

1. Students" Career Planning Guide, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
2. Soft Skill Handbook, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
3. Adair. J., (1986), "Effective Team Building: How to make * winning team", London, U.K
4. Gulati. S., (1006) "Corporate Soft Skills", New Delhi, India: Rupa & Co.
5. The hard truth about Soft Skills, by Amazon Publication.
6. Verbal Skills Activity Book, CIR, AVVP
7. English Grammar & Composition, Wren & Martin
8. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
9. Cracking the New GRE 2012
10. Kaplan's – GRE Comprehensive Programme
11. Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
12. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
13. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.
14. How to Prepare for Data Interpretation for the CAT, Arun Sharma.

Evaluation Pattern

Assessment	Internal	External
Continuous Assessment (CA)* – Soft Skills	30	-
Continuous Assessment (CA)* – Aptitude	10	25
Continuous Assessment (CA)* – Verbal	10	25
Total	50	50

*CA - Can be **presentations, speaking activities and tests.**

26CUL200 INTEGRATED AMRITA MEDITATION TECHNIQUE L-T-P-C 0-0-2-1
A. Nature of Course: Lab/Practical

B. Course Description:

The course introduces students to the Integrated Amrita Meditation Technique (IAM 20), a structured practice that combines yogic stretches, regulated breathing (pranayama), and guided meditation. The course integrates both theoretical understanding and experiential practice to enhance emotional balance, stress resilience, concentration, and overall holistic development.

Aligned with United Nations Sustainable Development Goal 3 (SDG 3): Good Health and Well-Being, the course promotes preventive mental health care, emotional well-being, and sustainable lifestyle practices among students. By fostering inner stability, self-awareness, and self-regulation, the programme supports academic excellence and contributes to the development of healthy individuals and communities.

The course is expected to improve student well-being, enhance academic focus and cognitive clarity, reduce stress-related indicators, and promote compassionate and emotionally supportive culture.

C. Course Objectives:

- To promote overall health and well-being of students.
- To train students in the structured practice of IAM 20.
- To develop emotional regulation and stress management skills.
- To encourage reflective awareness and compassionate living.

D. Course Outcomes:

After successful completion of the course, students will be able to:

CO	Course Outcomes	Knowledge Level (Bloom's Taxonomy)
CO1	Explain principles and components of IAM 20	Understand (L2)
CO2	Demonstrate and correct meditation practice independently	Apply (L3)
CO3	Analyze personal stress patterns using meditation insights	Analyse (L4)
CO4	Evaluate personal growth through daily practice	Evaluate (L5)

E. CO-PO Mapping: [affinity: 3 – high; 2- moderate; 1- slightly]

CO's	Program Outcomes (PO's)											Program Specific Outcomes (PSF's)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PO11	PSO 1	PSO 2	PSO 3

CO 1	-	-	-	-	-	**1**	-	**2**	-	-	**1**	-	-	-
CO 2	-	-	-	-	-	**2**	**2**	**1**	**1**	-	**1**	-	-	-
CO 3	-	-	-	-	-	**1**	**1**	**2**	-	-	**1**	-	-	-
CO 4	-	-	-	-	-	**1**	**1**	**1**	**1**	-	**1**	-	-	-

F. Syllabus

Unit 1: Foundations of Meditation (CO1)

- Meaning and purpose of meditation
- Demonstration and supervised training
- Overview of structure of IAM
- Guidance for safe and effective practice
- Importance of mental health

Unit 2: Theoretical Foundations (CO2)

- Structure and components of IAM: yogic stretches, regulated breathing, and guided meditation
- Breath–mind connection
- Integration of IAM practice into daily routine and academic life
- Application of IAM for stress management, concentration, and holistic student development

Unit 3: IAM Practical Training (CO3)

- Preparatory stretches
- Pranayama components
- Guided meditation sequence
- Corrections and common challenges

Unit 4: Integration and Transformation (CO4)

- Building daily discipline
- Research evidence in higher education
- Compassion and mindful communication

G. Evaluation Pattern:

Assessment	**Internal (60)**	**External (40)**

Attendance	20 Marks	
Class Participation	20 Marks	
Activity	20 Marks	
Practical Demonstration		30 Marks
Viva		10 Marks

SEMESTER 4

25BID211	Interior Design Studio – II	L – T – P– C	2 – 4–16– 14

Course Objectives

- To introduce students to diverse housing typologies and principles of efficient space planning.
- To equip students with the ability to design efficient, context-sensitive and user-specific residential interiors through an understanding of spatial hierarchy, furniture layout, movement patterns, and compact design solutions.
- To equip students with the digital skills necessary to accurately draft, model and visualize interior spaces using 2D and 3D software.

Course Outcomes

After completing this course, students will be able to:

CO1 : Identify, classify, and analyse various housing typologies, and apply principles of spatial zoning, circulation, and space efficiency to design contextually appropriate interior layouts.

CO2 : Design and develop interior spaces for residential habitats that are functionally efficient, responsive to user needs, and demonstrate a clear understanding of spatial hierarchy, ergonomics, and multi-functional use of space.

CO3 : Produce and communicate precise 2D drawings and 3D models of interior spaces using digital tools, and present design ideas effectively through visualizations, renderings, and technical documentation.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	2	2	3	2	–	2	–	1	2	3	2	2
CO2	3	2	2	3	3	2	2	–	2	2	2	2	3	3
CO3	3	–	2	1	3	1	–	2	1	2	2	1	3	2

Module 1: Housing Typologies and Space Planning

Introduction to housing and housing typologies; residential space standards; principles of space planning; compact and efficient space design; contemporary housing trends.

Module 2: Habitat Design Studio

User and site profiling; site context; housing typology study and documentation; space planning exercises; space efficiency and functionality; furniture design solutions; design presentation

Module 3: Digital Tools

2D drawings and diagrams – creating accurate design drawings, annotation; 3d modelling

Reading Material

1. *Amos Rapoport. (1969). House, Form and Culture. Prentice-Hall.*
2. *Francis D.K. Ching. (2012). Interior Design Illustrated (3rd ed.). Wiley.*
3. *Gaston Bachelard. (1994). The Poetics of Space. Beacon Press. (Originally published in 1958)*
4. *Ernst Neufert. (2012). Architects' Data (4th ed.). Wiley-Blackwell.*
5. *Joseph DeChiara, Julius Panero, and Martin Zelnik. (2001). Time-Saver Standards for Interior Design and Space Planning (2nd ed.). McGraw-Hill.*

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term jury	Internal	20%
End-semester jury	External	50%

25BID212	Integrated Building Systems for Interiors - I	L – T – P– C	3 – 0 – 2– 4

Course Objectives

- To introduce students to the fundamentals of water supply and sanitation systems.
- To equip students with the ability to plan and coordinate interior drainage elements.
- To develop an understanding of electrical supply and distribution systems.
- To familiarize students with the principles of lighting and acoustics.

Course Outcomes

After completing this course, students will be able to:

CO1 : Identify and explain the components and layout of water supply and sanitation systems relevant to interior spaces, including kitchens and bathrooms.

CO2 : Interpret and design basic plumbing and drainage layouts, incorporating internal fixtures and external inspection systems.

CO3 : Apply and integrate knowledge of electrical systems to develop interior layouts for power supply, lighting, safety devices, and concealed wiring.

CO4 : Analyse and propose design solutions that address the impact of lighting and acoustics on interior environments, enhancing user comfort and usability.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	–	2	2	3	–	–	–	–	1	2	1	3	2
CO2	3	–	2	2	3	1	–	–	1	1	2	1	3	2
CO3	3	–	2	2	3	–	–	–	–	1	2	–	3	3
CO4	2	–	1	3	3	2	2	–	1	2	2	2	2	3

Module 1: Water Supply and Sanitation Systems

Overview of water supply sources and distribution; Internal plumbing fixtures for kitchens, bathrooms, utility spaces; Sanitary fittings: sinks, basins, WCs, urinals, traps; Connection to external water sources and municipal drainage; Symbols and conventions for plumbing drawings

Module 2: Drainage and Rainwater Management

Internal and external drainage systems; Pipes, slope calculation, inspection chambers, traps, manholes; Rainwater harvesting systems – components and integration with site/interiors; Grey-water reuse possibilities in interior planning; Drafting a basic plumbing and drainage layout

Module 3: Electrical Supply and Distribution

Basics of electricity: single-phase, three-phase, voltage levels; Internal wiring types, conduits, distribution boards, MCBs, ELCBs; Planning of power circuits and lighting circuits; Placement of switches, sockets and appliances in interior layouts; Electrical safety, load estimation, and symbols

Module 4: Lighting and Acoustics in Interiors

Principles of lighting: types (ambient, task, accent), fixtures, sources (LED, CFL, halogen); Daylighting strategies and artificial lighting design; Introduction to acoustic materials and their use in ceilings, partitions, floors; Sound absorption, insulation, and reverberation control in interiors; Standards for lighting and acoustic performance in different spaces (offices, homes, cafes)

Reading Material

1. *S. Deolalikar. (2008). Plumbing Design and Practice. Tata McGraw-Hill Education.*
2. *Gary Gordon. (2015). Interior Lighting for Designers (5th ed.). Wiley.*
3. *K.B. Raina and S.K. Bhattacharya. (2010). Electrical Design Estimating and Costing. New Age International Publishers.*
4. *Bureau of Indian Standards. (2016). National Building Code of India – Part 8: Building Services. BIS.*
5. *Bureau of Indian Standards. (Latest Editions) IS Codes on Sanitation, Plumbing, and Electrical Installations. BIS.*

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term Examination	Internal	20%
End-semester jury	External/Internal	50%

25BID213	**Furniture Design**	L – T – P– C	1 – 0 – 2– 2

Course Objectives

- To introduce the historical development of furniture across cultures and time periods, examining how styles, materials, and design ideologies have shaped furniture as an expressive and functional art form.
- To explore the classification of furniture based on function, context and spatial application, emphasizing design intent, adaptability, and innovation in contemporary interiors.
- To provide students with an understanding of ergonomics and anthropometric standards for designing furniture that enhances comfort, usability and inclusivity.
- To familiarize students with materials, joinery, construction methods and sustainable practices in furniture design and manufacturing.

Course Outcomes

After completing this course, students will be able to:

CO1 : Identify, recognise, and relate key furniture styles and movements by examining historical influences on form and function, and connecting global and Indian traditions to contemporary furniture design.

CO2 : Categorise, evaluate, and conceptualise furniture types by analysing their functional roles within various interior settings and developing typological solutions that respond to spatial and user needs.

CO3 : Apply and assess ergonomic principles to evaluate existing furniture or propose new furniture designs that accommodate diverse user groups and enhance human–furniture interaction.

CO4 : Assess and propose appropriate materials and techniques for various furniture applications, developing design solutions that integrate sustainability and craftsmanship.

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PSO1**	**PSO2**	**PSO3**
CO1	2	3	1	2	2	1	–	–	–	1	2	3	2	1
CO2	3	2	2	2	3	1	–	–	1	–	2	2	3	2
CO3	3	–	2	2	2	–	2	–	–	–	1	1	3	3
CO4	2	2	2	3	2	1	2	–	–	–	2	2	3	3

Module 1: History and Evolution of Furniture Design

Origins of furniture in ancient civilizations (Egypt, Greece, Rome, India, China); Medieval, Renaissance, Baroque, Rococo, and Victorian furniture styles; 20th-century design movements: Bauhaus, Modernism, Postmodernism; Indian furniture heritage: colonial, vernacular, artisanal traditions; Influence of culture, politics and technology on furniture evolution

Module 2: Furniture Typologies and Functional Classifications

Classification by use: seating, sleeping, storage, tables, systems furniture; Built-in vs. movable furniture; Typologies for different spaces: residential, commercial, institutional, hospitality; Customization and modularity in contemporary furniture; Adaptable, multi-functional, and space-saving furniture solutions

Module 3: Ergonomics, Anthropometry and User-Centred Design

Principles of ergonomics and anthropometric data; Designing for posture, comfort, and movement; Human-furniture interaction in various age groups and abilities; Standards and guidelines for

furniture dimensions; Case studies: chairs, workstations, kitchen modules, school furniture.

