THE MAHATMA GANDHI UNIVERSITY

UNDERGRADUATE PROGRAMMES (HONOURS)

SYLLABUS

MGU-UGP (Honours)

(2024 Admission Onwards)

Faculty: Fine Arts

Expert Committee: Animation and Graphic Design

Subject: BA (Hons) Interior Architecture and Artistry

Mahatma Gandhi University
Priyadarshini Hills
Kottayam – 686560, Kerala, India

CONTENTS

PREFACE

This undergraduate syllabus in BA (Hons)INTERIOR ARCHITECTURE AND ARTISTRY has been meticulously crafted to provide the learners with a comprehensive and dynamic education in the field of interior and exterior designing.

In today's rapidly evolving digital landscape, the demand for skilled professionals in BA (Hons)INTERIOR ARCHITECTURE AND ARTISTRY is higher than ever before. This program is designed to equip the learners with the knowledge, skills and mindset needed to thrive in this dynamic industry.

Key Features of this Program:

- **Holistic Learning:** This curriculum blends theoretical knowledge with hands-on practical experience to ensure a well-rounded education. Learners will explore the principles of design, interior and architecture techniques, artistry and more.

- **Industry-Relevant Content:** With content that reflects the latest industry trends and technological advancements, learners can stay ahead of the curve. The program is regularly updated to align with the demands of the ever-evolving BA (Hons)INTERIOR ARCHITECTURE AND ARTISTRY field.

- **Creative Exploration:** The program encourages a spirit of exploration and experimentation, fostering an environment where the learners can push the boundaries of their imagination and develop a unique artistic voice.

- **Professional Development:** Beyond technical skills, this programme focuses on professional development. Learners will have opportunities to engage with industry professionals, participate in internships and build a strong portfolio that showcases their talents to potential employers.

The skills a learners acquire during this program will not only prepare them for a rewarding career but will also empower them to contribute to the ever-evolving world of Architecture and Interior creative approaches. This syllabus is not just a roadmap; it's a gateway to a world of possibilities.

Expert Committee in Animation and Graphic Design,
M.G University, Kottayam

EXPERT COMMITTEE & EXTERNAL EXPERTS

	Name and Official Address of the Expert Committee Members
1	Mr. Jean Sebastian, (Convenor, Expert Committee in Animation and Graphic Design (U.G)) Dept. of Animation and Design, St. Joseph College of Communication, Kurisummoodu P.O, Changanacherry.
2	Mr. Thomas Joseph T, Vice Principal, St. Joseph College of Communication, Kurisummoodu P.O, Changanacherry.
3	Mr. Jotty Jacob, Dpt. of Animation, Rajagiri College of Management & Applied Sciences, Rajagiri Valley P.O., Kakkanad, Kochi.
4	Mr. Vineeth V. Dept. of Animation & Graphic Design, Yeldo Mar Baselios College, Puthuppady P.O, Kothamangalam.
5	Mr. Sreenath V.G Dept. of Animation & Graphic Design, Yeldo Mar Baselios College, Puthuppady P.O, Kothamangalam.
	External Subject Expert
1	Mr. George K. Paul, Independent Designer and Animator, COO, Forest Designs, Changanacherry.

SYLLABUS REVISION COMMITTEE

	Name and Official Address	Contact Details
1.	Mr. Thomas Joseph Vice Principal, St. Joseph College of Communication, Changanassery.	+91 7306316569
2.	Ms. Jasmin M A Faculty, Yeldo Mar Baselios College, School of Media and Design, Kothamangalam.	+91 9037824798
3.	Mr. Maduraj M Faculty, St. Joseph College of Communication, Changanassery.	+91 7902231974
4.	Mr. Aneesh S J Faculty, Yeldo Mar Baselios College, School of Media and Design, Kothamangalam.	+91 9995479004
5.	Mr. Ajaykumar G S Faculty, D C School of Management and Technology, Vagamon.	+91 9947593434
6.	Ms. Reshma Antony Faculty, Yeldo Mar Baselios College, School of Media and Design, Kothamangalam	+91 9496879273
7.	Ms. Sajanu Susan Sunny Faculty, Yeldo Mar Baselios College, School of Media and Design, Kothamangalam	+91 8157889012
8.	Ms. Sarah Rex Varghese Faculty, K M M College Vazhakala, Kochi.	+91 7561016037
9.	George Syriac, (Subject Expert) Design Studio, PRA 83, Irumpanam Post, Kochi.	+91 9895977838

Syllabus Index

Name of the Major: Interior Architecture and Artistry

Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG1DSCIAA100	Elementary Design - I	DSC A	4	5	0	3	2	0
MG1MDCIAA100	Diorama	MDC	3	4	0	2	2	0

L — Lecture, T — Tutorial, P — Practical/Practicum, O — Others

Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG2DSCIAA100	Elementary Design-II	DSC A	4	5	0	3	2	0
MG2MDCIAA100	Diorama-II	MDC	3	4	0	2	2	0

Semester: 3

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG3DSC IAA200	Engineering Graphics & Architectural Drawing	DSC A	4	5	0	3	2	0
MG3DSC IAA201	Material Specification-I	DSC A	4	5	3	0	2	0
MG3DSCIAA202	Upcycled Art (Minor for Others)	DSC B	4	5	0	3	2	0
MG3MDCIAA200	Thematic Designs	MDC	3	3	0	3	0	0
MG3VACIAA200	Environmental Promotion and Social Justice	VAC	3	3	2	1	0	0
MG3DSEIAA200	Evolution of Art & Architecture -I	DSE	4	4	3	1	0	0

Semester: 4

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG4DSCIAA200	Interior Design Studio-I	DSC A	4	5	0	3	2	0
MG4DSCIAA201	Services & Specification-I	DSC A	4	5	3	0	2	0
MG4DSCIAA202	Entrepreneurship & Client Management (Minor for Others)	DSC C	4	5	0	3	2	0
MG4SECIAA200	Exterior Landscaping	SEC	3	3	0	3	0	0
MG4VACIAA200	Environmental Art	VAC	3	3	0	3	0	0
MG4DSEIAA200	Evolution of Art & Architecture - II	DSE	4	4	3	1	0	0
MG4INTIAA200	Internship	INT	2					

Semester: 5

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG5DSC IAA300	Material Specification-II	DSC A	4	4	3	1	0	0
MG5DSC IAA301	Interior Design Studio-II	DSC A	4	5	0	3	2	0
MG5SECIAA300	Computer Aided Design-II	SEC	3	4	0	2	2	0
MG5DSEIAA300	3D Visualisation	DSE	4	4	0	4	0	0
MG5DSEIAA301	Advanced Lighting	DSE	4	4	0	4	0	0
MG5DSEIAA302	Estimation & Costing	DSE	4	4	0	4	0	0
MG5DSEIAA303	Furniture Modelling & Designing	DSE	4	4	0	4	0	0

Semester: 6

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG6DSCIAA300	Services & Specification - II	DSC A	4	4	2	2	0	0
MG6DSCIAA301	Interior Design Studio - III	DSC A	4	5	0	3	2	0
MG6VACIAA300	Wall Art & Installation	VAC	3	4	0	2	2	0
MG6SECIAA300	Retail Design	SEC	3	4	0	2	2	0
MG6DSEIAA300	MEP	DSE	4	4	0	4	0	0
MG6DSEIAA301	Design Ethics	DSE	4	4	0	4	0	0
MG6DSEIAA302	Sustainable Design	DSE	4	4	0	4	0	0
MG6DSEIAA303	Demo Reel	DSE	4	4	0	4	0	0

Semester: 7

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG7DCCIAA400	Interior Design Studio - IV	DCC	4	5	0	3	2	0
MG7DCCIAA401	Acoustics	DCC	4	4	0	4	0	0
MG7DCCIAA402	Advanced 3D Visualisation	DCC	4	4	0	4	0	0
MG7DCEIAA400	Interior Landscaping	DCE	4	4	0	4	0	0
MG7DCEIAA401	Set Design	DCE	4	4	0	4	0	0
MG7DCEIAA402	Project Planning & Management	DCE	4	4	0	4	0	0

Semester: 8

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
MG8DCCIAA400	Architectural Documentation	DCC	4	5	0	3	2	0
MG8DCCIAA401	Architectural Model Making	DCC	4	5	0	3	2	0
MG8DCEIAA400	Scheme Detailing	DCE	4	5	0	3	2	0
MG8DCEIAA401	Quantity Surveying	DCE	4	5	0	3	2	0
MG8DCEIAA402	Market Surveying	DCE	4	5	0	3	2	0
MG8PRJIAA400	Interior & Exterior Design Project		12					

SEMESTER 1

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
Kottayam

Programme	**BA (HONS) INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**ELEMENTARY DESIGN - I**					
Type of Course	**DSC A**					
Course Code	**MG1DSCIAA100**					
Course Level	**100 -199**					
Course Summary	This course delves into design elements, emphasizing their role in composition. It explores colour psychology, spatial divisions and grids, equipping learners to craft visually appealing designs through understanding colour theory and design principles.					
Semester	1	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recognize and recall the elements and principles of design and differentiate between positive and negative space, understanding their impact on design.	K, U	1, 2, 6
2	Implement principles of composition like grids and the rule of thirds in design projects.	A	3, 4
3	Critically analyse and defend the selection of compositional elements in design	An	1, 3
4	Explain colour terminology and its application in design.	U	2, 7
5	Analyse the psychological impact of colours and their meanings in different contexts and assess how to use colour in various functional and special situations.	An	6, 8

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Introduction to design			
1	1.1	Definitions and meaning of design, importance of design. Examples of design from nature.	3	1
	1.2	Introduction to Design Elements: Understanding Point, Line, Shape, Form, Space, Texture, Value, Colour and Material	5	1
	1.3	Introduction to the Principles of design - unity, balance, symmetry, proportion, scale, hierarchy, rhythm, contrast, harmony, focus, etc	5	1
	Space and Composition			
2	2.1	Space, Divisions of space	3	1
	2.2	Principles of composition using grids, rule of thirds, Gestalts Principles.	5	2
	2.3	Composing patterns using grids and to incorporate the principles	5	3
	Colour Theory and Psychological Impact			
3	3.1	Colour theory, Colour Systems: Munsell and Prang colour system and Colour Systems in practice, Simplified Colour System	6	4
	3.2	Colour terminology – tint, tone, shade, warm, cool and neutral colours, special colour issues, mixed colour effects, effects of texture using colour systems.	5	4
	3.3	Psychological impact of colour – warm, cool and neutral colours, impact of specific hues, meanings from colour, colour and form, colour and light, colour and surface qualities, colour and distances and scales.	5	5
	3.4	Problems with colour. Use of colour in various functional contexts– Residential interiors, Non-Residential interiors. Use of colour in special situations – outdoor /indoor spaces, accessories, art works etc.	8	5

Applied Interior Design Concepts				
4	4.1	Creating an interior perspective using colour - Integration of design elements, Spatial Composition and Colour Principles.	4	6
	4.2	Mastering techniques for creating accurate perspective drawings, including one-point, two-point and three-point perspectives. Understanding vanishing points, horizon lines and foreshortening to represent depth and dimensionality in interior spaces.	6	6
	4.3	Utilizing sketching, rendering and digital visualization tools to communicate spatial designs effectively.	15	7
Teacher's specific module				
5	5.1			
	5.2			
	5.3			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Visual Presentations: Utilize visually engaging presentations with simple visuals, images and videos to introduce basic design elements and principles. Use storytelling to make presentations relatable and captivating CD-2 Hands-On Workshops: Supplement presentations with hands-on workshops where learners practice what they learn from the presentations. Provide traditional art supplies for tactile experiences. CD-3 Demonstrations: Conduct demonstrations illustrating colour mixing, tints, shades and their psychological impacts using colour wheels and samples. CD-4 Application-based Assignments: Assign projects where learners create compositions, interior perspectives and design elements' showcases, applying learned principles. CD- 5 Portfolio Development: Guide learners in developing portfolios showcasing their mastery in design concepts, emphasizing interior perspective creations.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Small Group Activity, In-class Exercises, Portfolio Development for 30 marks
	B. End Semester Evaluation (ESE) Final Portfolio Submission and Examination for 70 marks

References

1. Wong, W. (2011). *Principles of Form and Design*. John Wiley & Sons.
2. Itten, J. (1974). *The Elements of Color*. John Wiley & Sons.
3. Williams, R. (2014). *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice*. Peachpit Press.
4. Ching, F. D. K. (2014). *Architecture: Form, Space, and Order*. John Wiley & Sons.
5. Pile, J. F. (1997). *Color in Interior Design*. McGraw-Hill Education.
6. Heller, S., & Vienne, V. (2012). *100 Ideas That Changed Graphic Design*. Laurence King Publishing.
7. Albers, J. (2006). *Interaction of Color*. Yale University Press.
8. Lockwood, T. (2015). *Graphic Design: The New Basics*. Princeton Architectural Press.
9. Heller, S., & Chwast, S. (2001). *Graphic Style: From Victorian to Digital*. Abrams.
10. Lauer, D. A., & Pentak, S. (2015). *Design Basics*. Wadsworth Publishing Co Inc.
11. Hannah, G. G. (2002). *Elements of Design: Rowena Reed Kostellow and the Structure of Visual Relationships.* Princeton Architectural Press.

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Programme						
Course Name	**DIORAMA**					
Type of Course	**MDC**					
Course Code	**MG1MDCIAA100**					
Course Level	**100 -199**					
Course Summary	A comprehensive exploration of the art and craft of creating small-scale worlds, providing learners with the skills, knowledge and inspiration to bring their miniature visions to life					
Semester	1	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	2	1	0	60
Pre-requisites, if any	Learners should have proficiency in using a computer, including familiarity with operating systems (e.g., Windows, macOS) and basic file management.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the concepts of scales, perception, perspective scaling and scale down models.	K, U	1,3
2	Understand various types of materials used for production, methods and techniques of production and sourcing.	K, U	3,4
3	Understand nature and environment with emphasis on landscape and natural lighting through time span based observation, geographical relevance and seasonal variation.	U, A	1,2
4	Apply practical skills in miniature model making, landscape and understand environmental sets installation techniques.	A, S, U	1,10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Introduction to scales and perception			
1	1.1	Definition and relevance of scales in design, relation between ratios and proportion.	5	1
	1.2	Definition and relevance of perception in design and techniques of design communication.	5	1
	Introduction to materials			
2	2.1	Detailed study and data collection of materials used in Diorama.	8	2
	2.2	Introduction to various painting mediums and techniques used in Diorama	6	2
	2.3	Awareness about use of eco-friendly materials and recyclable materials.	4	2
	Fundamentals of Miniature modelling			
3	3.1	Preparation of scaled sketches of miniature models and accessories. Learners will practice development of concepts, calculate the relevant scale and prepare drawings accordingly	8	4
	3.2	Practice of various miniature model production and finishing techniques. Learners will work with various mediums like paper, wood, clay, metal and natural materials and practice relevant working and finishing processes as applicable.	12	4
	3.3	Application of painting polishing and all relevant techniques to the model. Learners will practice preparation, application and finishing techniques on various materials both natural and artificial.	12	4
	Teacher's specific module			
	4.1			
	4.2			

4	4.3			

Teaching and Learning Approach	CD-1 Lectures and Presentations: Deliver engaging lectures on design scales, ratios and proportions. Use multimedia for effective illustration and discussion on design perception CD - 2 Field Trips and Observation: Organize field trips for hands-on experience in diorama design. Introduce painting mediums and eco-friendly materials at material sites. CD - 3 Case Study Analysis and Group Discussions: Analyze case studies on design perception. Encourage group discussions for collaborative learning. Evaluate design elements' impact at varying scales CD-4 Application-based Assignments: Assign projects where learners create compositions, interior perspectives and design elements' showcases, applying learned principles. CD-5 Portfolio Development: Guide learners in developing portfolios showcasing their mastery in design concepts, emphasizing interior perspective creations.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Sketch books, Small Group Projects, Portfolio Development for 25 marks
	B. End Semester Evaluation (ESE) Final Portfolio Submission, Model Presentation for 50 marks Time: 1.5 hours

References

1. Anderson, R., & Patterson, R. (Photographer). (1994). *The art of the diorama*. Kalmbach Pub Co.
2. Kalif, W. (2012). *How to make fantasy and medieval dioramas*. CreateSpace Independent Publishing Platform.
3. Newman, T. R. (1975). *Complete book of making miniatures*. Three Rivers Press.
4. Carrasco, E. (2022). *Creating realistic dioramas with combined scales*. Kalmbach Media.
5. Walkley, S. (2018). *The world of miniatures: From simple cabins to ornate palaces*. Guild of Master Craftsman Publications Ltd.

6. Rosenblatt, R. (Foreword), & Freeman, J. (2002). *The art of the miniature: Small worlds and how to make them.* Watson-Guptill.

7. Jefferis, D. (2018). *Scale models: Making a miniature masterpiece (Model-making mindset)*. Crabtree Publishing Co,US.

SEMESTER 2

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**ELEMENTARY DESIGN - II**					
Type of Course	**DSC A**					
Course Code	**MG2DSCIAA100**					
Course Level	**100 -199**					
Course Summary	This course explores design elements and principles, emphasizing composition. Learners delve into colour psychology, spatial divisions and grids, enabling them to create visually striking interior perspectives with practical applications and foundational design knowledge.					
Semester	2	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any	Learner should have previously completed Elementary Design - I course					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recognize and recall the elements and principles of design	K	1, 2
2	Apply basic origami techniques to create 2D and 3D subjects, progressing to more complex projects and decorative elements for interiors and fine arts	A	1,3
3	Implement principles of composition like grids and the rule of thirds in design projects.	A	3, 4
4	Critically assess and justify the choice of compositional elements in design, while explaining colour terminology and its application in design.	An, U	1, 3
5	Analyse the psychological impact and meanings of colours in various contexts and critically evaluate colour choices in creating interior perspectives.	An, U	6, 8

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Introduction to Elements of Art				
1	1.1	Overview of the basic elements: line, form, colour, shape and texture. Understanding the role of each element in both interior design and fine arts. Examples and case studies illustrating the effective use of elements in design and art.	5	1,4
	1.2	Types of lines and their impact on spatial perception. Practical exercises in drawing and applying lines in interior spaces and fine art compositions. Integrating lines to create dynamic and expressive designs.	5	1
	1.3	Understanding three-dimensional forms and shapes in both disciplines. Hands-on activities in creating forms and shapes relevant to interior design and fine arts. Application of forms and shapes in spatial design and artistic compositions	5	1.3
	1.4	Colour theory and its application in interior design and fine arts. Colour psychology and its influence on emotions and perceptions. Hands-on exercises in selecting and combining colours for design and art purposes.	5	1,4,5
	1.5	Exploring tactile and visual textures in interior design and fine arts. Creating texture boards and textured surfaces for design projects. Incorporating textures to add depth and interest in artistic compositions.	5	1
Application of Principles of Design in Interior Design and Fine Arts				
2	2.1	Overview of design principles: balance, proportion, rhythm, harmony and emphasis. Discussing how these principles apply to both interior design and fine arts	5	1
	2.2	Types of balance and their applications in interior spaces and artworks. Practical exercises in achieving balance through furniture arrangement and composition.	5	1,4
	2.3	Understanding the importance of proportion and scale in design and art. Hands-on activities in creating harmonious proportions in interior layouts and art pieces.	5	1,4

	2.4	Exploring rhythmic patterns and harmonious compositions in interior design and fine arts. Creating rhythm through repetitive elements and achieving harmony in colour schemes.	5	1
	2.5	Understanding the concept of emphasis and focal points in design and art. Practical exercises in creating focal points in interiors and artworks	5	1,4
Introduction to Paper Folding Techniques				
3	3.1	Basic origami techniques and their application in creating 2D and 3D subjects. Hands-on practice in simple paper folding exercises.	5	2
	3.2	Progressing to more complex origami projects. Applying folding techniques to create decorative elements for interiors and fine arts.	5	2
	3.3	Exploring advanced origami techniques for intricate 3D sculptures. Incorporating paper sculptures into design projects and art installations.	5	2
Redesigning Everyday Objects				
4	4.1	Analysing common objects through the lens of design elements. Hands-on workshop in redesigning objects using learned design principles, elements, and colour.	5	1,4
	4.2	Critique and discussion of redesigned objects created by participants. Reflection on the application of design principles in the transformation of everyday items.	5	1,4
Teacher's specific module				
5	5.1			
	5.2			
	5.3			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Visual Presentations: Deliver captivating sessions using multimedia like slides and videos. Employ storytelling to enhance engagement. Focus on recognizing and recalling design elements and principles. CD-2 Hands-On Workshops: Reinforce theory with practical exercises using traditional art supplies. Explore positive and negative space dynamics. CD-3 Demonstrations: Conduct live sessions on color mixing and psychology. Utilize tools like color wheels for practical understanding. Integrate demonstrations into discussions on color terminology. CD-4 Application-based Assignments: Assign projects to apply learned principles. Evaluate compositions and design choices critically for improvement. CD-5 Portfolio Development: Guide portfolio creation, emphasizing interior perspectives. Offer feedback for portfolio enhancement and mastery demonstration.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Small Group activity, In-class Exercises, Portfolio Development for 30 marks
	B. End Semester Evaluation (ESE) Final Portfolio Submission, Written Examination on Theory, Practical Application Test for 70 marks Time: 2 hours

References

1. Lang, R. J. (2011). *Origami Design Secrets: Mathematical Methods for an Ancient Art.* CRC Press.
2. Tuttle Publishing. (2016). *Origami Paper Kaleidoscope: Patterns 6 3/4" (16 cm) 350 Sheets.* Tuttle Publishing.
3. Rao, P. M. (2005). *Interior design principles and practice*. Delhi: Standard Publishers.
4. Lauer, D. A., & Pentak, S. (2015). *Design Basics.* Wadsworth Publishing Co Inc.
5. Williams, R. (2014). *The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice*. Peachpit Press.

6. Heller, S., & Vienne, V. (2012). *100 Ideas That Changed Graphic Design.* Laurence King Publishing.
7. Itten, J. (1974). *The Elements of Colour*. John Wiley & Sons.
8. Ching, F. D. K. (2014). *Architecture: Form, Space, and Order*. John Wiley & Sons.
9. Albers, J. (2006). *Interaction of Colour*. Yale University Press.
10. Wong, W. (2011). *Principles of Form and Design*. John Wiley & Sons.
11. Hannah, G. G. (2002). *Elements of Design: Rowena Reed Kostellow and the Structure of Visual Relationships.* Princeton Architectural Press.
12. Heller, S., & Chwast, S. (2001). *Graphic Style: From Victorian to Digital.* Abrams.
13. Lockwood, T. (2015). *Graphic Design: The New Basics*. Princeton Architectural Press.
14. Lauer, D. A., & Pentak, S. (2015). *Design Basics*. Wadsworth Publishing Co Inc.
15. Pile, J. F. (1997). *Colour in Interior Design.* McGraw-Hill Education

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Programme					
Course Name	**DIORAMA II**				
Type of Course	**MDC**				
Course Code	**MG2MDCIAA100**				
Course Level	**100-199**				
Course Summary	A course in diorama making typically involves learning how to create three-dimensional scenes or models within a confined space, often using various materials and techniques.				
Semester	2	Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	2	1	0	60
Pre-requisites, if any	Learner should have previously completed Diorama I				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding design and craft of home decor elements and learning to find appropriate materials.	U	1,5
2	Analyse and identify the sequential processes involved in product production, from initial design to final packaging for distribution and sale.	An, U	1,6
3	Develop detailed hand drawings depicting their proposed sculpture, highlighting design elements, dimensions and structural considerations	A	1,4
4	Recognize and differentiate between available forms of material, understanding their characteristics and suitability for various home decor applications	U, An	1,10

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Understanding Production Process				
1	1.1	Developing concepts and drawings for the proposed product.	3	1
	1.2	Learners shall practice working with environmentally friendly materials. Practice shall involve various stages of design to production.	5	1
Working with Bamboo				
2	2.1	Identifying available forms of bamboo. Bamboo working processes and tools and finishes.	3	2
	2.2	Prepare a detailed hand drawing of the proposed product.	5	2
	2.3	Identify the processes involved in production. Production and packaging.	6	2
Working with Paper				
3	3.1	Learners shall conceive and produce a sculpture made with newspaper. Process of converting paper to paper pulp. Paper pulp working processes and tools and finishes	6	3
	3.2	Prepare a detailed hand drawing of the proposed sculpture.	6	3
	3.3	Identify the processes involved in production. Production and packaging.	6	3
Working with Jute				
4	4.1	Learners shall conceive and produce a home decor element made with jute. Identifying available forms of Jute.	4	4
	4.2	Jute working processes and tools and finishes.	10	4
	4.3	Prepare a detailed hand drawing of the proposed product. Identify the processes involved in production. Production and packaging.	6	4

Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	CD-1 Visual Presentations: Utilize visually engaging presentations with simple visuals, images and videos to introduce basic design elements and principles. Use storytelling to make presentations relatable and captivating CD-2 Hands-On Workshops: Supplement presentations with hands-on workshops where learners practice what they learn from the presentations. Provide traditional art supplies for tactile experiences. CD-3 Demonstrations: Conduct demonstrations illustrating colour mixing, tints, shades and their psychological impacts using colour wheels and samples. CD- 4 Portfolio Development: Guide learners in developing portfolios showcasing their mastery in design concepts, emphasizing interior perspective creations.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Sketch book, Small Group Projects, Portfolio Development 25 marks
	B. End Semester Evaluation (ESE) Final Portfolio Submission, Model Presentation Test for 50 marks Time: 1.5 hours

References

1. Pratt,Jack Charrington.2023. *Model Making-Technical Skills using Everyday objects.*The Crowood Press
2. Neat,David. 2023. *Model-Making Materials and methods*._The Crowood Press
3. Lewis,Bill.2016.*The Modelbuilders Guide to building Models:the history and the process* .
4. Newman, T. R. (1975). Complete book of making miniatures. Three Rivers Press.

5. Anderson, R., & Patterson, R. (Photographer). (1994). The art of the diorama. Kalmbach Pub Co.

6. Kalif, W. (2012). How to make fantasy and medieval dioramas. CreateSpace Independent Publishing Platform.

7. Carrasco, E. (2022). Creating realistic dioramas with combined scales. Kalmbach Media.

8. Walkley, S. (2018). The world of miniatures: From simple cabins to ornate palaces. Guild of Master Craftsman Publications Ltd.

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SEMESTER 3

Mahatma Gandhi University
Kottayam

Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**ENGINEERING GRAPHICS & ARCHITECTURAL DRAWING**					
Type of Course	**DSC A**					
Course Code	**MG3DSCIAA200**					
Course Level	**200-299**					
Course Summary	The course covers fundamental principles of technical drawing in engineering and architecture, including drawing instruments, line types, dimensions, projections and architectural elements. Learners will be able to draw the plan, elevation, section of any building					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any	Learners should have a brief knowledge in Fundamentals of Drawings					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify principles, symbols and standards in engineering graphics, memorize essential drafting techniques and list key architectural drawing components.	K	1,10
2	Understand the purpose/significance of technical drawings in engineering/architecture and interpret the meaning of symbols, annotations, scales in technical drawings.	U	1,10
3	Analyse the quality and precision of technical drawings against industry standards and critically analyse the feasibility and practicality of design solutions presented in architectural drawings	An	1, 2, 4
4	Apply the technical drawing skills to meet drafting standards and enhance creative solutions via sketching/conceptual drawings.	A	1, 3

5	Develop proficiency in using traditional drafting tools such as pencils, compasses and rulers. Enhance hands-on drafting skills for creating precise and detailed drawings	S	1,4, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Fundamentals of Engineering Graphics				
1	1.1	Introduction to Engineering Graphics: Need of engineering drawing. Drawing instruments.	3	1, 5
	1.2	Uses of different types lines, dimensions, symbols	3	1
	1.3	Projections of straight lines inclined to one of the reference planes, straight lines inclined to both the planes; True length and inclination of lines with reference planes; Traces of lines.	4	2
Principles of Projection and Visualization				
2	2.1	Orthographic projections of solids: -Projections of simple solids in simple positions, projections of solids with axis inclined to one of the reference planes and axis inclined to both the reference planes.	5	2
	2.2	Isometric Projections: -Isometric projections and views of plane figures are simple and truncated simple solids in simple positions including sphere and hemisphere and their combinations. Freehand sketching.	5	4
	2.3	Sections and developments of solids: Sections of simple solids in simple vertical positions with section planes inclined to one of the reference planes - True shapes of sections. Developments of surfaces of these solids.	5	4, 5
Advanced Drawing Techniques and Perspectives				
3	3.1	Intersection of surfaces: - Intersection of prism in prism and cylinder in cylinder – axis bisecting at right angles only.	5	3
	3.2	Perspective projections: - perspective projections of simple solids. Triangular, square, pentagonal and hexagonal prisms, pyramids, cones and cylinders	5	4

	3.3	Arrangements of projections, symbols of projection, Differentiate of first angle and third angle projections. Note: First angle projection to be followed	5	3
Architectural Drafting Essentials				
4	4.1	Different Types of units used in Architectural drawings, Architectural Symbols,	5	1
	4.2	Types of Footings, RCC columns, Doors, Windows, Ventilators, Stairs, Roofs	10	2
	4.3	Plan, Elevation & Section. Preparation of Working Drawings, Suitable Scales, Architectural plans, Elevations, Sections, Site plans & Landscapes, Title Sheets	20	3
Teacher's Specific Module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD - 1 Lecturing Sessions: Deliver comprehensive lectures to impart theoretical knowledge regarding the principles of engineering graphics. Topics covered include fundamental concepts such as lines, dimensions, and projections, providing learners with a solid theoretical foundation. CD - 2 Tutorial Sessions: Conduct interactive tutorial sessions to reinforce learning and provide hands-on practice with AutoCAD software. Guide learners through practical exercises and demonstrations, allowing them to apply theoretical concepts in a software environment. CD - 3 Practical Workshops: Arrange practical workshops where learners can engage in real-world applications of engineering graphics principles. This may involve tasks such as creating orthographic projections of solids or developing architectural drawings using AutoCAD. CD - 4 Individual Projects: Assign individual projects that require learners to independently apply their knowledge and skills acquired from lectures and tutorials. These projects could involve tasks like creating detailed architectural drawings or designing complex engineering components.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Records, Assignments for 30 marks
	B. End Semester Evaluation (ESE) Practical exam for 70 marks Time: 2 hours

References

1. Varghese, P. I., (2013). *Engineering Graphics.* Tata McGraw Hill Education.
2. Balagopal, T., & Prabhu, S. (2022). *Building Design And Civil Engineering Drawing.* Spades Publishers.
3. Giesecke, F. E., et al. (2023). *Technical Drawing with Engineering Graphics.* Pearson.
4. Jensen, C. H. (2023). *Engineering Drawing and Design.* Cengage Learning.
5. Luzadder, W. J., et al. (2023). *Fundamentals of Engineering Drawing for Design, Product Development, and Numerical Control.* Prentice Hall.
6. Jefferis, A., et al. (2023). *Architectural Drafting and Design.* Cengage Learning.
7. Stine, E. J. (2023). *Architectural Drawing and Planning.* Wiley
8. Dev, K. (2017). *Engineering drawing*. Asian Publishers
9. Bhat, N. D. (2012). *Engineering drawing.* Charotar Publications
10. Krishnan, K. R. G. (2014). *Engineering drawing.* Subhas Stores
11. Kasu, A. A. (2018). *Interior design.* Ashish Book Cent