Module 4: Materials, Construction Techniques and Sustainability
Materials used in furniture: wood, metal, plastic, cane, bamboo, glass, upholstery; Joinery, hardware, and detailing; Finishes and coatings; Sustainable practices: recycled materials, low-VOC finishes, local crafts; Emerging technologies: CNC, modular kits, digital fabrication, 3D printing

Reading Material

1. *John Pile and Judith Gura. (2013). History of Interior Design (4th ed.). Wiley.*
2. *Judith Miller. (2010). Furniture: World Styles from Classical to Contemporary. DK Publishing.*
3. *Mark Hinchman. (2009). History of Furniture: A Global View. Fairchild Books.*
4. *Stuart Lawson. (2013). Furniture Design: An Introduction to Development, Materials and Manufacturing. Laurence King Publishing.*

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term jury	Internal	20%
End-semester jury	External	50%

22ADM201	STRATEGIC LESSONS FROM MAHĀBHĀRATA	L – T – P– C	1 – 0 – 0– 1

Course Objectives

- This course probes into the timeless itihasa of Mahabharata to uncover valuable insights on strategy, leadership, and decision-making. This course offers a captivating exploration of the itihasa, providing students with a comprehensive understanding of its historical and cultural significance, while drawing compelling parallels to modern-day business and life challenges.
- This course equips students with the essential tools to navigate complex situations, make informed choices, and achieve success. Aligned with the Indian Knowledge Systems (IKS) framework outlined in the National Education Policy, this course serves as an introduction to the vast reservoir of wisdom and knowledge rooted in Indian heritage.
- Whether you are interested in business, politics, or personal growth, this course offers invaluable wisdom that transcends time, making it an indispensable resource for anyone seeking to master the art of strategy and leadership.

Course Outcomes:

CO	Course Outcomes
CO01	**Recall key events and characters from the Mahabharata.** Statement: Demonstrate the ability to remember and recount significant events and characters from the Mahabharata, establishing a foundational understanding of the epic.
CO02	**Explain the strategic decisions made by characters in the Mahabharata and their implications.** Statement: Comprehend the strategic choices made by characters in the Mahabharata and elucidate the consequences these decisions had on the unfolding of the narrative.
CO03	**Apply strategic principles from the Mahabharata to contemporary business scenarios.** Statement: Utilize strategic insights derived from the Mahabharata to address modern business challenges, adapting historical lessons to current organizational contexts.
CO04	**Analyze the diverse strategic approaches employed by characters in the Mahabharata**. Statement: Dissect the multifaceted strategic tactics used by Mahabharata characters, evaluating their effectiveness and dissecting the factors influencing their outcomes.
CO05	**Evaluate the enduring relevance of Mahabharata's strategic wisdom in present-day contexts.** Statement: Assess the ongoing significance of strategic lessons from the Mahabharata, appraising their applicability and value within contemporary strategic decision-making processes.
CO06	**Develop innovative strategic frameworks by synthesizing insights from the Mahabharata**. Statement: Formulate original strategic models by amalgamating and reinterpreting the diverse strategic teachings extracted from the Mahabharata, fostering novel approaches to strategic thinking.

Module 1

A Preamble to the Grand Itihāsa, Mahābhārata – A Brief Summary, Mahābhārata – Whats and

Whatnots, Dharmic Insights of a Butcher, Unbroken Legacy

Module 2
A Timeless Itihāsa for Timely Needs, Pratijñā, Karṇa – The Maestro Who Went Wide of the Mark, Kingship and Polity Acumen, Mahābhārata in Adages

Module 3
Popular Regional Tales, Strategical Silhouette of an Extraordinary Peace Mission, Yājñasenī: A Woman from Fire, Death and Deathlessness, The Goal of Life

Reading Material

1. *Bibek Debroy. (2010). The Mahabharata (Trans.). Penguin Books India.*
2. *C. Rajagopalachari. (1951). The Mahabharata. Bharatiya Vidya Bhavan.*
3. *Kamala Subramaniam. (2001). Mahabharata. Bharatiya Vidya Bhavan.*
4. *Jayadayal Goyandka. (n.d.). Some Exemplary Characters of the Mahabharata. Gita Press.*

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term jury	Internal	30%
End-semester jury	External	40%

26LSD211	**Life Skills for Designers II**	**L – T – P– C**	**1 – 0 – 2– 2**

Course Objectives

- Assist students in inculcating Soft Skills and developing a strong personality
- Help them improve their presentation skills
- Aid them in developing their problem solving and reasoning skills
- Facilitate them in improving the effectiveness of their communication

Course Outcomes

CO1 – Demonstrate and regulate emotional intelligence by managing emotions, sustaining positive morale, and maintaining a confident attitude in real-life professional situations such as the placement process

CO2 – Design and deliver effective communication by applying appropriate content development, presentation techniques, body language, and strategies to manage nervousness in presentations, group discussions, and interviews

CO3 – Analyze and apply suitable problem-solving methods to accurately solve arithmetic and algebraic problems.

CO4 – Investigate, select, and apply appropriate analytical techniques to solve problems involving logical reasoning and data analysis.

CO5 – Select and apply context-appropriate vocabulary and apply knowledge of English grammar to construct clear, accurate, and effective sentences.

CO6 – Critically analyze written texts to derive logical conclusions and organize and refine spoken communication by incorporating feedback to convey ideas with clarity and coherence

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1								2	3	3		3
CO2									2	3		3
CO3		3		2								
CO4		3		2								
CO5										3		3
CO6									3	3		3

Syllabus

Soft Skills

Communication: Process, Language Fluency, Non-verbal, Active listening. Assertiveness vs. aggressiveness. Barriers in communication. Digital communication

Presentations: Need, importance, preparations, research and content development, structuring and ensuring flow of the presentation. Ways and means of making an effective presentation: Understanding and connecting with the audience – using storytelling technique, managing time, appropriate language, gestures, posture, facial expressions, tones, intonations and grooming. Importance of practice to make an impactful presentation.

Aptitude

Problem Solving II

Equations: Basics, Linear, Quadratic, Equations of Higher Degree and Problems on ages.

Logarithms, Inequalities and Modulus: Basics

Time and Work: Basics, Pipes & Cistern, and Work Equivalence.
Time, Speed and Distance: Basics, Average Speed, Relative Speed, Boats & Streams, Races and Circular tracks.
Logical Reasoning: Arrangements, Sequencing, Scheduling, Venn Diagram, Network Diagrams, Binary Logic, and Logical Connectives.

Verbal

Vocabulary: Aid students learn to use their vocabulary to complete the given sentences with the right words. Usage of more appropriate words in different contexts is emphasized.
Grammar (**Basic-intermediate**): Help students master usage of grammatical forms and enable students to identify errors and correct them.
Reasoning: Emphasize the importance of avoiding the gap (assumption) in arguments/ statements/ communication.
Reading Comprehension (**Basics**): Introduce students to smart reading techniques and help them understand different tones in comprehension passages.
Speaking Skills: Make students be aware of the importance of impactful communication through individual speaking activities in class.
Writing Skills: Introduce formal written communication and keep the students informed about the etiquette of email writing.

References:

1. Students" Career Planning Guide, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
2. Soft Skill Handbook, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
3. Adair. J., (1986), *"Effective Team Building: How to make * winning team",* London, U.K
4. Gulati. S., (1006) "Corporate Soft Skills", New Delhi, India: Rupa & **Co.**
5. The hard truth about Soft Skills, by Amazon Publication.
6. Verbal Skills Activity Book, CIR, AVVP
7. English Grammar & Composition, Wren & Martin
8. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
9. Cracking the New GRE 2012
10. Kaplan's – GRE Comprehensive Programme
11. Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
12. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
13. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.
14. How to Prepare for Data Interpretation for the CAT, Arun Sharma.

Evaluation Pattern

Assessment	Internal	External
Continuous Assessment (CA)* – Soft Skills	30	-
Continuous Assessment (CA)* – Aptitude	10	25
Continuous Assessment (CA)* – Verbal	10	25
Total	50	50

*CA - Can be **presentations, speaking activities and tests.**

SEMESTER 5

25BID301	**Interior Design Studio – III**	L – T – P– C	2 – 4 – 16–14

Course Objectives

- To develop an understanding of sustainable interior design principles, materials and practices.
- To apply sustainability concepts through hands-on studio projects, integrating passive design strategies, lifecycle thinking and adaptive reuse into functional and aesthetically appealing interior spaces.
- To design and prototype context-specific, modular and resource-conscious furniture pieces that complement sustainable interiors and respond to user needs effectively.
- To enhance proficiency in advanced digital modeling, visualization and simulation software to analyze, communicate and refine sustainable interior design proposals.
- To engage with local communities through participatory design approaches, fostering empathy and social responsibility by co-creating sustainable interior interventions that address real-world needs.

Course Outcomes

After completing this course, students will be able to:

CO1 : Analyse and evaluate sustainable interior design principles—including material selection, energy efficiency, and cultural relevance—to inform responsible design decisions.

CO2 : Conceptualise and develop interior design solutions that integrate passive strategies, lifecycle approaches, and adaptive reuse, demonstrating applied understanding of sustainability in practice.

CO3 : Design and prototype modular, ergonomic, and resource-efficient furniture aligned with principles of sustainable interiors and user-specific requirements.

CO4 : Utilise advanced digital modelling, rendering, and simulation tools to communicate, test, and refine sustainable interior design ideas effectively.

CO5 : Collaborate and co-create interior design interventions with local communities, addressing social, cultural, and environmental needs through participatory design processes

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PSO1**	**PSO2**	**PSO3**
CO1	3	2	–	3	2	2	2	–	2	–	3	3	2	3
CO2	3	2	2	3	3	3	2	2	2	–	3	3	3	3
CO3	3	1	1	2	3	2	–	2	1	–	2	2	3	2
CO4	3	–	1	2	3	2	–	2	2	–	2	–	3	2
CO5	2	3	3	3	2	2	3	3	2	–	3	3	2	3

Module 1: Sustainable interiors

Introduction to sustainable interiors; material ecology; circular design principles; LCA; energy and indoor environment; biophilic design; adaptive reuse and circular design; case studies

Module 2: Sustainable Interior Design Studio

Project brief development; site analysis; concept development; design integration; design presentation

Module 3: Furniture Design

Principles of sustainable furniture; joinery and craftsmanship; prototyping and detailing; integration

with interior design scheme; hands-on workshop

Module 4: Digital Tools
Building performance simulation for thermal comfort and daylight analysis

Module 5: Seva
Engagement in skill-based, service-based, awareness-based, craft/material-based volunteering activities as a part of understanding design and social responsibility.

Reading Material

1. Abercrombie, S. (2018). *A philosophy of interior design*. Routledge.
2. Kilmer, R., & Kilmer, W. O. (2014). *Designing interiors* (2nd ed.). John Wiley & Sons.
3. Salama, A. M., & Gharib, R. A. (2012). *Designing sustainable interiors: A transdisciplinary approach*. International Journal of Sustainable Building Technology and Urban Development, 3(3), 214–222.
4. Lawson, S. (2024). *Furniture design: An introduction to development, materials and manufacturing* (2nd ed.). Laurence King Publishing.
5. Eastman, C. M. (2011). *BIM handbook: A guide to building information modeling for owners, managers, designers, engineers and contractors.* John Wiley & Sons.

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term jury	Internal	20%
End-semester jury	External	50%

25BID302	Working Drawing	L – T – P– C	2 – 0 – 4– 4

Course Objectives

- To introduce students to the purpose and importance of working drawings as a primary medium for communicating design intent for execution.
- To develop the ability to prepare detailed technical drawings including plans, sections, elevations, and joinery details with appropriate conventions and standards.
- To enable integration of furniture, materials, and building services into a comprehensive working drawing set for interior projects.
- To familiarize students with the preparation of specifications and basic Bills of Quantities (BOQ) to support cost estimation and execution.

Course Outcomes

After completing this course, students will be able to:

CO1 : Prepare and present complete sets of interior working drawings—including plans, sections, elevations, and detailed drawings—for effective design execution.

CO2 : Apply and comply with established drawing standards, conventions, and relevant codes in the preparation of professional-quality technical documentation.

CO3 : Integrate and coordinate furniture layouts, material specifications, and building services (lighting, electrical, plumbing, and HVAC) into a comprehensive set of interior working drawings.