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**MATERIAL SPECIFICATIONS- I**					
Type of Course	**DSC A**					
Course Code	**MG3DSCIAA201**					
Course Level	**200-299**					
Course Summary	The course encompasses understanding the characteristics, properties and potential applications of various materials used in interior design. It combines theoretical understanding with practical applications and often encourages critical thinking and problem-solving in the complex process of material selection and specification.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify and describe the properties of various materials commonly used in interior design,	K	1,4,10
2	Understand the factors that influence material selection, such as aesthetics, functionality, durability, sustainability, cost and compliance with building codes and regulations.	U	3,6
3	To apply their knowledge of materials and specifications to solve engineering problems and make informed decisions about material selection and design.	A	2,4,10
4	Understand the performance of materials under different environmental conditions considering factors such as wear and	U	1,6,4

	tear, maintenance requirements, resistance to moisture, heat and fire.		
5	Develop critical thinking and problem-solving skills, enabling them to analyze complex design challenges, explore alternative solutions and make informed decisions about materials and specifications.	An, S	1,10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Masonry				
1	1.1	Clay, Bricks, building tiles, stones etc. manufacturing process, characteristics area of application, method of installation techniques etc	6	1
	1.2	Lime, Sand, Mortars, Cement and Aggregates	5	2
	1.3	Concrete, Gypsum based plaster etc.	5	2
Wood, Wood Products and Industrial Wood				
2	2.1	Timber, cane, bamboo – characteristics of good timber, defects, applications of timber	6	1
	2.2	Finishes in timber - Joinery, Industrial Wood – (Plywood, block boards, particle board, medium density fibre etc.) their properties, process of manufacture, tools and technology of its application and quality assessment	6	2
	2.3	Finishes to reconstituted wood, - lamination, polishing etc.	7	4 , 5
Paints				
3	3.1	Protective coating paints, types of paints – water paints, distempers, cement-based paints, emulsion paints, anti-corrosive paints etc.	6	3
	3.2	Composition, functions, preparation and application method, painting on different surfaces, defects in painting etc.	7	3

	3.3	Varnishes (oil and spirit) various types – French polish, damp proofing finishes etc. and methods of application.	6	3
	Glass and Glass Products			
4	4.1	Properties of glass, Composition and fabrication of glass, classification, types of glass wired glass, fiberglass, rock wool, laminated glass, glass concrete blocks - their properties and uses in buildings.	7	4, 5
	4.2	Commercial forms available – their physical and behavioural properties, tools and technology of its application in built forms. Material and workmanship, specifications	6	4 , 5
	4.3	Insulation materials – various insulating materials, their properties and applications. Surface finishes for wood products and derivatives etc. Coatings- clear and pigmented finishes, technical or protective coatings etc.	8	4
	Teacher's Specific Module			
5	5.1			
	5.2			
	5.3			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Blend of Theory and Practice: Start with foundational knowledge about different types of materials, their properties and applications. CD-2 Interactive Lectures and Discussions: Encourage discussions and debates about material selection criteria, sustainability issues and emerging trends. CD-3 Experiential Learning: Organize field trips to material suppliers, manufacturers and construction sites to observe materials in context. CD-4 Project-Based Learning: Assign projects that require learners to research, select and specify materials for hypothetical or real design scenarios.

	CD- 5 Technology Integration: Utilize digital tools and software for material research, specification writing and documentation.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Seminars, Market Survey and Presentations, Internal Examinations of 30 Marks
	B. End Semester Evaluation (ESE) Written Examination on Material and Specifications of 70 marks Time: 2 hours

References

1. Godsey, L. (2013). *Interior Design Materials and Specifications*. Publisher.
2. Ulrich, R. S., & Fay, B. L. (2008). *Designing with Plants*. Wiley.
3. Ambrose, J., & Harris, A. (2015). *Materials and Their Applications in Landscape Design.* Wiley.
4. Allen, E., & Iano, J. (2019*). Fundamentals of Building Construction: Materials and Methods*. Wiley.
5. Linde, G. (2014). *Materials for Design*. Laurence King Publishing
6. Mickey, W. B. (1981). *Building Construction Vol 1 and 3*. Longmans, UK.
7. Rangawala, S. C. (2019). *Engineering materials*. Charotar Publishing
8. Chudley, R. (1990). *Building construction handbook*. BLPD, London.
9. Olin, H. B. (1980). *Construction principles, materials and methods*. IFE, Chicago.
10. Punmia, B. C. (2016). *Building construction.* Laxmi Publications

Mahatma Gandhi University
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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**UPCYCLED ART**					
Type of Course	**DSC B**					
Course Code	**MG3DSCIAA202**					
Course Level	**200 -299**					
Course Summary	This course explores creativity and sustainability through upcycled art principles and history. Learners gain hands-on experience in object modification techniques, culminating in planning, executing and exhibiting a unique upcycled art project. Emphasis is on teamwork, creative problem-solving and personal expression, blending theoretical knowledge with practical skills.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any	A basic understanding of art and design concepts is recommended.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recall and identify various discarded objects suitable for upcycling.	K	1, 3
2	Apply design concepts to develop innovative and aesthetically pleasing upcycled products.	A	1, 5
3	Analyse and evaluate the suitability of modifications, considering both form and function.	An	1, 3
4	Demonstrate unique and useful products from discarded materials.	A	1, 6

5	Apply assembly techniques to bring together various components and elements of the up-cycled product, demonstrating the ability to bring a project to completion with attention to detail.	A	2, 6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Introduction to Upcycled Art			
1	1.1	Understand the core principles behind upcycled art, emphasizing sustainability and creativity.	5	1
	1.2	Explore notable movements and artists contributing to the evolution of upcycled art.	3	1
	1.3	Identify potential upcycling materials through visits to salvage yards or thrift stores.	3	1
	1.4	Develop skills in sketching and prototyping to conceptualize the final product based on selected objects.	6	1
	Object Modification Techniques			
2	2.1	Learn methods to disassemble and reassemble objects creatively.	3	2
	2.2	Explore methods for treating surfaces, such as painting, distressing, or decoupage.	5	2
	2.3	Understand how to join different materials securely for a cohesive final product.	5	2
	2.4	Identify and use hand tools, power tools and safety equipment.	4	3
	Advanced Techniques and Specialized Projects			
3	3.1	Explore more intricate surface treatment techniques, such as marbling, gilding or texture creation.	5	4
	3.2	Learn how to integrate electronic components into upcycled art projects.	3	4
	3.3	Explore three-dimensional upcycled art, creating sculptures from discarded materials.	5	4

	3.4	Apply upcycled techniques to clothing and accessories.	4	5
	3.5	Develop project management skills by planning and organizing the final upcycled art project.	4	5
	3.6	Work collaboratively in a creative environment, fostering communication and synergy among team members.	5	5
	3.7	Address challenges and unforeseen issues during the project. Learn how to present and exhibit upcycled art projects effectively.	15	5
	Teacher's specific module			
4	4.1			
	4.2			
	4.3			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD- 1 Upcycled Art Fundamentals Sessions: Engage learners in classroom lectures, demonstrations and practical exercises to establish a strong foundation in upcycled art. CD- 2 Object Modification Techniques Labs: Conduct hands-on workshops where learners disassemble and creatively reassemble objects. Teach surface treatment methods such as painting, distressing and decoupage. Emphasize the proper use of hand tools, power tools and safety equipment for secure material joining. CD- 3 Advanced Techniques and Specialized Projects Immersion: Explore intricate surface treatment techniques like marbling, gilding and texture creation. Introduce electronic components integration into upcycled art. Dive into three-dimensional upcycled art, guiding learners in creating sculptures from discarded materials. Extend techniques to clothing and accessories through specialized projects. CD- 4 Upcycled Art Project and Exhibition Management: Develop project management skills by guiding learners in planning and organizing their final upcycled art projects. Encourage collaborative work in a creative environment, promoting communication and synergy among team members.

	Address challenges and unforeseen issues that may arise during the project. Teach effective presentation and exhibition strategies for showcasing upcycled art projects.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Classroom Participation and Discussions, Sketching and Prototyping Assignments, Specialized activities and Presentations for 30 marks
	B. End Semester Evaluation (ESE) Final Project and Exhibition Evaluation, Viva for 70 marks Time: 2 hours

References

1. Manco, T. (2012). *Raw+Material=Art: Found, Scavenged and Upcycled*. Thames & Hudson.
2. Thompson, J. (2010). *Playing with Books: The Art of Upcycling, Deconstructing, and Reimagining the Book*. Quarry Books.
3. Foss, E. (2023). *The Art of Upcycling: Creative Ways to Make Something Beautiful Out of Trash, Thrifted Finds and Everyday Recyclables*. Page Street Publishing.
4. Moore, K. (2019). *Upcycling*. Ashton Jude Pereira.
5. Youngs, C. (2023). *Foraged and Recycled Art*. Ryland, Peters & Small Ltd.
6. Youngs, C. (2022). *Creative Book Art*. CICO Books.
7. Stuart-Anderson, J. (2021). An *Introduction to Rag Rugs: Creative Recycling*. White Owl.
8. Hedley, R. (2021). *Creative Recycling Side*. Zen Mastery Srl.
9. Andreasen, J. (2004). *Creative Recycling*. Xlibris Us.
10. Lucano, S. (2018). *Upcycle*. Weldon Owen.

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Programme					
Course Name	**THEMATIC DESIGN**				
Type of Course	**MDC**				
Course Code	**MG3MDCIAA200**				
Course Level	**200 -299**				
Course Summary	The course takes learners through a step-by-step process, starting with identifying and justifying natural elements for inspiration, breaking down themes into shapes and colours and understanding their physical and dynamic aspects.				
Semester	3	Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others
		0	3	0	0	45
Pre-requisites, if any	Learners should have a basic understanding of design principles, concepts and should be familiar with nature and its various elements. Proficiency in identifying and analysing visual themes is also necessary.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Define and identify natural elements suitable for design inspiration and explain the rationale behind the chosen theme based on identified elements.	K, U	3, 7, 8
2	Analyze the chosen theme into its constituent shapes, colours, and features, while integrating the physical and dynamic elements associated with the theme.	An	1, 2
3	Understand the coordination of colours and relationships between various theme elements.	U	1, 4

4	Apply acquired knowledge to synthesize design concepts, creating a unified product. Develop a detailed hand sketch and a compelling presentation to defend and critique design choices	A	1, 4, 10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	How to create a theme			
1	1.1	Identify the theme.	5	1
	1.2	Identify some element from nature to be used as a theme.	5	1
	Supportive Elements of the theme			
2	2.1	Disintegration of the selected theme into shapes, colours and features.	5	2
	2.2	Identify the various elements of the theme. Both physical and dynamic.	5	2
	2.3	Understand colours and their coordination, features and any supportive element associated with the theme	5	3
	Creation of the theme and implementing it to a design			
3	3.1	Integrating elements of the theme into the proposed design.	5	4
	3.2	Design the product based on inputs of shape, colour and adaptable features of the theme	5	4
	3.3	Prepare a detailed hand sketch of the product with supportive documents about the adaptation.	10	4
	Teacher's specific module			
4	4.1			
	4.2			
	4.3			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD -1 Lecture and Demonstration: Conduct lectures to explain the properties of different painting tools and mediums and demonstrate the proper use of tools, surface preparation techniques and various painting methods CD-2 Hands-On Workshops: Supplement presentations with hands-on workshops where learners practice what they learn from the presentations. Provide traditional art supplies for tactile experiences. CD-3 Application-based Assignments: Assign projects where learners create compositions, interior perspectives and design elements' showcases, applying learned principles. CD-4 Individual Projects: Assign individual projects where learners showcase creative innovations. Encourage learners to transform their learned skills into unique, original artworks.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** In-Class demonstration, Material Exploration Assignments, Mood Board Presentations, Development of Individual Projects for 25 marks
	B. End Semester Evaluation (ESE) Project Presentation and Viva for 50 marks Time: 1.5 hours

References

1. Lidwell, W. (2010). *Universal Principles of Design*. Rockport Publishers.
2. Albers, J. (2006). *Interaction of Color*. Yale University Press.
3. Grimley, C. (2007). *Color, Space, and Style: All the Details Interior Designers Need to Know but Can Never Find*. Rockport Publishers.
4. Kellert, S. R., et al. (2008). *Nature by Design: The Practice of Biophilic Design.* Yale University Press.
5. Wrigley, C. (2021). *Design Innovation and Integration*. BIS Publishers.

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Programme						
Course Name	**ENVIRONMENTAL PROMOTION AND SOCIAL JUSTICE**					
Type of Course	**VAC**					
Course Code	**MG3VACIAA200**					
Course Level	**200-299**					
Course Summary	The program offers a holistic exploration of environmental issues, providing learners with a comprehensive understanding through a multidisciplinary approach. Additionally, the program emphasizes the development of social consciousness and responsibility, fostering an understanding of the ethical implications and societal impacts of environmental degradation.					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		2	1	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Remember key definitions and interdisciplinary nature of environmental studies.	K	1,3,10
2	Understand various disciplines' contributions to holistic environmental understanding.	U	1.3
3	Apply the concept of the right to a clean environment in real-world scenarios.	A	1,3,6
4	Analyse environmental issues from multidisciplinary perspectives, including root causes.	An	1,4,6

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Understanding Natural Resources and Ecosystem Dynamics in Interior Design				
1	1.1	Forest resources: Using wood responsibly for furniture and finishes. Water resources: Saving water through efficient fixtures and recycling systems. Mineral resources: Choosing eco-friendly materials like recycled glass and concrete.	5	1,2
	1.2	Food resources: Bringing nature indoors with plants and indoor farming. Energy resources: Using renewable energy and efficient lighting for sustainability. Land resources: Designing with green spaces like gardens and green roofs.	6	1,2
	1.3	Understanding ecosystems: Applying nature's principles to interior design. Indoor ecology: Creating healthy indoor environments with clean air and natural light.	6	1,2
Environmental Pollution and disaster management in interior design				
2	2.1	Causes of pollution: Understanding how indoor pollution happens. Pollution control: Using eco-friendly materials and ventilation systems.	5	1,4
	2.2	Nuclear hazards: Addressing radiation risks in interior spaces. Waste management: Reducing waste through recycling and responsible disposal.	5	1, 4
Environmental Awareness				
3	3.1	Rights and responsibilities: Considering human rights and environmental impacts in design.	8	3
	3.2	Role of interior designers in advocating for sustainable and ethical design practices	10	3,4

		Collaborative approaches to addressing environmental and social challenges in design		
Teacher's specific module				
4	4.1			
	4.2			
	4.3			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD - 1 Lectures and Presentations: Deliver engaging lectures and presentations to introduce key concepts, definitions and interdisciplinary perspectives in environmental studies. Use multimedia tools to enhance understanding and facilitate active participation. CD - 2 Field Trips and Observation: Organize field trips to natural reserves, forests, or ecosystems to provide first-hand experience and observation opportunities, reinforcing understanding of natural resources and ecosystems. CD - 3 Case Study Analysis and Group Discussions: Conduct case study discussions and group discussions to analyse real-world examples of resource management and ecological dynamics, fostering critical thinking and knowledge sharing among learners. CD - 4 Legal Research and Policy Debates: Assign legal research tasks and organize policy debates to help learners understand the intersection of human rights and environmental law, fostering critical analysis and debate skills.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Debate sessions, Open book test papers for 25 marks
	B. End Semester Evaluation (ESE) Written Examination, Case studies for 50 marks. Time: 1.5 hours

References

1. DeLucia, V., & Baker, K. (2018). *Environmental Justice and Environmentalism: The Social Justice Challenge to the Environmental Movement*. MIT Press.
2. Brechin, S. R., & Wilshusen, P. R. (2013). *Governing the Tap: Special District Governance and the New Local Politics of Water*. MIT Press.
3. Burger, J., & Gochfeld, M. (2016). *Mercury and other heavy metals in the environment: Sources, toxicity, and remediation*. CRC Press.
4. McEachern, D. (2012).*Environment and society: A critical introduction*. Routledge.
5. Kothari, A., Salleh, A., Escobar, A., & Demaria, F.(2019). *Pluriverse: A Post-Development Dictionary*. Columbia University Press.
6. Sen, A. (2009). *The Idea of Justice*. New Delhi: Penguin Books.
7. Chatrath, K. J. S. (Ed.). (1998). *Education for Human Rights and Democracy*. Shimla: Indian Institute of Advanced Studies.
8. Unknown. (2001). *Law Relating to Human Rights*. Asia Law House.
9. Singh, S. P. (n.d.). *Human Rights Education in the 21st Century*. Discovery Publishing House Pvt. Ltd, New Delhi.
10. Khanna, S. K. (2011). *Children And The Human Rights*. CommonWealth Publishers.
11. Kapoor, S. (2001). *Human Rights in the 21st Century*. Mangal Deep Publications, Jaipur.
12. United Nations Development Programme. (2004). *Human Development Report 2004: Cultural Liberty in Today's Diverse World*. New Delhi: Oxford University Press.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**EVOLUTION OF ART & ARCHITECTURE I**					
Type of Course	**DSE**					
Course Code	**MG3DSEIAA200**					
Course Level	**200-299**					
Course Summary	This course surveys the major works and trends in the history of painting, sculpture, design and architecture from the prehistoric times to the twentieth century. Different sections of this course will focus on specific themes that will guide the content of each section through artistic innovations, techniques and methods considered.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		3	1	0	0	75
Pre-requisites, if any	Learner should have a normal level of language skill (R/W)					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recognize the distinguishing features and characteristics of different artistic and architectural styles	U	1,8,10
2	Interpret artworks and architectural structures within their historical and cultural contexts	A	1,8
3	Utilize visual analysis skills to describe and evaluate the formal elements of artworks and architectural structures.	U	1,8
4	Compare and contrast the similarities and differences between artworks and architectural structures from different periods, regions, and cultural contexts	I	1,3
5	Assess the aesthetic and cultural value of artworks and architectural monuments across different time periods and civilizations.	A	1,8

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Prehistoric Era				
1	1.1	Prehistoric periods- Stone Age, Bronze Age, Iron Age	3	1
	1.2	Cave Paintings-Chauvet, Lascaux, Altamira, Palaeolithic Art	3	1
	1.3	Neolithic Architecture- Megalithic Architecture, Stonehenge, Jericho	3	1
Civilization Architecture				
2	2.1	Mesopotamian Architecture-Ziggurats, Hanging Gardens, Ishtar Gate	4	2
	2.2	Egyptian Architecture, Mastaba, Evolution of Pyramids, Great pyramid of Giza	6	2
	2.3	Greek and Roman Architecture Greek and Roman orders, Roman Aqueducts, Parthenon, Pantheon, Colosseum.	7	2
	2.4	Greek and Roman Sculptures- Augustus of Prima Porta, The Orator, Apollo Dorus of Damascus Trajan's Column, The Four Tetrarchs, Dying Gaul, Laocoön and His Sons, Equestrian Statue of Marcus Aurelius, Pietà ,Ecstasy of Saint Teresa. Aphrodite of Milos, Discobolus, The Borghese Gladiator, The Winged Victory of Samothrace, The Statue of Zeus at Olympia, Hermes and the Infant Dionysus, Athena Parthenos, Apollo Belvedere.	6	2
Architecture of Indian Civilization				
3	3.1	Indian Architecture –Ancient time Architecture, Rock cut Architecture, Indus Valley Architecture	7	3
	3.2	Early Indian Architecture -Buddhist, Mauryan, Gupta	5	3
	3.3	Indian Medieval Architecture-Chola, Hoysala, Khajaraho, Konark, Kalinga	6	4,5

	3.4	Indian Religious Architecture-Indo Islamic Architecture, Colonial Architecture, Kerala Architecture, Kerala Murals	9	4,5
Architecture of Chinese Civilization				
4	4.1	Ancient Cities-Capital Cities, Provincial cities, Military Defence	4	5
	4.2	Imperial Power-Imperial Palaces, Temples and Altars, Imperial Mausoleums	5	2,4,5
	4.3	Palaces of God-Buddhist Architecture, Taoist Architecture, Islamic and Christian Architecture	7	4,5
Teacher's Specific Module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Lectures and Interactive classroom emphasizes theoretical understanding through lectures and interactive classroom-style sessions. Learners likely receive foundational knowledge and concepts through traditional teaching methods. CD-2 Presentations sessions and debate sessions were learners engage in presentations, debates and analysis sessions to deepen their understanding of theoretical concepts. The focus is on critical thinking, communication skills, and the application of theoretical knowledge in practical scenarios. CD-3 Lectures and Experiential learning methods allowing learners to execute and explore theoretical content in real-world contexts. This involves hands-on activities, case studies, or field trips, providing learners with practical experience and a deeper understanding of how theoretical concepts apply in practice. CD-4 Lectures and Experiential learning methods to execute the content. Flipped learning sessions which involve learners engaging with materials independently before class, then using class time for active learning activities, discussions and application of concepts. This approach can help

	deepen understanding and engagement with the material by allowing learners to explore concepts at their own pace before coming together for collaborative learning experiences.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Evaluation based on Assignments, Presentation and Activity submissions out of 30 marks.
	B. End Semester Evaluation (ESE) Assignment /Test Papers, Viva-Voce based evaluation out of 70 marks. Time: 2 hours

References

1. Gombrich, Ernst Hans. (1995). *The Story of Art*. 16 edition. Publisher Hatchett Book Group
2. Craven, Roy C. (1976). *Indian Art A Concise History*. Publisher Thames and Hudson
3. Ketkar, Sandhya. (2017). *History of Western Art*. Publisher Jyotsna Prakashan
4. Ketkar, Sandhya. (2017). *History of Indian Art*. Publisher Jyotsna Prakashan
5. Carotti, G. *History of Art* (Vol 1,2). Publisher Swati Publication
6. Harle, J.C. (1986). *The Art and Architecture of the Indian Subcontinent.* Yale University Press
7. Charles, Victoria. (2007). *Renaissance Art.* Parkstone Press Ltd.

SEMESTER 4

Mahatma Gandhi University
Kottayam

Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**INTERIOR DESIGN STUDIO I**					
Type of Course	**DSC A**					
Course Code	**MG4DSCIAA200**					
Course Level	**200 -299**					
Course Summary	Familiarize learners with spatial planning as pertaining to residential interior design. Providing them a structured approach to the design process including study of the context, user, materials and construction, concept and design development. Develop design drawing and presentation skills.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any	Learners must have a wide knowledge in Engineering Graphics and Architectural Elements.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Acquire essential knowledge in design principles such as balance, proportion, rhythm, contrast and unity and learn how principles contribute to effective design across various mediums.	K	2
2	Enhance skills in sketching, rendering and using design tools to learn techniques for visual communication and expression, including typography, colour theory and composition to analyse design problems, generate ideas and solutions.	An, S	4
3	Recognize and recall design history, movements and influential designers to understand how historical and cultural contexts influence design trends and practices.	K. U	10

4	Analyse ethical implications in design, such as accessibility, inclusivity and sustainability and how these factors impact their design decisions.	An	8
5	Understand the environmental, social, cultural, economic and ethical implications of design decisions to adopt sustainable design practices to minimize environmental impact and promote social equity and advocate for responsible design solutions.	U	6,8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
User & Typology Study ***(Mini Design Proposal-*** *Residential Design. Small cafeteria / Departmental Store / Kindergarten School)*				
1	1.1	Study of Residential Spaces: Component spaces; Activity Analysis & Space Standards	10	1
	1.2	Climatic Cultural Associations – Symbols and Meaning; Access & Enclosure; Circulation, Openings & Articulation; Structure, Materials & Construction; Surface, Colour & Texture.	8	1,2
	1.3	CASE STUDIES - Book Case Studies, Real Life Case Studies –Documentation, Analysis and Inference for Design.	15	2
	Site Analysis – Contextual Study			
2	2.1	Analysis of Project Context – Site Analysis; Geographic, Topographic, Soil, Climatic, Wind and Sun direction, Cultural, Landscape, Access, Services & Utilities, Existing views, structures, materials, colours, service lines, circulation, water body, special features, wildlife and vegetation.	8	3
	Conceptual & Schematic Design			
3	3.1	Adjacency Matrix, Bubble Diagram – Showing Spaces, Circulation, Access etc. Concept Stage: Design Concept presented as sketches (ink & colour pencil) showing 2D and 3D versions of the idea evolution. Spatial distribution shall be to proportion and can be shown as single line drawing. Conceptual models are optional.	10	3,4

	3.2	Scheme Stage: Drawings to Scale - Detailed Plan with furniture layout & fixtures, circulation, flooring level & finishes, Elevations and Sections and detailed sketches as needed to clarify design ideas. Colour scheme, material choices.	8	4
Design Presentation				
4	4.1	Detailed Drawings to include: Double line Detailed Plan showing Furniture and Fixture layouts, Flooring levels & Finishes, Elevations, Sections, Detail sketches – 3D perspective / isometrics. Final Presentation on Cartridge paper, rendered in Ink & Colour. Colour scheme, Mood board and model to be included.	16	4,5
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 - Project-Based Learning - Structuring the course around design projects allows learners to engage in authentic, real-world design challenges. Projects should be open-ended, allowing for creativity, exploration and multiple solutions. CD-2 - Experiential Learning: Providing opportunities for learners to learn through direct experience, experimentation and reflection. This could involve hands-on activities, field trips, guest speakers and workshops. CD-3 - Design Thinking Process: Incorporating the principles of design thinking, such as empathy, ideation, prototyping and iteration, into the studio curriculum. This approach encourages a human-centred approach to problem-solving and fosters creativity. CD-4 Reflection and Iteration: Encouraging learners to reflect on their design process, iterate on their ideas and embrace failure as a learning opportunity fosters resilience, adaptability and growth mindset in furniture design education scenarios.

	CD- 5 Reflection and Self-Assessment: Encouraging learners to reflect on their design process, identify strengths and areas for improvement, set goals and develop strategies for continuous learning and growth.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Seminars, Projects presentations of 30 Marks
	B. End Semester Evaluation (ESE) Practical Examinations of 70 marks Time: 2 hours

References

1. De Chiara, J., & Crosbie, M. J. (2014). *Time Saver Standards for Building Types* (4th ed.). McGraw Hill Education.
2. De Chiara, J., Panero, J., & Zelnik, M. (2011*). Time Saver Standards for Interior Design and Space Planning*. McGraw Hill.
3. Dev, K. (2017). *Engineering drawing*. Asian Publishers
4. Bhat, N. D. (2012). *Engineering drawing.* Charotar Publications
5. Krishnan, K. R. G. (2014). *Engineering drawing.* Subhas Stores
6. Kasu, A. A. (2018). *Interior design*. Ashish Book Centre
7. Farrelly, L., Brown, R., (2012). *Materials and Interior Design (Portfolio Skills).* Laurence King Publishing.
8. Pandya, Y. (2013). *Elements of Space making*. Grantha Corporation.
9. Plunkett, D. (2010). *Construction and Detailing for Interior Design (Portfolio Skills).* Laurence King Publishing.

Mahatma Gandhi University
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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**SERVICES AND SPECIFICATIONS I**					
Type of Course	**DSC A**					
Course Code	**MG4DSCIAA201**					
Course Level	**200 -299**					
Course Summary	The main objective of the subject is to help the learner get an understanding of the various methods of interior construction so that this knowledge can be integrated with the design.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		3	0	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding Electrical Principles Develop a strong understanding of basic electrical principles, circuits and components.	U	2,5
2	Demonstrate knowledge of electrical safety procedures including proper grounding, use of personal protective equipment (PPE) and adherence to safety codes.	U	4,6
3	Recall about fire prevention measures and strategies to minimize fire risks in various settings.	K	6,10
4	Acquire practical skills in the installation and maintenance of lighting systems.	S	3,10

5	Gain knowledge about various lighting fixtures and their applications in different spaces.	K	6,9
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Acoustics				
1	1.1	Introduction to acoustics, methods used for good acoustics. Basic theory, Room acoustics - Behaviour of sound in enclosed spaces, sound absorption.	8	2
	1.2	Acoustic Design process and different types of buildings – auditoriums, concert halls, cinema halls, seminar rooms, lecture halls, classroom and open offices.	8	2
	1.3	Noise reduction, sound isolation, transmission loss. TL for walls, sound leaks in doors, noise reduction between rooms, construction details for noise reduction.	7	2
Lighting				
2	2.1	Introduction to Lighting and vision, basic units, photometry and measurement. Effects of good lighting, considerations for good lighting, brightness, glare, contrast and diffusion.	7	1
	2.2	Quality and quantity of different sources of light, Daylight – advantages, admitting daylight, controlling daylight	8	1
	2.3	Artificial lighting, Planning Interior lighting, Lamps and lighting fixtures	7	1
Electrical Wiring				
3	3.1	Building wiring system. Service wires, metering distribution boards, circuits, MCB cut outs.	6	1,5
	3.2	Conductors, wiring methods, switch boards, electrical devices in the buildings, light and power circuits. Indian electricity rules	7	1,5
Fire Protection				
4	4.1	Definition, structural fire precaution, rules, fire resistance, firefighting, equipment and detection alarms, sprinklers etc. Fire resisting, retarding materials, means of escape, staircase, lifts. Fire load calculation.	10	3

	4.2	Fire resisting, retarding materials, means of escape, staircase, lifts. Fire load calculation	7	3
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Hands-on Practical Training: Provide learners with hands-on experience in working with all interior services. This can include lab sessions, workshops and site visits where learners can apply theoretical concepts in real-world settings. CD-2 Simulation and Virtual Labs: Encourage discussions and debates about material selection criteria, sustainability issues and emerging trends. CD-3 Case Studies and Problem-Based Learning: Present learners with case studies and real-life scenarios that involve interior services. Encourage learners to analyze these cases, identify problems and propose solutions based on their understanding of building systems and regulations. CD-4 Interactive Lectures and Demonstrations**:** Conduct interactive lectures and demonstrations to explain theoretical concepts related to interior services. Use multimedia presentations, videos and demonstrations to illustrate key principles and techniques. CD-5 Group Projects and Collaborative Learning: Assign group projects that require learners to work together to design, implement and evaluate interior service systems for residential or commercial buildings. This encourages collaboration, communication and problem-solving skills.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Seminars, Market Survey and Presentations, Internal Examinations of 30 Marks
	B. End Semester Evaluation (ESE) Written Examination on Material and Specifications of 70 marks Time: 2 hours

References

1. Barron, M.(2009). *Auditorium Acoustics and Architectural Design*.Taylor & Francis
2. Guinness, W. J. (1977). *Mechanical and Electrical Systems for Buildings*. Wily.
3. Egan, M. D. (2007). *Architectural Acoustics*. J Ross Publishing
4. .Egan, M. D. (2001). *Architectural Lighting*. McGraw-Hill Science/Engineering/Math
5. Gordon, G. (2003). *Interior Lighting*. John Wiley & Sons
6. Ballast, D. K. (2002r). *Interior Construction and Detailing for Designers and Architects*. Professional Publications, Inc.
7. Mullin, R. C., & Simmons, P. (2011). *Electrical Wiring Residential*. Delmar Cengage Learning
8. Jones Jr., A. M. (2019). *Fire Protection Systems*. Jones & Bartlett Learning; 3rd edition