CO4 : Develop and compile project specifications and basic Bills of Quantities (BOQ) for interior works to support cost estimation and construction planning.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	1	2	2	3	2	–	2	1	–	2	2	3	2
CO2	3	–	2	2	3	2	–	2	1	–	2	1	3	2
CO3	3	1	2	3	3	2	–	2	1	–	2	2	3	3
CO4	3	–	3	3	2	2	1	2	1	–	3	1	3	3

Module 1: Introduction to Working Drawings

Purpose of working drawings; types of drawings; reading & interpreting drawings; drawing set preparation; hands-on practice of making working drawings of a project

Module 2: Drawing Standards, Conventions & Codes

Drafting Standards; National & International Codes; Documentation Formats

Module 3: Detailing & Integration of Furniture, Materials & Services

Interior detailing; material integration; building services; hands-on practice

Module 4: Specifications & Bill of Quantities (BOQ)

Specifications; basics of Bill of Quantities; cost estimation; hands-on practice

Reading Material

1. Ching, F. D. K. (2014). *Building construction illustrated* (5th ed.). John Wiley & Sons.
2. Ballast, D. K. (2013). *Interior construction & detailing for designers and architects* (5th ed.). Professional Publications, Inc.

3. McMorrough, J. (2018). *Architect's pocket book of professional practice* (2nd ed.). Routledge.

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term jury	Internal	20%
End-semester jury	External/Internal	50%

25ARC204	Principles of Environmental Design	L-T-P-C	2-0-0-2

Course Objectives

- To develop an understanding of the natural environment, ecology, ecosystems, biodiversity, and their relevance to architecture and human settlements.
- To analyze the impact of architecture on the environment with respect to the use of natural resources such as water, land, forests, minerals, and energy.
- To introduce students to the principles of climatology, micro/macro climate, and their role in determining human thermal comfort in buildings.
- To equip students with knowledge of passive design strategies and traditional environmental responses for achieving comfort through architecture.

Course Outcomes

After completing this course, students will be able to:

CO1 : Interpret and analyse the relationship between built and natural environments, and assess the impact of architectural interventions on ecological systems.

CO2 : Apply and integrate basic climatological concepts, human comfort criteria, and passive design techniques in architectural design decision-making.

CO3 : Understand, evaluate, and relate traditional knowledge systems and sustainable practices to contemporary environmental design contexts.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	2	3	2	2	3	–	2	–	3	3	2	3
CO2	3	2	2	3	3	3	2	–	2	–	2	2	3	3
CO3	3	3	2	3	2	2	3	–	2	–	3	3	2	3

Module 1: Natural Environment, Ecology & Resources
Natural resources; concepts of ecosystems, biodiversity and balance; coexistence of natural and built environments; resource use in the built environment

Module 2: Climatology and Macro-Micro Climate
Global climate types and classification; macro and micro-climate; site planning for climate responsiveness; solar geometry; solar radiation; earth-sun relationship; energy flow in buildings – gain, loss and balance

Module 3: Human Comfort and Thermal Environment
Human thermal comfort and factors impacting it – temperature, humidity, air movement, radiation etc; bioclimatic chart and comfort zones; traditional methods for comfort across Indian regions; airflow patterns, orientation, layout of comfort

Module 4: Passive Design and Resource Conservation
Passive cooling, heating, daylighting and ventilation techniques; natural ventilation – stack, cross, induced; shading, orientation, insulation, thermal mass; conservation strategies – water harvesting, renewable energy, energy-efficient layouts.

Reading Material

1. *Koenigsberger, O.H., Ingersoll, T.G., Mayhew, A., Manual of Tropical Housing and Building, First Edition, Orient Blackswan, 1974.*
2. Givoni, B., Climate Considerations in Building and Urban Design, First Edition, Van Nostrand Reinhold (now Wiley), 1998.

3. Olgyay, Victor, Design with Climate: Bioclimatic Approach to Architectural Regionalism, Updated Edition, Princeton University Press, 2015 (original 1963).
4. Arvind Krishan, S.V. Szokolay, Shirish Beri, et al., Climate Responsive Architecture: A Design Handbook for Energy Efficient Buildings, Second Edition, TERI Press, 2017.
5. Edward Ng (Editor), Designing for Daylight, First Edition, Earthscan (Routledge), 2010.
6. UNEP, Reports on Sustainable Architecture and Natural Resource Use, Various Reports, United Nations Environment Programme, Latest Editions (Accessed 2025), www.unep.org.
7. TERI, CEPT University, IGBC, WRI, Building Science Articles and Reports on Sustainable Architecture, Various Publications

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%

25BID304	Interior Landscape	L-T-P	1-1-0-2

Course Objectives

- To introduce students to the principles of interior landscaping, including plant selection, hardscape elements and integration with interior design aesthetics.
- To develop skills for designing functional and sustainable interior landscapes that enhance spatial quality, wellbeing and environmental performance.
- To equip students with technical knowledge on lighting, irrigation, maintenance, and integration of interior landscapes with building systems.
- To encourage contextual and innovative design approaches by incorporating vernacular, biophilic, and climate-responsive interior landscape solutions.

Course Outcomes

After completing this course, students will be able to:

CO1 : Analyse interior spaces to identify opportunities for integrating landscape elements that enhance spatial quality and environmental performance.

CO2 : Design and develop creative and functional interior landscapes using appropriate plants, materials, and biophilic design strategies.

CO3 : Incorporate and apply contextual, vernacular, and sustainable practices in interior landscaping projects to create innovative and climate-responsive design solutions.

CO4 : Apply technical knowledge of lighting, irrigation, and maintenance systems in the preparation and detailing of interior landscape design solutions.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	1	3	2	2	2	–	2	–	2	3	2	3
CO2	3	2	2	3	3	2	–	2	2	–	2	2	3	3
CO3	3	–	2	3	3	2	–	2	1	–	2	1	3	3
CO4	3	3	2	3	2	2	3	–	2	–	3	3	2	3

Module 1: Fundamentals of Interior Landscaping

Introduction to Interior Landscaping: Role, importance, and evolution in interior design; Principles of Interior Landscaping: Aesthetic, functional, and psychological benefits (well-being, productivity, and biophilia); Spatial Analysis: Reading interior spaces, identifying opportunities for integrating plants and landscape features; Plant Selection: Classification of indoor plants (tropical, temperate, shade-loving), their growth habits, and suitability for interior environments; Hardscape & Softscape: Elements of interior landscaping (planters, water features, rocks, furniture integration).

Module 2: Design Approaches and Strategies

Design Methodology: Conceptualizing interior landscapes for different functions (residential, commercial, hospitality); Biophilic Design; Innovative Applications.

Module 3: Technical Systems for Interior Landscaping

Lighting for Interior Landscapes; Irrigation systems; Building Integration; Maintenance planning

Module 4: Contextual & Sustainable Interior Landscaping

Vernacular Landscaping Practices; Climate-Responsive Strategies; Sustainable Design Approaches; Cultural & Aesthetic Integration; Case studies

Reading Material

1. Oudolf, P., & Kingsbury, N. (2005). *Planting design: gardens in time and space*. Timber Press (OR).
2. Nelson, L. (2014). *Interior landscape design.* John Wiley & Sons.

3. Kellert, S. R., Heerwagen, J., & Mador, M. (2011). *Biophilic design: the theory, science and practice of bringing buildings to life*. John Wiley & Sons.
4. Fediw, K. (2015). *The manual of interior plantscaping: A guide to design, installation, and maintenance.* Timber Press.

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%

26LSD301	**Life Skills for Designers III**	**L-T-P-C**	**1-1-2-2**

Pre-requisite: Willingness to learn, communication skills, basic English language skills, knowledge of high school level mathematics.

Course Objectives

- Help students understand corporate culture, develop leadership qualities and become good team players
- Assist them in improving group discussion skills
- Help students to sharpen their problem solving and reasoning skills
- Empower students to communicate effectively

Course Outcomes

CO1 – Apply effective interpersonal communication and leadership skills to facilitate collaboration and achieve win–win outcomes in group discussions and team-based activities.
CO2 – Analyze and contribute effectively in group discussions by examining issues, presenting ideas, sharing perspectives, practicing active listening, brainstorming solutions, and building consensus.
CO3 – Apply appropriate problem-solving strategies to analyze and solve questions related to geometry, statistics, probability, and combinatorics.
CO4 – Analyze and apply logical reasoning methods to accurately solve problem-based questions.
CO5 – Apply precise and appropriate diction, and analyze and correct grammatical errors to produce clear and accurate written communication.
CO6 – Organize and synthesize words, phrases, and sentences logically to communicate ideas and perspectives convincingly in oral and written forms.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1									3	3	2	3
CO2										3	2	2
CO3		3		2								
CO4		3		2								
CO5										3		3
CO6									3	3		3

Syllabus

Soft Skills

Professional Grooming and Practices: Basics of corporate culture, key pillars of business etiquette – online and offline: socially acceptable ways of behavior, body language, personal hygiene, professional attire and Cultural adaptability and managing diversity. Handling pressure, multi-tasking. Being enterprising. Adapting to corporate life: Emotional Management (EQ), Adversity Management, Health consciousness. People skills, Critical Thinking and Problem solving.
Group Discussions: Advantages of group discussions, Types of group discussion and Roles played in a group discussion. Personality traits evaluated in a group discussion. Initiation techniques and maintaining the flow of the discussion, how to perform well in a group discussion. Summarization/conclusion.

Aptitude

Problem Solving III

Geometry: 2D, 3D, Coordinate Geometry, and Heights & Distance.

Permutations & Combinations: Basics, Fundamental Counting Principle, Circular Arrangements, and Derangements.
Probability: Basics, Addition & Multiplication Theorems, Conditional Probability and Bayes' Theorem.
Statistics: Mean, Median, Mode, Range, Variance, Quartile Deviation and Standard Deviation.
Logical Reasoning: Blood Relations, Direction Test, Syllogisms, Series, Odd man out, Coding \& Decoding, Cryptarithmetic Problems and Input - Output Reasoning.

Verbal

Vocabulary: Create an awareness of using refined language through idioms and phrasal verbs.
Grammar (**Upper Intermediate-Advanced**): Train Students to comprehend the nuances of Grammar and empower them to spot errors in sentences and correct them.
Reasoning: Enable students to connect words, phrases and sentences logically.
Oral Communication Skills: Aid students in using the gift of the gab to interpret images, do a video synthesis, try a song interpretation or elaborate on a literary quote.
Writing Skills: Practice closet tests that assess basic knowledge and skills in usage and mechanics of writing such as punctuation, basic grammar and usage, sentence structure and rhetorical skills such as writing strategy, organization, and style.

References:

1. Students" Career Planning Guide, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
2. Soft Skill Handbook, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
3. Adair. J., (1986), *"Effective Team Building: How to make * winning team",* London, U.K
4. Gulati. S., (1006) "Corporate Soft Skills", New Delhi, India: Rupa & **Co.**
5. The hard truth about Soft Skills, by Amazon Publication.
6. Verbal Skills Activity Book, CIR, AVVP
7. English Grammar & Composition, Wren & Martin
8. Public Sector – Engineer Management Trainee Recruitment Exam (General English)
9. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
10. Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
11. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
12. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.
13. How to Prepare for Data Interpretation for the CAT, Arun Sharma.
14. How to Prepare for Logical Reasoning for the CAT, Arun Sharma.
15. Quantitative Aptitude for Competitive Examinations, R S Aggarwal.
16. A Modern Approach to Logical Reasoning, R S Aggarwal.
17. A Modern Approach to Verbal & Non-Verbal Reasoning, R S Aggarwal.

Evaluation Pattern

Assessment	Internal	External
Continuous Assessment (CA)* – Soft Skills	30	-
Continuous Assessment (CA)* – Aptitude	10	25
Continuous Assessment (CA)* – Verbal	10	25
Total	50	50

*CA - Can be **presentations, speaking activities and tests.**

SEMESTER 6

25BID399	**Professional Training**	L-T-P-C	0-0-0-20

Course Objectives

- To provide students with hands-on exposure to real-world interior design practice, workflows and project execution in a professional office setting.
- To develop professional competencies including client interaction, teamwork, project management and ethical conduct within the design industry.
- To bridge academic learning with industry practice by engaging students in live projects, applying their design knowledge and reflecting on their role as future professionals.

Course Outcomes

After completing this course, students will be able to:

CO1: Apply and integrate interior design principles, technical knowledge, and creative problem-solving skills to real-world projects within a professional office environment.

CO2 : Demonstrate and practise professionalism through effective communication, time management, collaboration with multidisciplinary teams, and adherence to ethical conduct.

CO3: Reflect, evaluate, and articulate insights from experiential learning by identifying strengths, areas for improvement, and strategies for career development as interior design professionals.

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PSO1**	**PSO2**	**PSO3**
CO1	3	1	2	1	3	1	–	2	–	–	2	1	3	2
CO2	1	–	3	–	1	1	3	3	1	–	1	–	1	3
CO3	1	–	2	1	1	3	2	1	3	–	3	–	1	3

Structure of Training

Duration: Minimum 16 weeks (full-time, 5–6 days/week).

Mentorship:

- External Mentor: Interior designer in the host firm (min. 10 years of professional experience).
- Internal Mentor: Faculty advisor to monitor progress and review.

Roles & Responsibilities of the Intern

Interns are expected to be actively involved in:

1. Design & Conceptual Development
    - Assisting in preparing conceptual sketches, 3D models, and design iterations.
    - Researching precedents and compiling design references.
2. Client & Consultant Coordination
    - Attending client meetings to understand project requirements.
    - Assisting in liaison with consultants.
    - Material selection and vendor interactions.
    - Preparing presentation drawings & reports for meetings.
3. Working Drawings & Documentation
    - Drafting working drawings: plans, sections, elevations, details.
    - Assisting in preparation of BOQs, specifications and tender documentation.
4. Site Exposure
    - Conducting regular site visits with designer
    - Documenting construction progress with notes and photographs.
    - Observing quality control, materials handling and site coordination.
5. Project Management & Office Operations

- Exposure to project scheduling, vendor interactions and procurement processes.
- Understanding professional ethics, contracts and fee structures.

Deliverables during Internship

1. Daily Logbook:
    a. A record of tasks completed, meetings attended, site visits and key learnings (signed weekly by the office mentor).
2. Monthly Progress Reports:
    a. Submitted to the internal faculty mentor with summary of work completed and reflections.
3. Final Internship Portfolio:
   To be submitted at the end of training, including:
    a. Introduction to the firm: structure, specializations, notable projects.
    b. Detailed documentation of contributions: design iterations, drawings, BOQs, specifications, presentation decks.
    c. Site visit reports: with photos, sketches, and analysis.
    d. Reflections on client/consultant interactions: insights into teamwork and communication.
    e. Learning outcomes: technical, managerial, and professional growth.
4. Viva-Voce:
    a. Final evaluation based on portfolio and oral presentation to an internal jury.

Reading Material

1. Cuff, D. (1991). Architecture: The Story of Practice. MIT Press.
2. Martin, C. S., & Guerin, D. A. (2010). The Interior Design Profession's Body of Knowledge and Its Relationship to People, the Environment, and the Interior Design Profession. NCIDQ Foundation.
3. Pressman, A. (2021). Professional Practice 101: Business Strategies and Case Studies in Architecture. Routledge.

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	20%
End-Semester Jury	External	80%

SEMESTER 7

25BID401	**Interior Design Studio – IV**	L – T – P– P	2 – 4 – 16–14

Course Objectives

- To enable students to understand the cultural significance of heritage interiors and apply conservation principles for their preservation and adaptive reuse.
- To develop the ability to redesign existing spaces for new functions while integrating cultural, social and functional considerations.
- To enable students to understand structural systems and material technologies in heritage buildings and effectively integrate new materials, structural reinforcements and modern services while maintaining spatial and aesthetic integrity.

Course Outcomes

After completing this course, students will be able to:

CO1 : Analyse and assess heritage interiors to propose contextually appropriate and sensitive conservation strategies.

CO2 : Conceptualise and document adaptive reuse projects by developing creative and sustainable interior design solutions.

CO3 : Evaluate and propose appropriate interventions for existing building systems, including structural, material, and service integrations, within adaptive reuse projects.

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PSO1**	**PSO2**	**PSO3**
CO1	3	3	1	3	2	2	3	1	1	–	2	3	2	3
CO2	3	2	3	3	3	2	2	3	1	2	3	2	3	3
CO3	3	2	3	3	3	1	1	2	1	2	3	1	3	3

Module 1: Heritage & Conservation

Introduction to heritage & its values in interiors; principles of conservation: restoration, preservation, adaptive reuse; UNESCO charters; Indian conservation policies; role of INTACH; traditional interior elements & materiality (wood, stone, lime plasters, handmade tiles); case studies: restored palaces, havelis and colonial interiors

Module 2: Adaptive Interiors Studio

Adaptive reuse: purpose, scope, and design challenges; design process: site analysis, user profiling, space reprogramming; integrating aesthetics with functionality in reprogrammed spaces; studio project: redesign of an existing building with a new use; interior detailing

Module 3: Integration of Technology in Design

Understanding existing building technology; material diagnostics; structural interventions; material upgrades; case studies

Reading Material

1. Feilden, B. M. (2003). *Conservation of historic buildings* (3rd ed.). Routledge.
2. Jokilehto, J. (2017). *A history of architectural conservation*. Routledge.
3. Douglas, J. (2006). *Building adaptation* (2nd ed.). Butterworth-Heinemann.
4. Bullen, P. A., & Love, P. E. D. (2011). *Adaptive reuse of heritage buildings*. Structural Survey, 29(5), 411–421.

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term jury	Internal	20%
End-semester jury	External	50%

25BID402	**Integrated Building Systems for Interiors - II**	L – T – P– P	2 – 1 – 2– 4

Course Objectives

- To introduce students to the fundamentals of HVAC systems and their integration in interior environments.
- To familiarize students with building automation systems for energy efficiency, safety, and comfort.
- To develop an understanding of IoT applications in interiors for enhanced functionality and user experience.

Course Outcomes

After completing this course, students will be able to:

CO1 : Identify and analyse HVAC systems and propose their effective integration within interior spaces.

CO2 : Interpret and incorporate building automation systems to enhance environmental performance and occupant comfort.

CO3 : Assess and apply IoT-based solutions to improve functionality, efficiency, and user experience in interior environments.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	–	2	3	3	1	–	–	–	2	2	1	3	3
CO2	3	–	3	3	3	1	1	2	–	2	3	1	3	3
CO3	3	1	3	3	3	1	1	2	–	2	3	1	3	3

Module 1: HVAC Systems for Interiors

Basics of thermal comfort: temperature, humidity, air movement; types of HVAC systems: split units, VRF, ducted systems, chilled water systems; integration with interiors: ducts, false ceilings, grilles, placement of units and aesthetics.

Module 2: Building Automation Systems

Overview of Building Automation Systems: purpose and components; controls for HVAC, lighting, fire detection, access and security; energy management, zoning and scheduling for interior spaces.

Module 3: IoT in Interiors

Principles of IoT and smart devices in interiors; IoT-enabled elements: lighting, appliances, sensors, and personalized controls; ethical considerations and future trends in smart interior environments.

Reading Material

1. McDowall, R. (2007). *Fundamentals of HVAC systems*. Butterworth-Heinemann.
2. Sinopoli, J. M. (2010). *Smart building systems for architects, owners, and builders*. Butterworth-Heinemann.
3. ASHRAE. (2021). *ASHRAE Handbook: HVAC Systems and Equipment*. ASHRAE.
4. Loy, D., & Dibley, J. (2019). *Smart buildings: Advanced controls and performance measurement*. Routledge.
5. Gubbi, J., Buyya, R., Marusic, S., & Palaniswami, M. (2013). Internet of Things (IoT): A vision, architectural elements, and future directions. *Future Generation Computer Systems, 29*(7), 1645–1660.

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term Examination	Internal	20%
End-semester jury	External/Internal	50%

25BID403	Research in Design	L – T – P– P	1 – 1 – 0– 2

Course Objectives

- To develop an understanding of the role and relevance of research in interior design as a foundation for evidence-based and user-centered design solutions.
- To gain exposure to qualitative and quantitative research methods for exploring spatial, cultural, behavioural and functional aspects of interiors.
- To acquire skills in data collection, analysis and interpretation to generate insights that inform design strategies.
- To learn to translate research into design proposals, articulating findings effectively through structured reports, visuals and presentations in preparation for design thesis.

Course Outcomes

After completing this course, students will be able to:

CO1 : Identify, frame, and articulate research problems relevant to interior design.
CO2 : Apply and justify appropriate research methods to gather qualitative and quantitative data.
CO3 : Analyse and synthesise research data to generate actionable insights that inform design
CO4 : Develop and present a structured research proposal as a precursor to the interior design thesis.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	2	1	3	-	2	3	2	2
CO2	3	3	2	3	3	2	2	2	3	-	2	3	3	2
CO3	3	3	2	3	3	3	2	2	3	-	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	-	3	3	3	3

Module 1: Introduction to Design Research

Understanding research in design, why designers need research; types of design research: exploratory, descriptive, experimental and applied; qualitative vs. quantitative approaches; literature review; framing research problems; defining scope, research objectives and research questions; ethics in research and intellectual property

Module 2: Research Methods for Interior Design

Contextual inquiry & ethnographic studies: observation, interviews, focus groups; user-centered research: understanding human behaviour, needs and experiences in interiors; visual research: photo documentation, drawing, mapping and pattern analysis; surveys & questionnaires: designing effective instruments for user data; case studies: documenting and analysing existing projects

Module 3: Data Collection & Analysis

Qualitative analysis: coding, categorization, narrative analysis; quantitative analysis: basic statistics, coding survey data, interpreting results; basic tools for analysis; translating research data into design insights; structuring findings for communication: diagrams, infographics, storyboards

Module 4: Research to Design Translation

From research insights to design concept development; evidence-based design: using research to support spatial decisions; writing a research report: structure, citations and visual presentation; preparing a research proposal for the thesis: objectives, methodology, deliverables

Reading Material

1. Groat, L., & Wang, D. (2013). *Architectural Research Methods.* John Wiley & Sons.

2. Zeisel, J. (2006*). Inquiry by Design: Environment/Behavior/Neuroscience in Architecture, Interiors, Landscape, and Planning*. W. W. Norton & Company.
3. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Sage Publications.
4. Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners*. Sage Publications.

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term jury	Internal	20%
End-semester jury	External/Internal	50%

26LSD311	**Life Skills for Designers IV**	**L – T – P– C**	**1 – 0 – 2– 2**

Pre-requisite: Self-confidence, presentation skills, listening skills, basic English language skills, knowledge of high school level mathematics.

Course Objectives

- Help students prepare resumes and face interviews with confidence
- Support them in developing their problem-solving ability
- Assist them in improving their problem solving and reasoning skills
- Enable them to communicate confidently before an audience

Course Outcomes

CO1 - Demonstrate the ability to present oneself confidently to potential recruiters by effectively showcasing knowledge, skills, abilities, interests, practical exposure, strengths, and achievements through a resume, video resume, and personal interview.
CO2 - Apply appropriate interview preparation strategies to analyze interview questions, articulate accurate and relevant responses, and respond professionally, demonstrating proper etiquette, a positive attitude, and courteous communication to establish suitability for the role.
CO3 - Apply time-management strategies and suitable problem-solving methods to accurately solve questions related to arithmetic, algebra, and statistics
CO4 - Analyze and solve problems involving logical reasoning and data analysis by selecting and applying appropriate analytical techniques
CO5 - Use precise and concise diction and apply prior knowledge of grammar and sentence structure to identify, correct, and improve written sentences.
CO6 - Analyze arguments using inductive and deductive reasoning to arrive at logical conclusions, and generate, organize, and present ideas coherently in a manner that is clear and appropriate for the intended audience.

CO-PO Mapping

PO / CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1									3	3		2
CO2								2	3	3		2
CO3		3		2								
CO4		3		2								
CO5										3		3
CO6									3	3		3

Syllabus

Soft Skills

Team Work: Value of teamwork in organizations, Definition of a team. Why team? Effective team building. Parameters for a good team, roles, empowerment and need for transparent communication, Factors affecting team effectiveness, Personal characteristics of members and its influence on team. Project Management Skills, Collaboration skills.
Leadership: Initiating and managing change, Internal problem solving, Evaluation and co-ordination, Growth and productivity, Importance of Professional Networking.
Facing an interview: Importance of verbal & aptitude competencies, strong foundation in core competencies, industry orientation / knowledge about the organization, resume writing (including cover letter, digital profile and video resume), being professional. Importance of good communication skills, etiquette to be maintained during an interview, appropriate grooming and mannerism.