Mahatma Gandhi University
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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**				
Course Name	**ENTREPRENEURSHIP AND CLIENT MANAGEMENT**				
Type of Course	**DSC C**				
Course Code	**MG4DSCIAA202**				
Course Level	**200 -299**				
Course Summary	The course focuses on niche market study, startup processes, client management, design communication, and trend awareness, essential for designers in sectors like hospitality or retail.				
Semester	4	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others
		0	3	1	0
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Analyse legal considerations, market dynamics and financial planning in interior design, integrating interdisciplinary skills for successful business management.	An	1,3
2	Understand strategic adaptability by evaluating market dynamics and emerging trends, adjusting entrepreneurial strategies accordingly.	U	1,2
3	Apply design communication, management and marketing skills for successful client interactions and high-quality design outcomes.	A	4,5
4	Analyse legal and financial risks specific to interior design, addressing human resource aspects for maintaining a positive work environment.	An	1,8

5	Apply innovation through specialization in interior design, understanding benefits and challenges of specialized areas.	A	1,9
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Niche Market Study and Specialization				
1	1.1	Overview of Market Forces: Understanding external factors influencing the interior design industry. Analysing market trends and their impact on business strategies.	5	1,2
	1.2	Niche Market Identification: Techniques for identifying specialized markets in interior design. Case studies showcasing successful niche market specialization.	5	5
	1.3	Focused Demand Exploration: Strategies for identifying and capitalizing on specific demand areas. Examination of demand patterns in sectors like hospitality or retail interior design	5	4
Startup Business Processes				
2	2.1	Legal Considerations: Understanding legal structures for interior design startups. Compliance requirements and potential legal pitfalls specific to the industry.	4	4
	2.2	Financial Planning: Basics of financial management tailored for interior design startups. Budgeting, financial forecasting, and risk management in the interior design business.	5	1
	2.3	Marketing Strategies: Developing effective marketing plans for interior design businesses. Utilizing digital platforms and branding strategies in the context of interior design.	5	3

	2.4	Management Process and Functions: Introduction to management processes and functions relevant to interior design businesses. Exploration of value orientation in the management process, including planning, organizing, controlling, staffing, directing, budgeting, and reporting.	5	1
Skills for Effective Client Management				
3	3.1	Design Communication Skills: Client-focused communication techniques for interior designers.	4	3
	3.2	Management Skills: Project management fundamentals tailored for interior design professionals.	3	3
	3.3	Marketing Skills: Strategies for promoting interior design services. Building and maintaining client relationships in the interior design field.	5	3
	3.4	Project Assessment and Continuous Improvement: Techniques for self-assessment of completed interior design projects. Identifying mistakes, oversights and areas for improvement.	5	1
Knowledge Requirements for Client Management and Human Resources				
4	4.1	Awareness of Diverse Fields of Knowledge: Exposure to various interior design-related knowledge areas. Integrating knowledge from different fields into interior design practice.	7	5
	4.2	Developing and Acquiring Human Resources: Job analysis, design, recruitment, selection, and placement in interior design. Introduction to induction, socialization, career planning, and development specific to interior design.	6	4
	4.3	Managing Performance, Compensation, and Retaining Human Resources in Interior Design: Performance appraisal, job evaluation, and wage and salary administration for interior design professionals. Handling job changes, transfers, promotions, separations, and	6	4

		addressing absenteeism and labour turnover in interior design businesses.		
	4.4	Integrating Human Resources in Interior Design: Industrial relations, trade unions, collective bargaining, and worker's participation in interior design management.	5	4
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD – 1 Lecture Sessions: Conduct interactive lectures to introduce theoretical concepts related to market dynamics, niche market identification, focused demand exploration and the concept of specialization. Use real-world examples, case studies and industry insights to enhance understanding. CD – 2 Case Studies and Visual Presentations: Utilize multimedia resources to present case studies showcasing successful niche market specialization and visual presentations of current trends in interior design. Encourage discussions on the impact of market forces, trends and niche market strategies. CD – 3 Industry Visits: Invite guest speakers from the interior design industry to share practical insights. Organize industry visits to observe firsthand the application of interior design concepts in different sectors. Foster networking opportunities and provide exposure to real-world interior design practices. CD – 4 Group Projects and Workshops: Assign group projects that require learners to develop marketing plans, business strategies and specialized design solutions. Conduct workshops on effective marketing in the interior design context. Facilitate collaborative learning and hands-on application of entrepreneurial and design skills. CD – 5 Webinars and Digital Platforms Exploration: Conduct webinars on digital marketing strategies, branding in interior design, and effective use of online platforms. Explore digital tools relevant to interior design business processes. Emphasize the importance of staying updated on industry practices and utilizing technology for business growth. CD - 6 Collaborative Design Projects: Engage learners in collaborative design projects where they work in teams to address real-world design

	challenges. Emphasize interdisciplinary collaboration, problem-solving and creativity in developing innovative design solutions.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** In class exercises, Assignments, Seminars for 30 marks
	B. End Semester Evaluation (ESE) External Examination for 70 marks Time: 2 hours

References

1. Seetharaman, P., Bata, S., & Mehra, P. (2005). *An Introduction to Family Resource Management*. CBS Publishers and Distributors.
2. Dessler, G. (2019). *Human Resource Management* (16th ed.). Pearson.
3. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2019). *Human Resource Management: Gaining a Competitive Advantage (11th ed.).* McGraw-Hill Education.
4. Stone, R. J., & Stone, R. J. (2019). *Human Resource Management (10th ed.*). John Wiley & Sons Australia.
5. Academy of Human Resource Development. (n.d.). Appraising and Developing Managerial Performance. B.K. Publishers.
6. Tata McGraw Hill. (n.d.). *Financial Management: An Approach and Conceptual Approach.* New Delhi.
7. Gupta, S. K., & Joshi, R. (n.d.). *Human Resource Management*. Kalyani Publishers.
8. Cascio, W. F. (1985). *Managing Human Resources*. McGraw Hill Book Co.
9. Decenzo, D. A., & Robbins, S. P. (1993). *Personal and Human Resource Management*. Prentice Hall.
10. Gupta, C. B. (2010). *Human Resource Management*. Sultan Chand and Sons.

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Programme					
Course Name	**EXTERIOR LANDSCAPING**				
Type of Course	**SEC**				
Course Code	**MG4SECIAA200**				
Course Level	**200 -299**				
Course Summary	This course enables the learners to learn the principles of landscape gardening and understand the importance of green building technology. with acquired knowledge in recent green building materials and to trap rain water.				
Semester	4	Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others
		0	3	0	0	45
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recall the fundamental principles and factors involved in exterior landscaping and understand the relationship between plant characteristics and landscaping design elements.	K, U	1,3
2	Apply knowledge of landscaping factors and principles to plan outdoor spaces effectively.	A	2,6
3	Analyse the suitability of different landscaping techniques and elements for specific environments.	An	1,6
4	Demonstrate innovative and functional landscape designs by integrating diverse elements to address specific environmental and user requirements effectively.	U	1,2,6

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Foundation of Exterior Landscaping				
1	1.1	Introduction to landscaping, advantages, factors to be considered for exterior landscaping, evolution of landscaping.	5	1
	1.2	Types of plants, function of plants, classification of plants,	5	2
	1.3	Light intensity, soil separator planting medium.	5	2
Understanding Plant Design and Maintenance				
2	2.1	Plant texture, plant height, plant spacing, plant containers, built-in planters and balcony rail planters, construction details for planters.	5	4
	2.2	Watering by hand, automated low-volume irrigation systems, sub-irrigation systems, drainage, pest control, suspended plants.	10	4
Factors Influencing Landscape Planning and Design				
3	3.1	Factors Affecting Planning of Landscaping Location & orientation, climatic conditions, land profile, soil type, water sources, drainage, elements & principles of design,	5	3
	3.2	Planning of Landscaping - Planning codes & procedures, Dimensions of Landscape Space - Foreground area (boundary, pathways, parking, arches, porch etc.)	5	3
	3.3	Private living area (recreational area, play area, outdoor seating etc.) - The service area (cleaning area, drying area, garbage area, disposal, water supply, kitchen, garden)	5	3
Teacher's specific module				
4	4.1			
	4.2			
	4.3			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Design Studios: Design studios serve as collaborative spaces where learners engage in brainstorming, sketching, modelling and prototyping their design concepts. CD-2 Hands-On Activities and Fieldwork: Hands-on activities and fieldwork provide learners with practical experience and exposure to diverse landscapes, ecosystems and design elements. CD-3 Case Studies and Best Practices: Analysing case studies of exemplary landscape designs, both historical and contemporary, helps learners understand design principles, techniques and the context-specific nature of landscape architecture. CD-4 Project-Based Learning (PBL): PBL involves learners working on real-world projects that simulate the challenges and scenarios they will encounter in professional practice.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Seminars, Live studies and Presentations, Internal Examinations of 25Marks
	B. End Semester Evaluation (ESE) Project Presentation of 50marks Time: 1.5 hours

References

1. Alexander, R. (2004). *The Essential Garden Design Workbook*. Timber Press.
2. Phaidon Editors. (2016). *The Garden Book.* Phaidon Press.
3. Van Sweden. J. (2011). *The Artful Garden: Creative Inspiration for Landscape Design.* Random House.
4. Rose .G. & McHoy. P. (1999). *The Complete Book of Planting Plans*. Lorenz Books.
5. Robinson. N. (2004). *The Planting Design Handbook*. Ashgate Publishing Limited.
6. Lloyd. C. (1998). *The Well-Tempered Garden*. Cassell.
7. Ingels. J. E. (1996). *Landscaping Principles and Practices.* Delmar Cengage Learning.
8. Diblik.R. (2014). *The Know Maintenance Perennial Garden.* Timber Press.
9. Oudolf . P. & Kingsbury, N. (1999). *Designing with Plants.* Conran Octopus.

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Programme						
Course Name	**ENVIRONMENTAL ART**					
Type of Course	**VAC**					
Course Code	**MG4VACIAA200**					
Course Level	**200 -299**					
Course Summary	Completing this course equips learners to understand the connection between art and the environment, recognizing diverse forms like Land art. With hands-on experiences, they become mindful artists, creatively expressing environmental concepts.					
Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	0	0	45
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop an understanding of the historical evolution and significance of environmental art, including its various types such as land art, site-specific art and sustainable art.	U	3,6
2	Analyse the relationship between art and nature, exploring the aesthetic challenges posed by the environment and the ways in which artists have responded to these challenges throughout history.	An	1,2
3	Apply knowledge of environmental aesthetics and sustainability principles to create environmentally conscious artworks, including miniature sculptures and architecture, using eco-friendly materials.	A	3,4

4	Demonstrate practical skills in identifying and categorizing plants as well as in redesigning local institutional landscapes to enhance their environmental sustainability and aesthetic appeal.	A	2, 6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Understanding Environmental Art				
1	1.1	Environmental art: Introduction – Art and nature – Environmental Aesthetics, Environment as a Challenge to Aesthetics	5	2
	1.2	Objectives and future of environmental art	5	4
	1.3	Historical aspects of environmental art	5	1
	1.4	Famous Environmental artists, Spectrum of Art.	5	1
Diverse Forms of Eco-Expression				
2	2.1	Different types of environmental art: Land art, Site specific art, Arte povera, Green Art, Crop Art	5	1
	2.2	Sustainable Art, and environmental architecture.	5	3
Nature's Diversity & Redesign				
3	3.1	Visit a nursery and identify different categories like medicinal plants, outdoor plants, flowering and fruit bearing plants	4	5
	3.2	Redesign the local institutional landscape	4	5
	3.3	Preparing miniatures of environmental sculptures or architecture using eco-friendly products.	7	3
Teacher's specific module				
4	4.1			

	4.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD – 1 Lecture Sessions: Conduct engaging lectures to introduce theoretical concepts related to environmental art, including the relationship between art and nature, environmental aesthetics and the historical evolution of environmental art. CD–2 Audio-Visual Presentations: Utilize multimedia resources to showcase the works of famous environmental artists, providing visual context and enhancing understanding. CD – 3 Nursery Visit: Organize a field trip to a nursery for firsthand experience in identifying and categorizing different plant types. This practical exposure aligns with the module focused on redesigning the local institutional landscape. CD – 4 Individual Projects: Assign projects that require learners to apply their knowledge and skills in proposing redesign strategies for local institutional landscapes. This involves practical application of learned concepts in real-world scenarios. CD – 5 Thesis Presentation Workshops: Prepare learners for presenting their thesis work, emphasizing effective communication of research findings. Include sessions on visual presentation skills and public speaking. CD – 6 Showcase and Presentation Preparation: Guide learners in preparing for an exhibition showcasing their miniature sculptures and architectural creations. Provide insights on curating, presenting, and effectively communicating their environmental art concepts to a wider audience. CD – 7 Final Project Exhibition: Culminate the course with a final exhibition showcasing the learners' comprehensive understanding of environmental art. This event provides an opportunity for public engagement and appreciation of their creative expressions.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** In-class Exercises, Miniature Presentations, Assignments, Thesis -25 marks

	B. End Semester Evaluation (ESE) Miniature Presentation, Miniature Analysis, Thesis report, Theoretical Knowledge Test for 50 marks Time: 1.5hours

References

1. de Lairesse, G. (2018). *The Principles of Drawing.* Gale Ecco, Print Editions.
2. Norling, E. (1999). *Perspective Made Easy (Dover Art Instruction).* Dover Publications Inc.
3. Baker, L. (2018). *The Science and Art of Model and Object Drawing: A Text Book for Schools and for Self-Instruction of Teachers and Art-Students in the Theory and Practice of Drawing from Objects (Classic Reprint).* Forgotten Books.
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5. Perard, V. (2006). *Anatomy & Drawing*. Grace Prakashan.
6. Chari, A. (2001). *Portrait Techniques Made Easy*. Grace Prakashan.
7. Chari, A. (2008). *Figure Study Made Easy*. Grace Prakashan.
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14. Carlson, Allen. (2004). *The Aesthetics of Natural Environments*. Broadview Press Ltd .
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16. Wallis, Brian. (2010) *Land and Environmental Art*. Phaidon Press.
17. Tompkins, Peter.(2004) *The Secret Life of Plants*. Rupa Publishers.
18. Sachdeva, Pradeep.(2014) A *Naturalist's Guide to The Trees & Shrubs of India*. Prakash Books.
19. Arthur, Cheetham Mark.(2018) *Landscape into Eco art*. Pennsylvania State University Press.