Aptitude

Problem Solving II

Sequence and Series: Basics, AP, GP, HP, and Special Series.
Data Sufficiency: Introduction, 5 Options Data Sufficiency and 4 Options Data Sufficiency.
Logical reasoning: Clocks, Calendars, Cubes, Non-Verbal reasoning and Symbol based reasoning.
Campus recruitment papers: Discussion of previous year question papers of all major recruiters of Amrita Vishwa Vidyapeetham.
Competitive examination papers: Discussion of previous year question papers of CAT, GRE, GMAT, and other management entrance examinations.
Miscellaneous: Interview Puzzles, Calculation Techniques and Time Management Strategies.

Verbal

Vocabulary: Empower students to communicate effectively through one-word substitution.
Grammar: Enable students to improve sentences through a clear understanding of the rules of grammar.
Reasoning: Facilitate the student to tap his reasoning skills through Syllogisms, critical reasoning arguments and logical ordering of sentences.
Reading Comprehension (Advanced): Enlighten students on the different strategies involved in tackling reading comprehension questions.
Public Speaking Skills: Empower students to overcome glossophobia and speak effectively and confidently before an audience.
Writing Skills: Practice formal written communication through writing emails especially composing job application emails.

References:

1. Students" Career Planning Guide, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
2. Soft Skill Handbook, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
3. Adair. J., (1986), "Effective Team Building: How to make * winning team", London, U.K
4. Gulati. S., (1006) "Corporate Soft Skills", New Delhi, India: Rupa & Co.
5. The hard truth about Soft Skills, by Amazon Publication.
6. Verbal Skills Activity Book, CIR, AVVP
7. English Grammar & Composition, Wren & Martin
8. Public Sector – Engineer Management Trainee Recruitment Exam (General English)
9. Nova's GRE Prep Course, Jeff Kolby, Scott Thornburg & Kathleen Pierce
10. A Modern Approach to Verbal Reasoning – R.S. Aggarwal
11. Student Workbook: Quantitative Aptitude & Reasoning, Corporate & Industry Relations, Amrita Vishwa Vidyapeetham.
12. Quantitative Aptitude for All Competitive Examinations, Abhijit Guha.
13. How to Prepare for Quantitative Aptitude for the CAT, Arun Sharma.
14. How to Prepare for Data Interpretation for the CAT, Arun Sharma.
15. How to Prepare for Logical Reasoning for the CAT, Arun Sharma.
16. Quantitative Aptitude for Competitive Examinations, R S Aggarwal.
17. A Modern Approach to Logical Reasoning, R S Aggarwal.
18. A Modern Approach to Verbal & Non-Verbal Reasoning, R S Aggarwal

Evaluation Pattern

Assessment	Internal	External
Continuous Assessment (CA)* – Soft Skills	30	-
Continuous Assessment (CA)* – Aptitude	10	25
Continuous Assessment (CA)* – Verbal	10	25
Total	50	50

*CA - Can be **presentations, speaking activities and tests.**

SEMESTER 8

25BID411	**Design Thesis**	L – T – P– C	1 – 1 – 0 – 0

Course Objectives

The Design Thesis is the culminating studio of the B.Des (Interior Design) programme and aims to enable students to synthesize learning from all previous semesters into a comprehensive, independent design project. The objectives of this course are to:

- Enable students to consolidate and apply theoretical knowledge, technical skills, and design thinking acquired throughout the programme into a self-directed interior design project.
- Develop the ability to identify, define, and critically analyse a design problem, grounded in contextual, cultural, social, environmental, and user-based considerations.
- Encourage students to undertake independent design inquiry, translating research insights into clear design intentions, spatial strategies, and design parameters.
- Equip students to handle complex and large-scale interior design projects, including appropriate determination of scope, scale, and programme based on contemporary and future-oriented requirements.
- Foster context-sensitive, sustainable, and culturally rooted design responses, drawing from Indian Knowledge Systems, vernacular practices, and ethical design principles.
- Prepare students for professional practice by strengthening skills in design development, technical detailing, documentation, presentation, and client-oriented communication.

Course Outcomes

After completing this course, students will be able to:

CO1: Independently conceptualise and define a comprehensive interior design project through critical analysis of context, users, functions, and spatial requirements.

CO2: Translate and synthesise research findings, site analysis, and programmatic studies into coherent design strategies and spatial concepts.

CO3: Develop and resolve detailed interior design solutions demonstrating technical competence in planning, material selection, services integration, furniture design, lighting, and detailing.

CO4: Integrate and respond to sustainability principles, cultural sensitivity, and ethical considerations within interior design proposals that meaningfully address socio-environmental contexts.

CO5: Produce and present professional-quality drawings, models, and documentation that clearly communicate design intent and technical resolution.

CO6: Demonstrate readiness for professional practice through effective time management, independent decision-making, and confident presentation before an academic or professional jury.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	–	2	3	3	2	–	2	–	2	3	2	2
CO2	3	3	–	2	3	3	–	–	2	–	2	3	2	2
CO3	3	2	–	3	3	2	–	–	–	–	2	2	3	3
CO4	2	3	–	3	2	3	3	–	2	–	3	3	2	3
CO5	3	–	2	–	2	2	–	3	2	–	–	2	3	2
CO6	2	–	3	–	–	2	2	3	3	–	–	–	2	3

Module 1: Thesis Identification and Contextual Inquiry

Identification of thesis theme; framing of design problem; relevance and scope; understanding societal, cultural, environmental and professional contexts; user profiling; project objectives and intent.

Module 2: Site Analysis and Program Development

Site documentation and analysis; contextual mapping; climate and environmental considerations; activity analysis; space programming; area statements; functional relationships and adjacency studies.

Module 3: Concept Development and Design Strategy
Design philosophy and conceptual framework; spatial narratives; design drivers; sustainability and cultural integration; material and spatial strategies; iterative design explorations.

Module 4: Design Development
Detailed space planning; interior layouts; furniture systems; lighting concepts; material palettes; integration of building services; ergonomic and human-centric considerations.

Module 5: Technical Resolution and Detailing
Working drawings; interior construction details; furniture details; finishes and specifications; coordination of services; buildability and professional documentation standards.

Module 6: Final Presentation and Documentation
Preparation of final drawings, models, and visualizations; report writing; design justification; portfolio-quality presentation; jury presentation and viva voce.

Reading Material

- Francis D.K. Ching, *Interior Design Illustrated*, Wiley
- Yatin Pandya, *Elements of Space Making*, Mapin Publishing
- Juhani Pallasmaa, *The Eyes of the Skin*, Wiley
- Amos Rapoport, *House Form and Culture*, Prentice-Hall
- Lisa Godsey, *Interior Design Materials and Specifications*, Fairchild
- B.V. Doshi, *Paths Uncharted*, Vastu Shilpa Foundation

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term jury	Internal	20%
End-semester jury	External	50%

25ARC504	Design Entrepreneurship	L – T – P– C	1 – 1 – 0 – 0

Course Objectives

- Develop an understanding of entrepreneurship in design, exploring business models, markets, and opportunities in the design industry.
- Learn strategic, financial, and operational aspects of setting up and managing a design practice or creative enterprise.
- Acquire skills in branding and digital marketing for design services and products.
- Build a comprehensive business plan or entrepreneurial project proposal as a capstone outcome to prepare for independent practice.

Course Outcomes

After completing this course, students will be able to:

CO1 : Demonstrate and explain knowledge of entrepreneurial concepts, business models, and relevant legal frameworks applicable to design enterprises.

CO2 : Apply and manage financial planning, resource allocation, and operational strategies for professional design practice or creative start-ups.

CO3 : Create and structure a comprehensive business plan or entrepreneurial project proposal aligned with industry needs and emerging market opportunities.

CO4 : Develop and implement effective branding and digital marketing strategies for a design enterprise.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	3	2	2	2	3	2	3	–	3	2	3	3
CO2	3	2	3	3	3	2	2	2	3	–	3	2	3	3
CO3	3	2	3	3	3	2	3	3	3	–	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	–	3	3	3	3

Module 1: Introduction to Design Entrepreneurship

Entrepreneurship in the creative economy: opportunities in interior design; business models: sole proprietorship, partnerships, start-ups, and design collectives; understanding intellectual property rights and legal aspects for designers.

Module 2: Financial and Operational Strategies

Basics of financial planning, budgeting, and pricing for design services/products; funding options: self-funding, investors, grants, and design incubators; operations management: project workflows, human resources and procurement

Module 3: Branding and Digital Marketing

Personal and business branding: building a unique identity in the design market; digital marketing strategies: social media campaigns, SEO, content marketing, portfolio websites, influencer collaborations and paid advertising; case studies of successful design brands using digital platforms.

Module 4: Capstone – Business Plan Development

Researching market needs and identifying opportunities; preparing a business plan: vision, mission, objectives, financial projections and growth strategy; pitching the business plan: communication, storytelling and presentation skills

Reading Material

1. Brown, T. (2009). *Change by Design: How Design Thinking Creates New Alternatives for Business and Society*. Harper Business.
2. Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. John Wiley & Sons.
3. Ryan, D. (2016). *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation*. Kogan Page.
4. Kelley, T., & Littman, J. (2005). *The Ten Faces of Innovation: IDEO's Strategies for Defeating the Devil's Advocate and Driving Creativity Throughout Your Organization.* Currency/Doubleday.
5. Kuratko, D. F. (2016). *Entrepreneurship: Theory, Process, and Practice*. Cengage Learning.

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term Examination	Internal	20%
End-semester Examination	External	50%

25BID412	**Design Management and Professional Practice**	L – T – P	1 – 1 – 0

Course Objectives

- Develop an understanding of design management processes, roles and responsibilities in professional interior practice.
- Learn project delivery frameworks, documentation standards and legal/contractual aspects of interior projects.
- Acquire skills in client relationship management and stakeholder collaboration for effective practice.
- Build professional competencies for career readiness, including portfolio development, communication and ethical practice.

Course Outcomes

After completing this course, students will be able to:

CO1 : Demonstrate and explain an understanding of design management principles, professional ethics, and organizational structures relevant to interior design practice.

CO2 : Apply and utilise project management tools and techniques for planning, executing, and monitoring interior design projects.

CO3 : Prepare and present professional portfolios aligned with industry standards for employability or independent practice.

CO4 : Manage and negotiate client relationships effectively—from briefing and negotiations to conflict resolution—ensuring client satisfaction and successful project delivery.

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PSO1**	**PSO2**	**PSO3**
CO1	3	2	3	2	2	2	3	2	3	–	3	2	2	3
CO2	3	2	3	3	3	2	2	3	3	–	3	2	3	3
CO3	2	2	3	2	3	2	3	3	3	–	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	–	3	3	3	3

Module 1: Principles of Design Management

Overview of design management in interior practice; roles, responsibilities and organizational structures in design firms; time management, resource allocation and multidisciplinary collaboration; codes of ethics and professional conduct

Module 2: Project Delivery and Documentation

Project lifecycle in interior design: from concept to handover; contracts, tenders, RFPs and MoUs; BOQ preparation, costing, scheduling and quality control; documentation standards: working drawings, technical specifications, and reports

Module 3: Client Management

Understanding client psychology and expectations; negotiation skills, presentation techniques and communication strategies; conflict management and dispute resolution; case studies of client-designer relationships in complex projects

Module 4: Professional Readiness and Career Building

Portfolio development and personal branding for employability; networking, professional associations and continuous learning; transitioning to independent practice or higher education

Reading Material

1. Emmitt, S. (2014). *Design Management for Architects*. John Wiley & Sons.

2. Pressman, A. (2020). *Professional Practice 101: Business Strategies and Case Studies in Architecture.* Routledge.
3. Ramsay, P., & Hughes, W. (2016). *Construction Law and Management*. Routledge.
4. Piotrowski, C. M., & Rogers, E. A. (2012). *Professional Practice for Interior Designers.* John Wiley & Sons.
5. Linton, I., & Bourne, P. (2015). *Successful Project Management.* Kogan Page.