20. Rocca, Alessandro.(2007) *Natural Architecture*. Princeton Architectural Press.
21. Brunt, James.(2023) *Land Art: Creating Artworks in and with the Landscape*. Schiffer Publishing.
22. Oakes, Baile.(1995) Sculpting *with the Environment: A Natural Dialogue* Van Nostrand Reinhold

Mahatma Gandhi University
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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**EVOLUTION OF ART & ARCHITECTURE II**					
Type of Course	**DSE**					
Course Code	**MG4DCEIAA200**					
Course Level	**200 -299**					
Course Summary	This course showcases the styles in the history of painting, sculpture, design and architecture. The course provides a high level of expertise in visual analysis and art historical research. Different sections of this course will focus on specific themes like architectural elements and artistic styles that will guide the content of each section through artistic innovations, techniques and methods.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		3		1	0	75
Pre-requisites, if any	Learner should have a normal level of language skill(R/W)					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify significant artists, architects and their major works within various historical contexts	K	1,10
2	Demonstrate an understanding of the cultural, social and historical contexts that influenced various art movements and architectural developments.	A	4,6,8
3	Analyse and interpret artworks and architectural structures, considering their symbolic meanings, cultural significance and the intentions of the creators	K, U	1,3
4	Compare and contrast different artistic and architectural movements in terms of style, technique and thematic content.	U	5,10

5	Analyse the aesthetic qualities, cultural significance and impact of specific artworks and architectural designs using informed and critical judgment.	An	4,8
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Medieval Architecture			
1	1.1	Gothic Architecture- Flying Buttresses, Pointed Arches, Ribbed Vaults, Large Stained-glass Windows, Gargoyles and Ornate Decoration Stone, Notre Dame Cathedral	5	1
	1.2	Renaissance Architecture and Renaissance Masters- Leonardo da Vinci, Michelangelo, Raphael, Donatello	8	1
	1.3	Renaissance Painting- Monalisa, The Last Supper, The creation of Adam, Sistine Chapel Ceiling	8	1
	18th and 19th century Architecture			
2	2.1	Baroque Architecture- Vaulted cupolas, Twirling and swivelling colonnades, Frescoes and ornately painted ceilings	5	2
	2.2	Baroque Masters and Sculptures- Bernini, Rubens, Caravaggio, Rembrandt, Jokes Vermeer	4	2
	2.3	Rococo- Curves, Stucco, Pastels, Asymmetry- Palace of Versailles	2	2
	2.4	Neoclassical Architecture	2	2
	Art and Architecture of 19th and 20th century			
3	3.1	Expressionism, Impressionism, Abstract Art, Art Nouveau, Pop Art, Rationalism	8	3
	3.2	Cubism. Surrealism, Fauvism, Pop Bauhaus, Avante Garde, Art Deco, Colonial Revival and Classical Revival Style Cubism in Interior Design	10	3
	3.3	Sustainable Architecture	3	3
	Demonstration Works			
4	4.1	Create any miniature architectural style using ecofriendly materials	7	4,5

	4.2	Recreate any three Renaissance painting	4	4,5
	4.3	Architectural and Interior study on Temples	9	4,5
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Lectures and Interactive classroom emphasizes theoretical understanding through lectures and interactive classroom-style sessions. Learners likely receive foundational knowledge and concepts through traditional teaching methods. CD-2 Presentations sessions and debate sessions where learners engage in presentations, debates and analysis sessions to deepen their understanding of theoretical concepts. The focus is on critical thinking, communication skills and the application of theoretical knowledge in practical scenarios. CD-3 Lectures and Experiential learning methods to execute the content. Flipped learning sessions which involve learners engaging with materials independently before class, then using class time for active learning activities, discussions and application of concepts. This approach can help deepen understanding and engagement with the material by allowing learners to explore concepts at their own pace before coming together for collaborative learning experiences. CD-4 Project based / Case based learning and Practicum sessions offers a holistic approach to education that emphasizes both theoretical understanding and practical application. Learners not only gain knowledge but also develop the skills and competencies needed to succeed in their chosen field.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Evaluation based on Assignments, Test Papers and Seminars out of 30 marks.
	B. End Semester Evaluation (ESE) Project evaluation, Viva-Voce based evaluation and Test paper out of 70 marks

	Time: 2hours

References

1. Gombrich, Ernst Hans.(1995).*The Story of Art*. 16 edition .Publisher Hatchett Book Group

2. Craven, Roy C. (1976).*Indian Art A Concise History* . Publisher Thames and Hudson

3. Ketkar, Sandhya.(2017). *History of Western Art* . Publisher Jyotsna Prakashan

4. Ketkar, Sandhya.(2017). *History of Indian Art* . Publisher Jyotsna Prakashan

5. Carotti, G. *History of Art* (Vol 1,2) . Publisher Swati Publication

6. Harle, J.C.(1986). *The Art and Architecture of the Indian Subcontinent.* Yale University Press

7. Charles, Victoria.(2007). *Renaissance Art.* Parkstone Press

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Programme	**BA (Hons)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**INTERNSHIP**					
Type of Course	**INT**					
Course Code	**MG4INTIAA200**					
Course Level	**200 - 299**					
Course Summary	An internship, or on-the-job training, enables the apprentice to acquire practical industry-based experience and helps them to assimilate professionalism in their career. Internships offer learners a period of practical experience in the industry relating to their field of study.					
Semester	4	Credits			2	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Learners will demonstrate the ability to apply theoretical knowledge in a practical, real-world setting, enhancing their professional competencies and technical skills.	A, An, C, S	1,2,5
2	Learners will exhibit improved problem-solving abilities and critical thinking skills through the analysis and resolution of workplace challenges.	A, An, E, S	1,2,10
3	Learners will develop and refine their communication and interpersonal skills, effectively collaborating with colleagues and stakeholders in a professional environment.	E, C, S, I	4,5
4	Learners will gain a clear understanding of industry standards and expectations, showcasing professionalism and readiness for full-time employment in their field of study.	C, S, I	1,2,4,8,10

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

Teaching and Learning Approach	**Directions for the Internship** The students will have to undergo an internship of minimum 30 days duration, either a **Interior design studio** or an **architectural firm** at the end of the fourth semester, accor to their area of specialization. A faculty member will monitor the students during internship. The students would prepare individual reports with a certificate from the organization u which the student did the internship. The Internship report should be verified, evaluated attested by the faculty in-charge and the Head of the Department.
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA) only. (50 Marks)** The learner's performance, efforts and involvement throughout the internship, as well as their prompt completion and appropriate submission of the internship report, will be the basis for their evaluation.

References

1. Mruk, Christopher J. and Moor, John C. (2020). *Succeeding at Your Internship: A Handbook Written for and with Students*. Bowling Green State University Libraries.
2. Nathan Aston, Joshua. (2023) *Acing Internships - A Practical Guide*. Eastern Book Company.
3. Trujillo, Tammy. (2016). *Intern Insider: Getting the Most Out of Your Internship in the Entertainment Field*. Routledge
4. Floyd, Kory. Hammers, Michele. W Scott, Clifton. (2019). *The Communication Internship: Principles and Practices*. Kendall/Hunt Publishing Co.
5. K, Dr. Venkatesha. (2023)*Handbook on Internship.*Selfypage DevelopersPvt Ltd.

SEMESTER 5

Mahatma Gandhi University
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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**MATERIALS AND SPECIFICATIONS II**					
Type of Course	**DSC A**					
Course Code	**MG5DSCIAA300**					
Course Level	**300-399**					
Course Summary	The course focuses on material study, exploring characteristics, properties and applications in interior design, fostering critical thinking and practical problem-solving.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		3		1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify and describe the properties of various materials commonly used in interior design	K	3,4
2	Understand the factors that influence material selection such as aesthetics, functionality, durability, sustainability, cost and compliance with building codes and regulations.	U	6,7
3	Apply their knowledge of materials and specifications to solve engineering problems and make informed decisions about material selection and design.	A	8,4
4	Evaluate the performance of materials under different environmental conditions, considering factors such as wear and	E	6,3

	tear, maintenance requirements, resistance to moisture, heat and fire.		
5	Develop critical thinking and problem-solving skills, enabling them to analyze complex design challenges, explore alternative solutions and make informed decisions about materials and specifications.	An, S	1,5
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Polymers				
1	1.1	Rubber, latex, coagulation, vulcanizing and synthetic rubber- properties and application.	6	1
	1.2	Adhesives – Natural and Synthetic, their varieties , epoxy resin. Method of application, bond strength etc.	6	1,2
	1.3	Types, thermosetting and thermoplastics, resins, common types of moldings, fabrication of plastics, polymerization and condensation. Plastic coatings, reinforced plastic, plastic laminates – properties, uses and applications.	6	1,3
Metals				
2	2.1	Steel, iron, aluminium, bronze, brass, copper – alloys, characteristics, form and uses, properties, definition of terms	10	1
	2.2	Methods of working with metals, fixing and joinery in metals, finishing and treatment to metals.	8	1,3
	2.3	Application of metals to built form and interiors - special doors and windows, ventilators – sliding, sliding and folding, revolving, pivoted, rolling, collapsible, dormer, skylights, clerestory etc.	6	3
Parts of Building				
3	3.1	Roofing and Flooring – Roofing tiles and asbestos cement products, sheets and fibre boards – properties, uses and application.	9	1,4
	3.2	Various natural as well as artificial flooring materials like vitrified tiles, ceramic tiles, Shahabad stones, Mosaic, Rubber, Linoleum, PVC and PVA flooring. Properties, other uses and applications in the interiors.	7	1,4

Fabrics and Other Furnishing Materials				
4	4.1	Fibres, textiles, fabric treatments, carpets, durries, tapestries, Drapery, upholstery, wall coverings, etc. –properties, uses and application in the interiors.	10	1
	4.2	Other materials such as cork, leather, paper, Rexene etc. – their properties, uses and applications in the interiors. A brief overview of Green materials.	7	1,5
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Foundational Learning: Initiate with comprehensive lectures on the fundamentals of various materials, covering their characteristics and applications. Provide hands-on activities to reinforce theoretical concepts, such as material identification exercises or sample testing. CD-2 Interactive Lectures and Discussions: Encourage discussions and debates about material selection criteria, sustainability issues and emerging trends. CD-3 Collaborative Exploration: Foster group discussions and brainstorming sessions to explore diverse perspectives on material usage, sustainability considerations, and industry innovations. Organize panel discussions with industry experts to share practical insights and real-world experiences. CD-4 Field Immersion: Conduct immersive workshops or lab sessions where learners can experiment with different materials and fabrication techniques under supervision. Arrange guest lectures or site visits to construction projects showcasing innovative material applications or sustainable building practices. CD- 5 Technological Integration: Provide access to online databases, digital libraries, and material sampling platforms to facilitate independent research and exploration of materials.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Seminars, Market Survey and Presentations, Internal Examinations of 30 Marks

	B. End Semester Evaluation (ESE) External Examination on Materials and Specifications of 70 marks Time:2 hours

References

1. Duggal, S. K. (2009). *Building materials, illustrated*. New Age International.
2. Chowdary, K. P. (1959). *Engineering materials used in India*. Oxford and IBH Publishing Co.
3. Rangawala, S. C. (2019). *Engineering materials*. Charotar Publishing
4. Chudley, R. (1990). *Building construction handbook.* BLPD, London.
5. Olin, H. B. (1980). *Construction principles, materials and methods.* IFE, Chicago.
6. Punmia, B. C. (2016). *Building construction.* Laxmi Publications
7. Rezinkoff, S. C. (1989). *Specifications for commercial interiors*. Whitney Library of Design.
8. Riggs, J. R. (2013). *Materials and components of interior architecture* (8th ed.). Pearson.
9. Bindra, S. P., & Arora, S. (1986). *Building construction: Planning techniques and methods of construction*. Dhanpat Rai and Sons.
10. Arora, S. P., & Bindra, S. P. (2010). *Textbook of building construction* (2014th ed.). Dhanpat Rai & Co.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**INTERIOR DESIGN STUDIO- II**					
Type of Course	**DSC A**					
Course Code	**MG5DSCIAA301**					
Course Level	**300-399**					
Course Summary	The course helps learners to explore commercial design principles, rules, regulations, analyze case studies, develop detailed design presentations, including 3D modelling and comprehensive drawings.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Remember and analyse design problems, generate innovative solutions and communicate their ideas effectively through various mediums.	K, An	1, 4, 5
2	Understand the roles and responsibilities of interior designers, including project management and client communication.	U	5,4
3	Acquire and apply technical skills relevant to their chosen design discipline, including sketching, drafting, modelling, digital rendering, physical prototyping, material exploration and fabrication techniques.	A , S	1, 9
4	Apply growth mindset, ownership of learning, resilience, adaptability and lifelong learning habits.	A	10
5	Consider environmental, social, cultural, economic and ethical implications, advocate for responsible design solutions.	E	7, 8

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Design of Spaces –Commercial Design- Office Spaces, Work Stations ,Reception Area, Lobby, Conference Room				
1	1.1	Awareness about various aspects commercial design	8	1
	1.2	Solving various design problems by attempting commercial designs like office spaces, work stations, reception area, Hotel Lobby ,Conference room etc. Prepare a detailed report for your work.	8	1
Rules and Regulations in Design				
2	2.1	Rules and regulations to be followed in design practice. Legal bindings and social limitations	10	2
	2.2	Applications of art / craft at public level spaces like, lounge (hotel), restaurant , new generation bank etc.	12	2
Parts of Building				
3	3.1	Live case studies should be presented ,which includes floor plans site study details, with all measurements ,necessary photographs etc. Literature case studies should be presented.	9	3
	3.2	Discussion of concept or style in which the learners will work their project on through Design Illustrations and details, material usage etc.	8	3
Design Development and Presentation				
4	4.1	Design development with detailing. Design Illustrations & details through perspectives & 3D computer modelling (Colour, texture, materials, landscape, wall decor, floor decor, ceiling decor, lighting, furnishings and accents).	10	4,5
	4.2	Detailed presentation of drawings (all floor/ ceiling plans, all elevations & sections of all spaces, furniture detailing, electrical layout, HVAC layout[optional])	10	4,5
Teacher's specific module				
5	5.1			

	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Foundational Learning: Start with comprehensive lectures introducing various aspects of commercial design, including office spaces, work stations, reception areas, and conference rooms. Engage learners in hands-on activities where they attempt to solve design problems for different commercial settings and compile detailed reports of their work. CD- 2 Legal and Social Considerations: Conduct discussions on rules and regulations governing design practice, emphasizing legal obligations and societal constraints. Explore the application of art and craft in public spaces such as lounges, restaurants, and banks, considering regulatory requirements and community expectations. CD- 3 Site Visits and Analysis: Organize site visits to real-world interior design projects, such as commercial buildings or hospitality venues, for learners to analyze spatial layouts, material choices, and design elements in context.Encourage learners to document their observations and insights from the site visits through sketches, photographs, or written reflections. CD- 4 Case Studies and Concept Exploration: Present live case studies featuring floor plans, site studies, and necessary documentation, supplemented by literature case studies. Facilitate discussions on design concepts and styles, encouraging learners to explore their project themes through design illustrations, material usage, and detailed analysis. CD- 5 Design Development and Presentation: Guide learners in the development of their designs, emphasizing detailing and visual representation through perspectives and 3D computer modelling. Organize sessions for detailed presentations of drawings, including floor plans, elevations, sections, furniture detailing, and optional layouts for electrical and HVAC systems CD- 6 Application-based Assignments and Portfolio Development: Assign projects requiring learners to create compositions, interior perspectives, and design element showcases, applying learned principles.Guide learners in developing portfolios showcasing their mastery in design concepts,

	emphasizing interior perspective creations and project outcomes from assignments.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Small Group Projects, In-class Exercises, Portfolio Development for 30 marks
	B. End Semester Evaluation (ESE) Final Portfolio Submission , Practical Application Test for 70 marks Time: 2hours

References

1. Cary, J. (2017). *Design for Good: A New Era of Architecture for Everyone*. Island Press.
2. Falbe, T., Andersen, K., & Frederiksen, M. M. (2019). *The Ethical Design Handbook*. Smashing Magazine.
3. Manzini, E. (2015). *Design, When Everybody Designs: An Introduction to Design for Social Innovation*. The MIT Press.
4. Anderson, S. (2011). *Seductive Interaction Design: Creating Playful, Fun, and Effective User Experiences*. New Riders.
5. Dev, K. (2017). Engineering drawing. Asian Publishers
6. Bhat, N. D. (2012). *Engineering drawing*. Charotar Publications
7. Krishnan, K. R. G. (2014). *Engineering drawing*. Subhas Stores
8. Kasu, A. A. (2018). *Interior design*. Ashish Book Centre
9. Norman, D. (1988). *The Design of Everyday Things*. Basic Books.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**				
Course Name	**COMPUTER AIDED DESIGN II**				
Type of Course	**SEC**				
Course Code	**MG5SECIAA300**				
Course Level	**300-399**				
Course Summary	This course covers 3D modelling principles and applications with CAD software, emphasizing creating, editing and visualizing 3D models through theoretical concepts and practical exercises.				
Semester	5	Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others
		0	2	1	0
Pre-requisites, if any	Learners should have previously completed Computer Aided Design I				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recognise and recall architectural and interior design terminology, CAD software commands and spatial planning principles for 3D modelling	K	1,4
2	Acknowledge the crucial role of 3D modelling in architectural and interior design, with a focus on parametric design for adaptability and appreciate how lighting, materials and textures enhance interior 3D visualizations.	U	2
3	Apply assembly and parametric modeling in 3D for architectural and interior elements, ensuring comprehensive spaces and flexible design alterations.	A	1,6
4	Analyze spatial relationships and functionality in architectural designs, break down interior challenges for 3D representation, and evaluate design choices' impact on aesthetics and functionality.	An , E	9

5	Independently develop comprehensive 3D models with architectural and interior elements, produce realistic renderings, enhance collaboration through shared CAD files and documentation.	C , S	1,7,10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
3D basics and Operations				
1	1.1	Introducing 3D, encompassing its fundamental concepts and the myriad advantages it offers.	2	2
	1.2	The 3D-related menu bars feature options for managing 3D coordinate systems, accessing isometric and orthographic views and adjusting 3D visual styles.	3	1,2,3
	1.3	Preparing 2D drawings for conversion to 3D involves seamlessly transitioning views between 2D and 3D.	3	3
3D Modelling Tools & Techniques				
2	2.1	Utilizing related tools to convert general shapes and 2D sketches into 3D solids	3	1,3
	2.2	Using related tools for editing 3D solids and assembling them to create architectural and interior elements	4	3,5
	2.3	Generating various 3D shapes by utilizing modelling and solid editing toolbars	5	3,5
Architectural & Interior 3D Modelling				
3	3.1	Designing 3D furniture including tables, chairs, sofas, shelves and other interior elements, then arranging them within rooms such as bedrooms, dining rooms, living rooms and kitchens.	10	5
	3.2	Transforming architectural plans into 3D models for various types of residences including flat-roofed, tapered-roofed, multi-floor and other designs.	20	5
	3.3	Creating interiors and landscapes, exporting to other software and mastering basics of texturing and lighting	10	5
Teacher's specific module				

4	4.1			
	4.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD – 1 Lecture Sessions: Conduct informative lectures to introduce fundamental concepts and theories in computer-aided design 3D (CAD). Cover topics such as CAD 3D Fundamentals, system requirements and the importance of CAD in engineering. Engage learners through interactive discussions and examples to enhance understanding. CD – 2 Tutorial Sessions: Provide hands-on tutorial sessions where Learners can apply 3D software tools and techniques in a controlled environment. Utilize multimedia resources and practical demonstrations to modelling CAD functionalities and workflows. Offer guidance and support to Learners as they navigate through 3D software. CD – 3 Practical Workshops: Organize practical workshops to provide learners with real-world experience in using CAD for design and drafting tasks. Offer opportunities for learners to work on design projects, simulate engineering scenarios and solve practical problems using CAD software. Foster collaboration and teamwork among learners to enhance learning outcomes. CD – 4 Individual Projects: Assign individual 3D projects that challenge learners to apply their knowledge and skills in solving specific modelling problems. Encourage learners to explore creative solutions, develop design prototypes and present their work effectively. Provide feedback and guidance to learners as they progress through their projects.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Individual Project evaluation for 25marks
	B. End Semester Evaluation (ESE) Practical Exam for 50 marks Time: 1.5 hours

References

1. Leach, A. (2023). *Mastering AutoCAD 3D 2023*. Sybex.

2. Gladfelter, D. (2023). *AutoCAD 3D Modelling: Exercise Workbook*. Sybex.
3. Tickoo, S. (2023). *AutoCAD 3D 2023: A Problem-Solving Approach*. CADCIM Technologies.
4. Shih, R. H. (2023). *AutoCAD 2023 Tutorial Second Level 3D Modelling*. SDC Publications.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**3D -VISUALISATION**					
Type of Course	**DSE**					
Course Code	**MG5DSEIAA300**					
Course Level	**300-399**					
Course Summary	To provide the learners an opportunity for understanding the technological implication of 3D design with different software's.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recall and define fundamental 3D graphics concepts, including modelling, texturing, lighting and animation	K	3,1
2	Understand principles and techniques of modelling, texturing, lighting, camera and animation in 3D graphics.	U	1,4,10
3	Apply skills to create realistic 3D models, textures, lighting setups, camera animations and renderings.	A	1
4	Analyze effectiveness of modelling, texturing, lighting and animation techniques for achieving desired outcomes.	An	1,4
5	Integrate concepts and techniques to develop complex and visually appealing 3D scenes and animations.	C	4,5,10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Foundations of 3D Graphics and Modelling				
1	1.1	Defining 3D graphics - Understanding 3D space - 3D objects Coordinate systems .	6	1
	1.2	Modelling concepts - Spline based modelling - Mesh modelling - Parametric modelling - Working different types of modification tools	8	1 , 5
Polygon Modelling and Texturing Techniques				
2	2.1	Polygon modelling, Furniture modelling using polygon	6	2
	2.2	Introduction to texturing, Standard materials and shades, creating uniform textures, Working on sofa, floor, glass and metal materials, editing etc.	10	2 , 5
Introduction to Digital Lighting and Rendering				
3	3.1	Introduction to digital lighting and light theory	6	2
	3.2	Creating 3 point lighting system in 3D graphics, exposure controls, Basic lights and photometric lights, Light effects	6	3
	3.3	Cameras - Types of camera , movement ,different parameters.	7	3
	3.4	Rendering and compositing - Understanding rendering - Using atmospherics - Rendering tools - Render effects - Compositing - Completing a project from modelling through rendering	8	3 , 5
Animation Fundamentals and Principles				
4	4.1	Animation fundamentals - Key frame animation - Animating along trajectories - Modifying animation using function curves	8	4
	4.2	Understanding the basic principles of animation like weight and squash & stretch etc. animating cameras.	10	1
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Interactive Software Demos: Conduct interactive software demonstrations to introduce foundational concepts of 3D graphics and modeling using relevant software tools. Explore 3D space, objects, and coordinate systems through live demonstrations, allowing students to follow along and interact with the software. CD-2 Peer Learning Groups: Form peer learning groups where students collaborate to explore and experiment with different modeling techniques and software features. Encourage group discussions and knowledge sharing to deepen understanding and problem-solving skills in 3D graphics and modeling. CD-3 Guest Lectures and Industry Insights: Invite guest speakers from the industry who are experts in 3D graphics and modeling software to share their insights and practical experiences. Organize sessions focusing on real-world applications, industry trends, and career opportunities in the field of 3D graphics and modeling. CD-4 Project-based Learning: Assign projects that require students to apply their knowledge of 3D graphics and modeling software to solve specific design challenges or create visual assets. Provide ongoing guidance and feedback as students work on their projects, fostering creativity and critical thinking skills. CD-5 Online Resources and Self-paced Learning: Curate a list of online resources, tutorials, and instructional videos that students can access to supplement their learning outside of class. Encourage self-paced learning and independent exploration of advanced topics and techniques in 3D graphics and modeling software. CD-6 Hands-On Modelling Workshops: Facilitate hands-on workshops where students practice polygon modeling techniques and explore different modeling concepts using spline-based, mesh, and parametric modeling methods.Provide guided exercises working with modification tools to manipulate and refine 3D models.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, ,Internal Examinations of 30 Marks

	B. End Semester Evaluation (ESE) Practical Examination of 70 mark Time:2 hours

References

1. Tickoo, S.2023. *3ds Max 2023 for Beginners: A Tutorial Approach*. Purdue University Northwest, USA
2. Gahan, A.2011. *3ds Max Modeling for Games: Insider's Guide to Game Character, Vehicle, and Environment Modeling*. Routledge; 2nd edition
3. Chopra, A., & Huehls, R. 2017. *SketchUp For Dummies*. Publisher.
4. Tickoo, S. 2019. *SketchUp 202X for Beginners: A Comprehensive Guide to Building 3D Models*. Wiley; 1st edition
5. Cardoso, C. 2014. *Lumion 3D Cookbook*. Packt Pub Ltd
6. Pecoraro C. 2015. *Lumion 3D Best Practices*. Packt Pub Ltd

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**ADVANCED LIGHTING**					
Type of Course	**DSE**					
Course Code	**MG5DSEIAA301**					
Course Level	**300-399**					
Course Summary	Learners shall do detailed study of interior and exterior lighting systems and learn to calculate lighting load and practice preparation of lighting drawings					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recall and understand lighting technology, market trends, preferences and competitive intelligence into a report.	K	1,2,6
2	Analyze current lighting industry trends, including market size, growth projections and key players.	An	4.3.9
3	Evaluate natural light's impact on spaces and propose effective utilization strategies.	E	3,7,8
4	Apply photometric data for task-based lighting load calculations.	A	1,3
5	Generate detailed lighting drawings and documentation for installation.	C	4,9

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Understanding Lighting Systems			
1	1.1	Understanding lighting systems and accessories. Detailed study of different types of lighting systems, Lamps, Reflectors, Light fitting and mounts and Custom lighting	5	1
	1.2	Study of light control devices, Auxiliary devices and Accessories	5	2
	1.3	Collecting Lighghting Data through Market study and data collection of branded and non branded lights	5	1
	Perception of Light and Colour			
2	2.1	Perception of light, Psychology of light, Influence of light on interior spaces	6	3
	2.2	Colour of light, Psychology of light colours.	7	3
	2.3	Importance of light darkness and light in an interior space	6	3
	Effective utilisation of natural light			
3	3.1	Importance of natural light in interior spaces. Understanding natural light and sources, direct and indirect natural light	7	3
	3.2	Importance of natural light in interior spaces. Understanding natural light and sources, Direct and indirect natural light	6	3
	3.3	Influence of natural light on indoor landscaping.	5	3
	3.4	Rendering and compositing - Understanding rendering - Using atmospherics - Rendering tools - Render effects - Compositing - Completing a project from modelling through rendering	7	3 , 5
	Task Based Lighting Load Calculations.			
4	4.1	Photometry, Identifying tasks and operational pattern of interior spaces. lighting data for specific tasks. Collecting data sheets from prescribed reference books and lighting manufacturers.	4	4
	4.2	Lighting load calculation and identifying suitable lights for the identified task.	7	4
	4.3	Preparation of detailed lighting design drawings for the space. Drawings should contain details of the light, Technical mounting details, Mounting heights, Location	5	5

		measurements of light points and controls and auxiliary equipments		
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Classroom Lectures and Demonstrations: Deliver comprehensive lectures on understanding lighting systems, perception of light and color, effective utilization of natural light, and task-based lighting load calculations. Supplement lectures with live demonstrations of different types of lighting systems, accessories, light control devices, and natural light sources. CD-2 Hands-On Workshops and Market Study: Conduct hands-on workshops where students explore lighting systems, accessories, and light control devices through practical exercises and experiments. Facilitate market study sessions where students collect lighting data from branded and non-branded lights, analyse market trends, and identify suitable lighting solutions for interior spaces. CD-3 Guest Speakers and Case Studies: Invite guest speakers from the lighting industry to share insights on lighting design principles, psychology of light, and effective utilization of natural light. Present case studies highlighting successful lighting design projects and their impact on interior spaces, providing real-world examples for students to analyse and learn from. CD-4 Site Visits and Practical Exercises: Organize site visits to interior spaces with diverse lighting setups, allowing students to observe the influence of light on perception and ambiance. Assign practical exercises where students conduct lighting load calculations, identify suitable lights for specific tasks, and prepare detailed lighting design drawings for given spaces. CD-5 Group Discussions and Presentations: Facilitate group discussions where students discuss their findings from market studies, case studies, and site visits, sharing insights and perspectives on lighting design concepts. Encourage students to present their lighting design proposals and drawings, providing feedback and constructive criticism to enhance their understanding and design skills.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Small Group Projects, In-class Exercises for 30 marks
	B. End Semester Evaluation (ESE) Final Portfolio , Project submission and Viva for 70 marks Time: 2 hours

References

1. Karlen, M., & Benya, J. R. (2004). *Lighting Design Basics*. John Wiley & Sons.
2. Steffy, G. (2002*). Architectural Lighting Design*. John Wiley & Sons.
3. Michel, L. (1999). *Light: The shape of space: Designing with Space and Light*. Visual Reference Publications.
4. Pilbrow, R. (1997). *Stage Lighting Design: The Art, The Craft, The Life*. Richard Pilbrow.
5. Rand, G., Meyer, T., & Young, M. (2015). *The Art, Science, and Craft of Great Landscape Photography*. Rocky Nook.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**				
Course Name	**ESTIMATION AND COSTING**				
Type of Course	**DSE**				
Course Code	**MG5DSEIAA302**				
Course Level	**300-399**				
Course Summary	This course focuses on the fundamental principles and practical applications of estimation, costing and specification in the context of interior design projects. Emphasis is placed on leveraging software tools to streamline and enhance the accuracy of these processes.				
Semester	5	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others
		0	3	1	0	75
Pre-requisites, if any	Learners should have basic mathematical knowledge, construction and interior designing knowledge, blueprint reading, and computer skills for estimation and costing.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recall fundamental principles, key terminology in interior design estimation and specification. Recognize features of relevant software tools in the field	K	2,.3
2	Understand the importance of accurate estimation and costing. Explain estimate types, factors affecting costs. Recognize software tools' role in enhancing efficiency, accuracy in estimation, specification.	U	1,3
3	Apply estimation techniques for interior projects. Utilize software for quantity takeoffs, accurate cost estimates. Employ specification writing for clear material documentation	A	1,3,9

4	Analyze project requirements, select suitable estimation models, assess variable impacts on costs, interpret software-generated data for informed estimation and specification decisions.	An	1,9
5	Evaluate estimation and costing model effectiveness. Assess specification accuracy for project success. Critically review software tools' performance for streamlined interior design documentation.	E	1,2,3
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Fundamentals of Estimation & Application of Software				
1	1.1	Explain the fundamental principles of estimation interior design. Use software to demonstrate understanding through basic estimation exercises.	5	1,2.3
	1.2	Utilize specialized software to perform quantity takeoffs and estimate costs. Evaluate the accuracy of estimates derived from software tools.	5	4.,5
BOQ Presentation & Market Study				
2	2.1	Study of abbreviations before presentation of BOQ	5	1,5
	2.2	Collections and Keeping information of market prices of materials and products required in interior works.	5	2,5
Material Specification & Estimation				
3	3.1	Detailed specifications on partition walls, Contemporary furniture, customized furniture, etc.	10	1,5
	3.2	Learner should give an estimate or detailed calculation of any 5 topics of their choice	10	1,5
Detailed Estimation & Record Submission				
4	4.1	Preparing detailed estimation of interior works, Records or study on the calculation involved to get the exact estimate of the product on permit basis. Followed by an group Assignment consisting of 6 members	15	1,4,5

	4.2	Pick any one room of a -Residence -Commercial space (offices, restaurants, banks, cafes) and submit Final records with detailed estimate of any one room from each learner compulsorily	20	1,5,6
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD – 1 Demonstration and interaction :Begin by introducing the software to learners through interactive demonstrations. Show them how to navigate the interface, input data and generate estimates and cost analyses. Encourage hands-on exploration during these demonstrations to familiarize learners with the software's features and functionalities. CD–2 Visual presentation: facilitate guided practice sessions where learners work through structured exercises or case studies using the software. Provide step-by-step instructions and support as learners apply estimation and costing principles to real-world interior design scenarios. Encourage collaboration and peer learning during these sessions. CD–3 Project-based learning activities: learners apply estimation and costing software independently or in groups to complete design projects. Assign tasks that require learners to create detailed cost estimates, including material quantities, labor costs and project timelines. Provide feedback and guidance throughout the project to ensure learners understand how to effectively utilize the software for interior design projects. CD–4 Interaction with industrial experts: Invite guest speakers from the interior design industry or professionals experienced in using estimation and costing software to share their expertise with learners . These guest lectures can provide valuable insights into real-world applications, best practices and industry trends related to estimation and costing in interior design. Additionally, arrange site visits or virtual tours of construction projects where

	learners can observe how estimation and costing software is utilized in practice.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Group project for 30 marks
	B. End Semester Evaluation (ESE) Project for 70 marks Time: 2 hours