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%

Professional Elective – I

25BID231	**Parametric & Computational Design**	L – T – P- C	1 – 0 – 2– 2

Course Objectives

- Develop an understanding to the principles of parametric, computational, and generative design in the context of interior design
- Expose students to digital tools used for computational design workflow.
- Familiarize students with digital fabrication techniques and their application in design prototyping
- Enable students to design and develop an interior element using parametric or computational design processes, from concept to physical model.

Course Outcomes

After completing this course, students will be able to:

CO1 : Explain and contextualise the fundamentals of parametric, computational, and generative design, and their relevance to contemporary design practice.

CO2 : Use Rhinoceros 3D and Grasshopper to create and manipulate basic parametric models and interior design elements.

CO3 : Design and develop an interior element using parametric, computational, or generative design workflows, progressing from concept development to digital resolution and physical modelling.

CO4 : Apply digital fabrication techniques to translate computational design outputs into accurate physical prototypes.

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PSO1**	**PSO2**	**PSO3**
CO1	3	2	2	2	2	3	2	2	3	–	3	3	3	3
CO2	3	2	2	2	2	2	2	2	3	–	2	2	3	3
CO3	3	2	2	2	2	3	2	3	3	–	2	2	3	3
CO4	3	3	3	3	3	3	3	3	3	2	3	3	3	3

Module 1: Foundations of Parametric and Computational design

Introduction to parametric, computational and generative design, importance of computational design in contemporary practice, design process for computational design, case studies of relevant projects

Module 2: Digital tools for parametric and computational design

Introduction to Rhinoceros 3D interface, basic geometry modelling, extrusion, lofting and transformations, Grasshopper interface, parameters, sliders, basic components, data trees and introduction to plugins for parametric geometry

Module 3: Fabrication techniques

Introduction to Digital fabrication techniques – laser cutting, CNC, 3D printing, materials used for fabrication, development of model prototype using any one fabrication technique

Module 4: Capstone – Parametric / Computational / Generative Design

Design of an interior element in space using the design workflow of computational, parametric or generative design workflows, from concept development to physical model

Reading Material

1. Woodbury, R. (2010). *Elements of Parametric Design*. Routledge.

2. Tedeschi, A. (2018). *Algorithms-Aided Design: Parametric Strategies Using Grasshopper*. Le Penseur.

3. Iwamoto, L. (2013). *Digital Fabrications: Architectural and Material Techniques*. Princeton Architectural Press.

4. Tedeschi, A. (2016). *Parametric Architecture with Grasshopper*. Le Penseur.

5. Mode Lab. (2019). *Grasshopper Primer*. Mode Lab.

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester jury	Internal	50%

25ARC431	Retail and Visual Merchandising in Interiors	L – T – P– C	1 – 0 – 2– 2

Course Objectives

- Introduce students to the fundamentals of retail interiors and visual merchandising, with an understanding of consumer behaviour, brand identity, and experiential retail design.
- Develop an understanding of visual merchandising principles, tools, and sensory strategies to enhance customer engagement and brand communication.
- Enable students to apply retail interior design and space planning strategies, including layout planning, fixture design, and material selection.
- Provide hands-on experience through a capstone project that integrates retail design, visual merchandising, branding, and presentation skills in a real-world context.

Course Outcomes

After completing this course, students will be able to:

CO1 : Explain and interpret the fundamentals of retail interiors and visual merchandising, including consumer psychology, brand identity, and contemporary retail trends.

CO2 : Apply and integrate principles and tools of visual merchandising—such as window displays, product presentation, circulation, sensory design, and storytelling—to create engaging retail environments.

CO3 : Design and develop effective retail interior layouts by integrating space planning strategies, fixture systems, materials, lighting, and branding elements appropriate to different retail formats.

CO4 : Design, synthesise, and present a comprehensive retail interior project that integrates visual merchandising strategies, spatial planning, brand communication, and professional presentation techniques.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	3	2	3	2	3	2	3	–	3	2	2	3
CO2	3	3	3	3	2	3	2	2	3	–	3	2	2	3
CO3	3	3	3	2	3	2	2	3	3	2	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Module 1: Fundamentals of Retail and Visual merchandising

Introduction to retail interiors and types of retail spaces, understanding consumer behavior and psychology in retail environments, importance of brand identity in design, case studies of iconic retail interiors and successful visual merchandising strategies

Module 2: Principles and tools of Visual merchandising

Principles of visual merchandising: window displays, in-store product presentation, focal points, techniques for product grouping, circulation, creating customer journeys, sensory elements: lighting, color, texture, signage and storytelling for brand communication, analysis of merchandizing strategies in local and international retail examples

Module 3: Retail Interior design and space planning

Store layout planning: grid, free-flow, boutique, racetrack, fixtures, furniture and modular display systems for retail interiors, creating ambiance through lighting, materials, textures and branding elements, space planning layouts

Module 4: Capstone – Retail Interior project

Concept development and design storytelling for a selected retail interior, integration of visual merchandising principles with spatial planning and branding, project presentation.

Reading Material

1. Pegler, M. M., & Kong, A. (2018). *Visual Merchandising and Display* (7th ed.). Fairchild Books / Bloomsbury Publishing.

2. Belli, S. (2020). *Visual Merchandising and Display: Best Practices for Window Displays and Store Designs*. Hoaki Books.

3. Morgan, T. (2016). *Visual Merchandising: Windows and In-Store Displays for Retail* (3rd ed.). Laurence King Publishing.

4. Anderson, S., & Mesher, L. (2019). *Retail Design* (2nd ed.). Bloomsbury Visual Arts.

5. Ebster, C., & Garaus, M. (2011). *Store Design and Visual Merchandising*. Business Expert Press.

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester jury	External/Internal	50%

25BID233	Product design	L – T – P– C	1 – 0 – 2– 2

Course Objectives

- Develop an understanding of the fundamentals, evolution, and professional role of product design and product designers.
- Learn the aspects of ergonomics, functionality and user experience in product design.
- Expose students to sensory, material, technological, and inclusive aspects of product design.
- Enable students to apply the product design process to develop a well-resolved product design solution.

Course Outcomes

After completing this course, students will be able to:

CO1 : Explain and contextualise the principles, elements, processes, and historical evolution of product design.

CO2 : Analyse and interpret user needs, ergonomic requirements, and functional aspects to enhance product usability and user experience.

CO3 : Evaluate and integrate sensory, material, manufacturing, and inclusive design considerations within the product design process.

CO4 : Design and present a selected product by systematically applying the stages of the product design process, including concept development, visualisation, material selection, and detailing.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	3	2	2	2	2	2	3	–	3	2	3	3
CO2	3	2	3	3	3	3	3	2	3	–	3	2	2	3
CO3	3	2	3	3	3	3	3	2	3	2	3	3	2	3
CO4	3	3	3	3	3	3	3	2	3	3	3	3	3	3

Module 1: Introduction to Product design

Introduction to Product design, history and evolution of product design, understanding the importance & role of product designers, fundamental elements and principles of product design, product design process

Module 2: Ergonomics, function & user experience

Anthropometry and ergonomics in product design, human safety, comfort and usability, universal design principles, functional and user experiential qualities in product design, product design case studies

Module 3: Aspects of product design

Sensorial aspects in product design – Visual, Auditory, tactual, olfactory, Materials with manufacturing technologies for product design, Multi utility - oriented products, design for special need – Visually challenged user and physically challenged user

Module 4: Capstone – Product Design

Design of a selected product with user analysis and design brief, using stages of product design process, visualization, materials and detailing

Reading Material

6. Ulrich, K. T., & Eppinger, S. D. (2016). *Product Design and Development*. McGraw-Hill Education
7. Norman, D. A. (2013). *The Design of Everyday Things*.
8. Papanek, V. (2005). *Design for the Real World: Human Ecology and Social Change*. Thames & Hudson.
9. Ashby, M., & Johnson, K. (2014). *Materials and Design: The Art and Science of Material Selection in Product Design*. Butterworth-Heinemann.
10. Lidwell, W., Holden, K., & Butler, J. (2010). *Universal Principles of Design*. Rockport Publishers.

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester jury	External/Internal	50%

Professional Elective – II

25BID331	Building Information Modelling (BIM) for Designers	L – T – P– C	1 – 0 – 2 – 2

Course Objectives

- To introduce Building Information Modelling (BIM) as an integrated digital workflow for architectural design, coordination and documentation.
- To enable students to develop architectural BIM models with accuracy, logic and discipline-based standards.
- To expose students to collaborative BIM processes including federated modelling and clash detection for interdisciplinary coordination.
- To provide an introductory understanding of BIM-based construction planning, quantity take-off and contemporary BIM applications in sustainable and future-ready architectural practice.

Course Outcomes

After completing this course, students will be able to:

CO1 : Explain and interpret BIM concepts, terminology, and workflows relevant to architectural practice and project delivery.

CO2 : Develop an architectural BIM model and generate coordinated drawings, schedules, and documentation outputs

CO3 : Apply BIM-based collaboration and coordination methods, including federated modeling and clash detection/reporting, for multidisciplinary design integration.

CO : Prepare and apply basic BIM-enabled construction and estimation outputs such as quantity take-offs and introductory 4D workflows, with an understanding of emerging BIM trends that support future-ready practice

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PS O1	PS O2	PSO 3
CO 1	3	1	2	2	2	2	1	1	2	2	1	1	2	1
CO 2	3	1	2	2	2	2	1	2	2	2	1	1	3	2
CO 3	2	1	2	2	3	2	2	3	2	2	2	1	3	2
CO 4	2	1	3	3	2	2	1	2	2	3	2	1	3	3

Module 1: BIM Concepts and Architectural Modelling

Evolution from 2D drafting to BIM workflow; BIM terminology and model-based process; project setup and template basics; levels, grids and modelling standards; architectural modelling of walls, floors, roofs, doors, windows, stairs and components; families and parametric controls; view management, sections and 3D visualization; introduction to Level of Development (LOD) appropriate for undergraduate architectural projects.

Module 2: BIM Documentation and Deliverables

Generation of plans, sections, elevations and sheets from BIM model; annotation tools including dimensions, tags, keynotes and legends; materials and schedules for architectural elements; detail callouts and drafting views; drawing coordination with the model; plotting standards, export formats and presentation-ready documentation workflow.

Module 3: BIM Coordination and Clash Detection

Federated model concept and coordination process; integration overview of architecture–structure–MEP models; design review workflow and issue identification; clash types including hard clash and clearance clash; clash detection workflow, grouping and filtering; clash priority matrix; clash report generation and resolution tracking through revision-based model coordination.

Module 4: BIM for Construction Planning and Quantity Estimation

Introduction to 4D BIM concepts and construction sequencing; linking model elements with a basic timeline for construction visualization; outputs for progress review and coordination; introduction to 5D BIM concepts; quantity take-off methods for architectural components with units and schedules; preparation of cost summary using Excel-based templates; overview of sustainability integration through material awareness, model accuracy and reduction of wastage; introduction to scan-to-BIM, AR/VR visualization and digital twin concepts as emerging directions in future-ready architectural practice.

Reading Material

1. Chuck Eastman, Paul Teicholz, Rafael Sacks, and Kathleen Liston, *BIM Handbook: A Guide to Building Information Modeling*, Wiley, 2018.
2. Rory San Nicolas, *BIM for Architects: Using Revit in Architectural Design*, Routledge, 2020.
3. David Kent Ballast, *Autodesk Revit Architecture Certified Professional Study Guide*, Wiley, 2021.
4. Mark Baldwin, *BIM Management Handbook*, Wiley-Blackwell, 2014.
5. ISO 19650 Series, *Organization and digitization of information about buildings and civil engineering works, including BIM*, International Organization for Standardization.
6. Jerry Laiserin, *BIM and Integrated Practice: Concepts and Applications*, industry reference readings.

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	**Internal**	**30%**

Mid-term examination	**Internal**	**20%**
End-semester jury	**External/Internal**	**50%**

25BID332	**Lighting Design**	**L – T – P– C**	**1 – 0 – 2 – 2**

Course Objectives

- To introduce lighting as an essential architectural design element that influences perception, experience, performance and well-being.
- To develop an understanding of natural and artificial lighting principles, including human visual comfort and lighting quality.
- To enable students to design lighting for different architectural programmes using appropriate luminaires, controls and calculations.
- To integrate energy-efficient and sustainable lighting strategies aligned with standards, green building practices and responsible design.
- To provide exposure to contemporary lighting design tools, documentation methods and professional workflows.

Course Outcomes

After completing this course, students will be able to:

CO1 : Explain and interpret core lighting principles related to daylight, artificial lighting, vision, perception, and visual comfort in architecture.

CO2 : Apply lighting design methods to develop functional and aesthetically responsive lighting solutions for diverse architectural spaces

CO3 : Select and evaluate appropriate lighting systems, luminaires, and control strategies based on performance requirements, energy efficiency, and relevant standards.

CO4 : Prepare and present basic lighting design documentation using calculations, layouts, and simulation-based workflows

	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PS O1**	**PS O2**	**PSO 3**
CO 1	3	2	2	3	2	2	1	1	2	2	2	2	2	1
CO 2	3	2	3	3	2	3	2	2	2	2	2	2	2	2
CO 3	2	1	2	3	3	2	2	2	2	3	2	1	3	3
CO 4	2	1	3	3	3	2	1	3	2	3	3	1	3	2

Module 1: Light, Vision and Daylighting Fundamentals

Nature of light and basic photometric terms; lighting quality and architectural perception; human vision, visual comfort and glare; luminance, illuminance and contrast; colour properties including CCT and CRI; daylight fundamentals such as sun path, sky conditions, daylight factor, daylight availability and orientation-based strategies; daylight openings, shading and glare control; integration of daylight as a spatial and experiential design tool.

Module 2: Artificial Lighting Systems and Luminaire Technology

Types of artificial lighting including ambient, task, accent and decorative lighting; lighting distribution patterns and beam characteristics; LED technology, drivers and optical systems; selection of luminaires for architectural applications including recessed, surface, track, pendant, wall-washers and exterior fixtures; lighting layers for space-making; lighting for materials and textures; colour tuning and scene creation; introduction to lighting controls including switching, dimming, sensors, scheduling and basic smart lighting concepts.

Module 3: Lighting Design Methods, Standards and Energy Efficiency

Lighting design workflow and concept development; lighting design criteria for residential, commercial, institutional and outdoor spaces; recommended illuminance levels, uniformity, glare limits and visual comfort parameters; introduction to lighting standards and guidelines relevant to practice; lumen method and point-by-point calculation concepts; lighting power density and energy performance; integration of sustainable strategies including efficient source selection, daylight-linked controls, occupancy sensing and maintenance factor considerations; overview of green building links such as energy-efficient lighting compliance and responsible design approaches.

Module 4: Lighting Application Studio, Simulation and Documentation

Lighting layout planning and zoning; lighting for key building programmes such as classrooms, studios, galleries, offices, retail spaces, hospitality and outdoor landscapes; façade and feature lighting concepts; lighting and spatial narrative through hierarchy and focus; introduction to lighting simulation workflows using digital tools for daylight and artificial lighting visualization; preparing lighting drawings and documentation including reflected ceiling plans, luminaire schedules, circuiting intent, control zoning diagrams and specification basics; presentation of lighting concepts using renders, diagrams and design reports; guest lecture/workshop on professional lighting design practice and emerging trends.

Reading Material

1. Gary R. Steffy, *Architectural Lighting Design*, Wiley, 2002.
2. Derek Phillips, *Lighting Modern Buildings*, Architectural Press, 2007.
3. Walter T. Grondzik, Alison G. Kwok, Benjamin Stein, and John S. Reynolds, *Mechanical and Electrical Equipment for Buildings*, Wiley, latest edition.
4. Mark Karlen and James R. Benya, *Lighting Design Basics*, Wiley, 2011.
5. IES (Illuminating Engineering Society), *Lighting Handbook*, latest edition.
6. Nick Baker and Koen Steemers, *Daylight Design of Buildings*, Routledge, 2014.

Evaluation Pattern

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%

25BID333	AI & Emerging Technologies in Design	L – T – P– C	1 – 0 – 2 – 2

Course Objectives:

- To provide a foundational understanding of AI, Machine Learning, and their distinction from traditional automation in design.
- To introduce students to Generative AI tools for conceptualization, text-to-image/3D generation, and iterative design.
- To understand the application of IoT (Internet of Things) and smart systems in creating responsive architectural and interior spaces.
- To explore parametric and algorithmic design logic as a precursor to AI-driven optimization.
- To foster a critical perspective on data privacy, authorship, and the socio-ethical impact of AI on the design profession.

Course Outcomes

CO1: Explain and interpret fundamental concepts of AI, robotics, and emerging technologies in architectural practice.

CO2: Apply Generative AI tools to enhance the design process from ideation through visualization

CO3: Design and develop "Smart" spatial concepts by integrating IoT and responsive systems

CO4: Apply computational logic to analyze and solve complex spatial problems and optimize performance.

CO5: Evaluate the ethical and professional shifts necessitated by AI.

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	3	1	2	1	2	1	1	1	2	2	1	1	3	1
CO2	2	1	3	1	1	2	1	2	3	3	1	1	3	2
CO3	2	2	1	3	3	1	2	1	1	3	2	2	3	3
CO4	3	1	3	2	2	3	1	1	2	2	3	1	3	1
CO5	1	1	1	2	1	3	3	2	3	3	2	1	1	3

Module 1: Foundations of AI in Design

- **Overview:** The shift from Computer-Aided Design (CAD) to Artificial Intelligence.
- **Contents:** History of AI in architecture (Cybernetics to Neural Networks); Basic AI terminology (Machine Learning, Deep Learning, GANs); AI vs. Human Intelligence in creativity; Case studies of AI-led practices (Zaha Hadid Architects, Autodesk Research).

Module 2: Generative Design & Visual Synthesis

- **Overview:** Leveraging AI for rapid ideation and high-fidelity visualization.
- **Contents:** Text-to-Image and Image-to-Image workflows (Midjourney, Stable Diffusion, DALL-E); AI in 3D modeling and floor plan generation (LookX, Finch3D); Enhancing SketchUp/Revit renders with AI; The concept of "Prompt Engineering" for architects and interior designers.

Module 3: Smart Spaces, IoT & Responsive Interiors

- **Overview:** Integrating intelligence into the physical fabric of buildings and interiors.
- **Contents:** Internet of Things (IoT) in homes and offices; Sensors for thermal comfort, lighting, and occupancy; Responsive facades and kinetic furniture; Smart materials and biophilic integration through technology; Introduction to "Digital Twins" for facility management.

Module 4: Computational Design & Optimization

- **Overview:** Using logic and data to drive design decisions.
- **Contents:** Introduction to Parametric Design (Grasshopper/Rhino logic); Algorithmic thinking for spatial layouts; Performance-based design (optimizing for daylight, CFD, and solar radiation); Evolutionary algorithms for site analysis and massing.

Module 5: Digital Fabrication & Future Practice

- **Overview:** Closing the loop between virtual design and physical construction.
- **Contents:** Robotic fabrication and 3D printing in construction (Laterite/Stone printing); AI in project management and cost estimation; Ethical considerations: Copyright in AI-generated art; The future of the design professional: Architect as a "Curator" of AI outputs.

Recommended Reading Material

- **Carpo, M.** (2017). *The Second Digital Turn: Design Beyond Intelligence*. MIT Press.
- **Deutsch, R.** (2019). *Adaptive Architecture: Changing Parameters and Practice*. Routledge.
- **Chaillou, S.** (2019). *Artificial Intelligence and Architecture: From Research to Practice*. Harvard Graduate School of Design.
- **Meredith, M., & Sample, H.** (2022). *Improvisations on the Real: Architecture and the AI*. Princeton Architectural Press.
- **Negroponte, N.** (1970). *The Architecture Machine*. MIT Press (For historical context).

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester jury	External/Internal	50%

Professional Elective - III

25BID431	**Project management for Interiors**	**L – T – P– C**	**1 – 0 – 2 – 2**

Course Objectives

- To understand the principles and importance of project management in interior design.
- To develop skills to plan, schedule, and budget interior projects efficiently.
- To apply project execution and quality control techniques to real or hypothetical interior projects.
- To communicate and coordinate effectively with clients, contractors, and design teams.

Course Outcomes

After completing this course, students will be able to:

CO1 : Prepare and organise comprehensive project plans, schedules, and budgets for interior design projects.

CO2 : Monitor, control, and evaluate project progress while ensuring adherence to quality standards.

CO3 : Identify, analyse, and mitigate project risks to ensure timely, cost-effective, and efficient project delivery.

CO4 : Document, evaluate, and present interior design projects professionally using appropriate project management and communication tools.

	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PSO1**	**PSO2**	**PSO3**
CO1	3	2	3	2	2	2	3	3	3	–	1	1	3	3
CO2	3	2	3	2	3	2	3	3	2	–	2	2	3	3
CO3	3	2	3	3	3	2	3	3	2	1	2	1	3	3
CO4	3	2	3	3	3	2	3	3	3	–	2	2	3	3

Module 1: Introduction to project management for interiors

Introduction to project management, importance of project management in interior design, overview of interior project lifecycle (initiation, planning, execution, monitoring, closure), roles and responsibilities of designers, clients, and contractors, project manager, case studies of interior projects demonstrating effective project management.

Module 2: Project management workflow

Interior design project management workflow, Introduction to work breakdown structures (WBS) for interior projects, project scheduling techniques (Gantt charts, CPM, PERT), budgeting and cost estimation, resource allocation, risk assessment and mitigation strategies, preparation of a project plan for a sample interior project.

Module 3: Project execution and quality control

Overview of project execution processes, procurement and materials management, site supervision and contractor coordination, quality control methods, monitoring project progress, communication with stakeholders, use of project management tools for tracking progress, examples from interior projects.

Module 4: Case study of Interior project management

End-to-end management of an interior project from concept to handover, preparation of project documentation, budget tracking, schedule adherence, quality checks, and client reporting, development of a project report or presentation for a hypothetical or real interior project demonstrating applied project management techniques.

Reading Material

1. Birnberg, H. G. (2017). *Project Management for Designers and Facilities Managers*. J. Ross Publishing.

2. Smith, V. I. (2018). *Interior Design Project Manager: Challenges, Solutions, and Golden Rules*. Routledge.

3. Qazi, A. M. (2020). *Project Management for Interior Designers: Ultimate Guide for Learning Project Management*. Everand Publishing.

4. Burstein, D., & Stasiowski, F. (2011). *Project Management for the Design Professional: A Handbook for Architects, Engineers, and Interior Designers*. Wiley.

5. Fewings, P., et al. (2018). *Construction Project Management: An Integrated Approach*. Routledge.

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%

25BID432	Design Journalism	L – T – P– C	1 – 0 – 2 – 2

Course Objectives

1. To cultivate the ability to look beyond the surface of a design and analyze its social, political, and environmental implications.
2. To train students in various journalistic genres, including the critical essay, the descriptive project review, and the personality profile.
3. To understand the landscape of design media—from traditional print journals to the influence of social media and architectural podcasts.
4. To teach the synergy between professional photography, diagrams, and text to create a cohesive editorial story.
5. To instill professional ethics regarding intellectual property, factual accuracy, and the role of the journalist as an advocate for better design.

Course Outcomes (COs)

Upon successful completion of the course, students will be able to:

CO1: Analyze the historical and contemporary role of the critic in shaping design trends and public opinion.

CO2: Write clear, persuasive, and critically grounded content for diverse audiences and media formats.

CO3: Synthesize Indian Knowledge Systems (IKS) and regional narratives into mainstream design discourse.

CO4: Curate and edit visual content (photography and film) to complement and enhance written design narratives.

CO5: Demonstrate independent research skills by producing a comprehensive investigative design feature.

Mapping of Course Outcomes to Program Outcomes (POs) & PSOs:

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	3	2	1	1	2	3	1	1	2	1	2	2	1	1
CO2	2	1	2	1	1	2	1	3	3	1	1	1	2	2
CO3	1	3	1	2	3	1	2	1	1	2	1	3	1	1
CO4	1	1	3	1	1	1	1	3	2	3	1	1	3	2
CO5	2	2	1	3	2	3	3	1	3	2	3	1	1	3

Module 1: Evolution of the Design Critic

- **Overview:** History of architectural and design journalism; the critic's role in society.
- **Contents:** The "Golden Age" of criticism (Lewis Mumford, Reyner Banham); the rise of Indian design media (Marg, Inside Outside, Indian Architect & Builder); defining the difference between PR, documentation, and objective journalism.

Module 2: Editorial Writing & Narrative Structures

- **Overview:** The craft of writing about space and objects.
- **Contents:** Descriptive writing vs. Critical analysis; anatomy of a project review; writing for the web vs. writing for print; the "Lead" and the "Nut Graph"; conducting the professional design interview.

Module 3: Regionalism, IKS, and the Global Narrative

- **Overview:** Bringing local context and traditional wisdom into global design conversations.
- **Contents:** Communicating Indian Knowledge Systems (IKS) to a modern audience; reporting on vernacular traditions and crafts; sensitivity in reporting on social design and equitable urbanism; decoding regional architectural identity.

Module 4: Visual Journalism & Digital Curation

- **Overview:** Managing the visual identity of a story in the digital age.
- **Contents:** The role of architectural photography; photo-essay construction; social media for designers (Instagram, LinkedIn, Substack); introduction to video journalism and design podcasts; basics of SEO and digital reach.

Module 5: Investigative Journalism & Professional Ethics

- **Overview:** Deep-dive research and the legal/ethical framework of the profession.
- **Contents:** Research methodologies for design journalism; investigative reporting on urban issues; copyright, libel, and ethical dilemmas in criticism; the role of AI in future journalism; producing a final investigative "Feature Story."

Recommended Reading Material

- **Mumford, L.** (1952). *The Highway and the City*. Harcourt, Brace & World.
- **Slessor, C.** (2001). *Contemporary Architecture: A Critical Review*. Thames & Hudson.
- **Lange, A.** (2012). *The Dot-Com City: Writing About Architecture in the Digital Age*. Design Observer.
- **Bender, R.** (2018). *Writing for Architecture: A Practical Guide to Expressing Your Ideas*. Routledge.
- **Stephens, S.** (2002). *Imagining Ground Zero: Official and Unofficial Proposals for the World Trade Center Site*. Rizzoli (For case studies in critical reporting).

Evaluation Pattern:

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester jury	External/Internal	50%

25BID433	Advanced Materials and Digital Fabrication	L – T – P– C	1 – 0 – 2 – 2

Course Objectives

- To introduce advanced architectural materials and their performance characteristics.
- To explore digital fabrication technologies and their role in contemporary design.
- To understand material-driven form generation and fabrication workflows.
- To bridge design thinking with making through computational and fabrication logic.

Course Outcomes

After completing this course, students will be able to:

CO1: Identify and evaluate advanced materials used in contemporary architectural practice.

CO2 : Explain and apply digital fabrication techniques and their architectural applications

CO3: Develop and implement a branding and digital marketing strategy for a design enterprise.

CO4: Analyze and evaluate material systems with respect to sustainability, efficiency, and innovation

CO5: Integrate and apply fabrication logic within architectural design processes.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	2	-	2	3	-	2	-	-	-	-	-	3	-
CO2	3	2	-	-	3	-	-	-	-	-	-	-	3	-
CO3	2	3	3	2	3	-	-	-	-	-	-	-	3	2
CO4	2	2	-	3	2	-	3	-	-	-	-	2	2	-
CO5	3	3	3	3	3	-	-	-	2	-	-	-	3	2

Module 1: Advanced Architectural Materials

Smart materials; composites; bio-based materials; high-performance concrete; responsive and adaptive materials.

Module 2: Material Performance and Sustainability

Lifecycle assessment; embodied energy; recyclability; circular material systems.

Module 3: Digital Fabrication Technologies

CNC machining; laser cutting; 3D printing; robotic fabrication; parametric workflows.

Module 4: Design-to-Fabrication Workflows

CAD-CAM integration; material constraints; tolerances; prototyping and iteration.

Module 5: Case Studies and Emerging Practices

Contemporary projects; material experimentation; research-driven practices.

Reading Material

1. Iwamoto, L. (2009). *Digital Fabrications: Architectural and Material Techniques*. Princeton Architectural Press.
2. Menges, A. (2012). *Material Computation: Higher Integration in Morphogenetic Design*. Wiley.
3. Kolarevic, B. (2003). *Architecture in the Digital Age: Design and Manufacturing*. Taylor & Francis.
4. Oxman, R., & Oxman, R. (2014). *Theories of the Digital in Architecture*. Routledge.

5. Schodek, D., Bechthold, M., Griggs, K., Kao, K., & Steinberg, M. (2005). *Digital Design and Manufacturing*. Wiley.
6. Ramsgaard Thomsen, M. (2010). *Digital Materiality in Architecture*. Aalborg University Press.

Evaluation Pattern:

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term exam	Internal	20%
End-semester jury	External/Internal	50%

25BID434	Immersive Technologies for Space Visualization	L – T – P– C	1 – 0 – 2 – 2

Course Objectives

- To introduce immersive visualization technologies for architectural representation.
- To explore AR, VR, and MR as tools for spatial experience and communication.
- To enhance design understanding through experiential simulation.
- To examine future trajectories of architectural visualization.

Course Outcomes

After completing this course, students will be able to:

CO1 : Explain and interpret the principles of immersive technologies in architectural practice.
CO2 : Develop and apply immersive spatial visualizations for architectural projects.
CO3 : Evaluate and analyze the role of immersive technologies in design
CO4 : Analyze and critically assess the ethical, experiential, and cognitive dimensions of immersive architectural environments.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	2	2	-	-	3	-	-	-	-	-	-	-	3	-
CO2	2	3	3	2	3	-	-	-	-	3	-	-	3	-
CO3	-	2	2	-	3	-	-	-	2	3	-	-	2	2
CO4	-	2	-	3	2	2	-	3	-	-	-	-	-	3

Module 1: Foundations of Immersive Visualization
Evolution of architectural representation; perception and experience; immersion theory.

Module 2: Virtual Reality (VR)
VR environments; walkthroughs; spatial perception; design validation.

Module 3: Augmented and Mixed Reality (AR/MR)

Overlaying digital content on physical spaces; site visualization; interactive models.

Module 4: Tools and Workflows
Game engines; real-time rendering; photogrammetry; BIM–XR integration.

Module 5: Future of Spatial Experience
Metaverse; digital twins; ethics; accessibility; education and practice.

Reading Material

1. Stanney, K. M. (Ed.). (2014). *Handbook of Virtual Environments: Design, Implementation, and Applications*. CRC Press.
2. Bailenson, J. (2018). *Experience on Demand: What Virtual Reality Is, How It Works, and What It Can Do*. W. W. Norton & Company.
3. Carpo, M. (2017). *The Second Digital Turn: Design Beyond Intelligence*. MIT Press.
4. Whyte, J. (2002). *Virtual Reality and the Built Environment*. Architectural Press.
5. Peddie, J. (2017). *Augmented Reality: Where We Will All Live*. Springer.
6. Milgram, P., & Kishino, F. (1994). *A Taxonomy of Mixed Reality Visual Displays*. IEICE Transactions on Information Systems.

Evaluation Pattern:

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term exam	Internal	20%
End-semester jury	External/Internal	50%

Open Elective – IV

26OEL432	**Introduction to Architectural Science**	**L – T – P– C**	**3 – 0 – 0 – 3**

Course Objectives

- To introduce the fundamental principles of architectural design and composition for students from diverse disciplines.
- To provide a basic understanding of form, space and organizing principles used in architectural design.
- To introduce the essentials of thermal environment and human comfort in relation to buildings and climate.
- To create awareness about climate-responsive approaches in buildings through passive and active design strategies.

Course Outcomes

After completing this course, students will be able to:

CO1 : Explain the fundamental principles of architectural design, composition, and spatial organization.

CO2 : Explain and interpret the relationship between architectural form, materials, structural systems, and the built environment.

CO3 : Identify and explain key climatic elements and concepts of thermal comfort relevant to building design.

CO : Explain and interpret heat flow in buildings and outline basic passive and active strategies for climatic control.

	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PS O1**	**PS O2**	**PSO 3**
CO 1	3	2	1	1	1	2	1	1	2	1	1	1	1	1
CO 2	2	2	1	2	2	2	1	1	2	1	1	1	2	1
CO 3	2	1	1	3	1	2	1	1	2	1	1	1	2	1
CO 4	2	1	1	3	2	2	1	1	2	2	1	1	2	1

Module 1: Fundamentals of Architectural Design

Principles of architectural design; factors influencing architectural development with examples;

primary elements of architecture such as form and space; role of architecture as part of the environment.

Module 2: Organizing Principles and Architectural Composition

Organizing principles in architecture including symmetry, hierarchy, axis, linear, concentric and radial patterns; primary and secondary masses; principles of architectural composition including unity, balance, proportion, scale, rhythm, harmony and contrast; role of colour, texture and shapes/forms in architecture.

Module 3: Thermal Environment and Human Comfort

Climatic elements and classification of climates; earth's thermal balance; thermal balance of the human body; thermal comfort indices and comfort zone; introduction to sun–building relationship.

Module 4: Heat Flow in Buildings and Climate Control Strategies

Thermo-physical properties of building materials including resistance, transmittance and solar gain factor; basics of heat flow through buildings and thermal transmittance of structural elements; periodic heat flow; design criteria for climatic control using passive and active approaches.

Reading Material

1. Francis D.K. Ching, *Architecture: Form, Space and Order*, Wiley, 2014.
2. Koenigsberger, Ingersoll, Mayhew and Szokolay, *Manual of Tropical Housing and Building*, Orient Longman, 2014.
3. E. Neufert, *Architects' Data*, Wiley-Blackwell, latest edition.
4. O.H. Koenigsberger, *Climatic Design*, Universities Press, selected readings.
5. Szokolay S.V., *Introduction to Architectural Science: The Basis of Sustainable Design*, Architectural Press, 2014.

Evaluation Pattern

Assessment	**Internal/External**	**Weightage**
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%

Open Elective – V

26OEL433	**Indian knowledge systems in architecture**	**L – T – P– C**	**3 – 0 – 0 – 3**

Course Objectives

- To introduce Indian Knowledge Systems relevant to architecture and built environment.
- To understand indigenous planning, construction, and environmental wisdom.
- To reconnect architectural education with decolonized knowledge frameworks.
- To explore contemporary relevance of traditional Indian practices.

Course Outcomes

After completing this course, students will be able to:

CO1: Explain and interpret the scope and relevance of Indian Knowledge Systems (IKS) in architecture.

CO2: Identify and explain traditional Indian architectural knowledge systems and practices

CO3: Analyze indigenous approaches to sustainability, materials, and construction logic.

CO4: Apply and integrate IKS principles within contemporary architectural thinking and design approaches.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	3	-	-	-	2	-	-	2	-	-	3	-	-
CO2	3	2	-	2	-	-	-	-	-	-	-	3	-	-
CO3	2	3	-	3	-	-	3	-	-	-	-	3	-	-
CO4	3	3	2	2	-	2	3	-	2	-	-	3	2	3

Module 1: Indian Knowledge Systems and Architecture

Decolonizing architectural knowledge, oral traditions, ancient texts, craft knowledge.

Module 2: Traditional Planning and Settlements

Village planning; temple towns; water systems; sacred landscapes.

Module 3: Materials, Construction, and Climate Wisdom

Earth, timber, stone; passive cooling; regional responses.

Module 4: Symbolism, Ritual, and Space

Sacred geometry; thresholds; rituals; phenomenology of space.

Module 5: Contemporary Applications

Critical regionalism; sustainability; policy and practice; future directions.

Reading Material

1. Vatsyayan, K. (1993). *Indian Architecture*. Indian Council for Cultural Relations.
2. Chakrabarti, V. (1998). *Indian Architectural Theory*. Routledge.
3. Kundoo, A. (2011). *Building Knowledge: An Atlas of Contemporary Architecture*. Lars Müller Publishers.
4. Jain, K., & Jain, M. (1999). *Architecture of the Indian Desert*. AADI Centre.
5. Tillotson, G. H. R. (1989). *The Tradition of Indian Architecture*. Yale University Press.
6. Coomaraswamy, A. K. (1975). *Essays in Early Indian Architecture*. Munshiram Manoharlal.

Evaluation Pattern:

Assessment	Internal/External	Weightage
Continuous Assessment	Internal	30%
Mid-term examination	Internal	20%
End-semester examination	External	50%