References

1. Allison, D. (2010). *Estimating for Interior Designers.* Fairchild Books.
2. Piotrowski, C. M. (2018). *Professional Practice for Interior Designers.* John Wiley & Sons.
3. Ramroth, W. (2013). *Project Management for Design Professionals.* Fairchild Books.
4. Godsey, L. (2015). *Interior Design Materials and Specifications.* Bloomsbury Publishing.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**FURNITURE MODELLING AND DESIGNING**					
Type of Course	**DSE**					
Course Code	**MG5DSEIAA303**					
Course Level	**300-399**					
Course Summary	The objectives of furniture design encompass a range of considerations aimed at creating functional, aesthetically pleasing and ergonomic pieces that fulfil the needs and desires of users.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding of design principles, technical skills, creative processes and professional practices necessary for successful careers in the field of furniture design.	U	10,5
2	Apply a systematic design process that includes research, ideation, concept development, iteration, prototyping, refinement and evaluation to address design challenges and opportunities	A	2,4
3	Understand about a variety of materials used in furniture design, including wood, metal, plastic, glass, upholstery, composite materials and explore their properties, fabrication techniques, finishes and environmental considerations.	A	6,7
4	Create a discerning aesthetic sensibility and the ability to express their design ideas cohesively through form, texture, colour, pattern	C	4,6

	and materiality, while also considering cultural, historical and contextual influences.		
5	Evaluate the effectiveness of their design solutions, solicit and integrate feedback from peers and instructors and continuously strive for improvement and innovation in their work.	An, S	1,10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Functional and Formal Issues in Design				
1	1.1	History of Furniture Design: Egyptian, Rococo, Art Deco, Bauhaus, Modernism and Postmodernism, Minimalism, Eclecticism, High tech & hard-edge style – Eastern influences.	5	4
	1.2	Study and evaluation of popular dictums such as “Form follows function”, "Form and function are one”, “God is in Details”, “Less is more” or “Less is bore” etc. Evaluation of visual design: study of Gestalt theory of design – law of closure, law of proximity, law of continuity etc.	5	4,5
	1.3	Typology of furniture with respect to the different states in India.	5	1
Ergonomics and Human Factors				
2	2.1	Human factors, engineering and ergonomic considerations: Principles of Universal Design and their application in furniture design.	6	1
	2.2	Evolution and role of furniture from Ancient to present: Various stylistic transformations. Furniture designers and movements for various types of furniture.	5	2
	2.3	Furniture categories – role of furniture in interior design, exploration of the idea of furniture as elements of living units, education institutes, health facilities, street elements office, educational institutes, banks, stores, street furniture, etc	5	1
Designing				

3	3.1	Seating Design: Different types of seating with Functionality, Aesthetics , Style, Human factors and ergonomics Exploration of wood, metal, glass, plastics, FRP, etc as materials for furniture design – traditional and modular. Cost criteria of furniture design.	5	3,5
	3.2	Functional analysis of storage systems and thereby deriving types of cabinets needed for interior spaces – kitchen cabinets, wardrobes, closets & respective hardware for modular kitchen.	8	2
	3.3	Functional analysis book cases, show cases, display systems, compactors, mechanical storage, etc. and respective hardware for these. Survey of several modular systems available for different functions in the market	8	5
	3.4	Rendering and compositing - Understanding rendering - Using atmospherics - Rendering tools - Render effects - Compositing - Completing a project from modelling through rendering	8	3 , 5
Modular Approaches to Furniture Design.				
4	4.1	Various materials, combination of materials, their hardware and applications. Cost criteria of furniture design.	6	3
	4.2	An introduction of various manufacturing processes most frequently adopted in furniture design such as Injection Molding, investment casting, sheet metal work, die casting, vacuum - forming etc.functions in the market.	5	1
	4.3	Famous Designers and their Designs	4	1, 4
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Historical Analysis and Design Evaluation: Attend lectures on furniture design history from ancient Egyptian to modern movements like Bauhaus. Participate in demonstrations evaluating popular design principles and Gestalt theory. Study Indian typologies for cultural insights. CD-2 Ergonomics and Human Factors: Learn about human-centric design principles and Universal Design through lectures. Trace furniture evolution and designers' roles. Analyze furniture categories' diverse roles in different environments through studio workshops. CD-3 Practical Design Exercises: Engage in hands-on studio workshops designing functional, ergonomic seating and storage solutions. Explore modular systems and market trends for insights into contemporary design practices. CD-4 Industry Engagement and Research: Attend guest lectures on contemporary trends and manufacturing processes. Research famous designers' works. Explore materials and manufacturing techniques for furniture design applications through studio workshops. CD- 5 Classroom Sessions and Presentations: Conventional lectures offer fundamental insights into design principles, materials, techniques, and historical significance. CD-6 Material Investigation: Engaging in tactile exploration of materials, finishes, textures, and joinery methods empowers students to grasp the characteristics and constraints of various materials, fostering inventive strategies for material utilization and manipulation.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Furniture workshops, Furniture model making of 30 Marks
	B. End Semester Evaluation (ESE) Model Presentations and Viva of 70 marks Time: 2 hours

References

1. Mitton, M. (2007). *Interior design visual presentation: A guide to graphics, models and presentation techniques (3rd ed.).* Wiley.

2. Delgado Yanes, M., & Redondo Domínguez, E. (2005). *Freehand drawing for architects and interior designers.* Norton & Co.
3. Quinn, B. (2006). *Mid-century modern: Interiors, furniture, design details*. Conran Octopus Interiors.
4. Postell, J. (2007). *Furniture design*. Wiley.
5. Blakemore, R. G. (2005). *History of interior design and furniture: From ancient Egypt to nineteenth-century Europe*. Wiley.

SEMESTER 6

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**SERVICES AND SPECIFICATIONS II**					
Type of Course	**DSC A**					
Course Code	**MG6DSCIAA300**					
Course Level	**300-399**					
Course Summary	The course helps the learners get an understanding of the various methods of interior construction so that this knowledge can be integrated with the design.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		2	1	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop practical skills in the installation of plumbing systems for residential, commercial and industrial settings.	C	4,9,10
2	Understand the principles of water conservation and integrate sustainable practices into plumbing design.	U	6,7
3	Demonstrate practical skills in the installation, testing and maintenance of elevator and escalator systems.	An	9,10
4	Recall and explain about designing HVAC systems for different types of buildings and applications.	K	3,10
5	Applying networking principles relevant to CCTV systems, including IP camera configurations and data security.	A	3,9,7

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Plumbing-Drainage			
1	1.1	Basic principles of sanitations and disposal of waste materials from buildings.	4	1
	1.2	Sanitary fittings, and fixing methods, different materials, different drawings, systems and disposal methods,	5	1
	1.3	Sanitary layout of different interior schemes.	6	1
	Plumbing-Water Supply			
2	2.1	General idea of sources of water supply. Standards for quality of water.	5	1,2
	2.2	Different materials and fittings, Hot and cold water supply and its techniques underground and overhead tanks, water supply layouts of different interior schemes.	6	1,2
	2.3	Rain Water Harvesting- Purpose, Uses, Requirement and Methods.	6	1,2
	Vertical Transportation			
3	3.1	Vertical transportation systems – Introduction – lifts, escalators, definition, location, arrangement, structure, drives, traffic analysis, supervisory control, remote monitoring.	8	3,4
	3.2	Security and safety systems – introduction, designing a security system – burglar alarm, CCTV, central alarm systems, intrusion sensors and space sensors	8	3,4,5
	3.3	Other services – cable TV, PABX, computer labs – access flooring, server rooms.	7	3
	HVAC			
4	4.1	Fundamental aspects of HVAC systems. Air conditioning, Mechanical ventilation – mechanical inlet and extraction systems.	8	4
	4.2	Functions of air conditioning. Principles of AC, capacity of AC, calculation of AC loads.	6	4
	4.3	Types of AC systems – window AC, split, ductable, central AC and their details. Air distribution systems – ducts, air inlets. Noise control of AC.	6	4
	Teacher's specific module			

5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Hands-on Practical Training: Provide learners with hands-on experience in working with all interior services. This can include lab sessions, workshops and site visits where learners can apply theoretical concepts in real-world settings. CD-2 Simulation and Virtual Labs: Encourage discussions and debates about material selection criteria, sustainability issues and emerging trends. CD-3 Case Studies and Problem-Based Learning: Present learners with case studies and real-life scenarios that involve interior services. Encourage learners to analyze these cases, identify problems and propose solutions based on their understanding of building systems and regulations. CD-4 Interactive Lectures and Demonstrations**:** Conduct interactive lectures and demonstrations to explain theoretical concepts related to interior services. Use multimedia presentations, videos and demonstrations to illustrate key principles and techniques. CD-5 Group Projects and Collaborative Learning: Assign group projects that require learners to work together to design, implement and evaluate interior service systems for residential or commercial buildings. This encourages collaboration, communication and problem-solving skills.
Assessment Types	**MODE OF ASSESSMENT** A. **Continuous Comprehensive Assessment (CCA)** Assignments, Seminars, Market Survey, Presentations and Internal Examinations of 30 Marks
	B. **End Semester Evaluation (ESE)** External Examination of 70 marks Time:2 hours

References

1. Hussain, S. K. . *Water Supply and Sanitary Engineering*.
2. Prasad, M. *Refrigeration and Air-Conditioning*.
3. Faber, J. R., Oscar, & Kell. *Heating and Air Conditioning of Buildings.*
4. Guinness, W. J. *Mechanical and Electrical Systems for Buildings*.
5. Capel, V. *Home Security: Alarms, Sensors, and Systems*.
6. Kittle, J. L. *Home Heating & Air Conditioning Systems*.
7. Kinkade-Levario, H. *Design for Water: Rainwater Harvesting, Stormwater Catchment, and Alternate Water Reuse*.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**INTERIOR DESIGN STUDIO III**					
Type of Course	**DSC A**					
Course Code	**MG6DSCIAA301**					
Course Level	**300-399**					
Course Summary	In this course, learners engage in an interior design project, encompassing all phases of the design process, miniature modeling, presentation preparation and emphasizing personal design visions.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop a deep understanding of the design process and its various stages	U	1,4
2	Cultivate creativity and innovation in approaching design challenges and problems	C	1
3	Acquire proficiency in utilizing relevant design tools, software and technologies.	S	1, 9
4	Enhance critical thinking and problem-solving skills through design projects.	S	1, 8

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Know the Project				
1	1.1	Discussion on identifying the building -individual designs (eg:- Club house, villas, Luxurious residences, Hotels , Offices etc).	8	1
	1.2	Literature/ Net Case Study of topic opted + Standards related to project (spaces, characteristics of spaces, furniture, materials, lighting , furnishings and accents, designer concept[eg. contemporary style] , visuals). Anthropometric Data of the spaces.	12	1
Case Study and Date Collection				
2	2.1	Live Case study with visuals. Detail reports and personal opinion of design. Materials and lightings used to include design style	13	2
	2.2	Discussion of concept or style in which the learner will work their project on through design illustrations and details, material usage etc.	12	2
Design Development				
3	3.1	Design development with detailing. Design Illustrations & details through perspectives & 3D computer modelling (Colour, texture, materials, landscape, wall decor, floor decor, ceiling decor, lighting, furnishings and accents).	15	3
	3.2	Detailed presentation of drawings (all floor/ ceiling plans, all elevations & sections of all spaces, furniture detailing, electrical layout, HVAC layout [optional]) .	15	3
Teacher's specific module				
4				

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD - 1 Site Visit and Project Identification: Conduct site visits to various types of buildings (e.g., clubhouses, villas, hotels) to understand their unique designs and characteristics. Discuss case studies from literature or the internet, exploring standards related to project spaces, furniture, materials, lighting, and designer concepts. CD - 2 Case Study and Data Collection: Analyze live case studies with visuals, detailing reports and personal opinions on design choices, materials, and lighting. Facilitate discussions on design concepts and styles, guiding learners to select their project focus through design illustrations and material usage discussions. CD -3 Design Development and Presentation: Guide learners in developing their designs, emphasizing detailing and visual representation through perspectives and 3D computer modeling. Organize detailed presentations of drawings, including floor/ceiling plans, elevations, sections, and furniture detailing, allowing optional layouts for electrical and HVAC systems. CD - 4 Portfolio Development: Instruct learners to compile their design work into a portfolio showcasing their projects, design concepts, and development process.Provide guidance on portfolio organization, layout, and presentation to effectively communicate their design skills and achievements to potential employers or clients CD – 5 Professional Networking: Arrange networking events or guest speaker sessions featuring industry professionals, providing opportunities for learners to gain insights, build connections, and showcase their portfolios.Offer guidance on professional branding and online presence, including resume development, portfolio websites, and social media profiles.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Presentations in various stages , In-class Exercises, for 30 marks
	B. End Semester Evaluation (ESE) Final portfolio Submission and Presentations for 70 marks Time :2 hours

References

1. Hall, D. (2016). *Creating a Demo Reel in Blender: Learn to Create Professional 3D Animations and Graphics*. Packt Publishing.

2. Johnson, S. (2019). *Demo Reel Secrets: How to Create a Professional Demo Reel*. CreateSpace Independent Publishing Platform.

3. Freeman, B. (2017). *The Filmmaker's Guide to Creating a Demo Reel: A Simple Guide to Building a Professional Reel*. CreateSpace Independent Publishing Platform.

4. Williams, M. (2018). *Make Your Own Animation: Create Stop-Motion and Flip-Book Style Animation with Computer Software*. Nobrow Press.

5. Diaz, J. (2020). *Animation Studio: Everything You Need to Know to Create Stop-Motion, Digital, and 3D Animation*. Walter Foster Publishing.

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Programme						
Course Name	**WALL ART AND ART INSTALLATION**					
Type of Course	**VAC**					
Course Code	**MG6VACIAA300**					
Course Level	**300-399**					
Course Summary	This course covers diverse wall art techniques, practical exercises with mediums like wall paint and tempera and the creation of innovative indoor/outdoor installations using varied materials, this course fosters skills in mural painting, mixed media and spatial artistry. Learners gain essential understanding and expertise in creative wall art expression.					
Semester	6	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	2	1	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recall and understand the principles of various wall art techniques introduced in the course.	K	1
2	Apply basic wall art techniques in both theoretical and practical contexts.	A	2
3	Create unique paintings utilizing exterior and interior wall paint, tempera paint or a combination of mediums.	C	4
4	Apply knowledge of different materials to construct installations, considering their characteristics and limitations.	A	7
5	Analyze spatial and environmental factors for indoor and outdoor installations and evaluate the effectiveness and impact of the created installations in chosen locations.	A, E	6

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Introduction of Different Methods and Techniques of Wall Art				
1	1.1	Historical Evolution of Wall Art: Overview of ancient to contemporary wall art forms. Cultural and geographical influences on wall art techniques. Notable movements and artists in the history of wall art.	4	1
	1.2	Exploration of Traditional and Contemporary Techniques: Analyzing the techniques and styles of renowned wall artists across different periods. Exploring the fusion of traditional techniques with modern approaches in wall art. Examining the socio-political themes and messages conveyed through contemporary wall art movements.	5	1
	1.3	Principles of Composition and Design in Wall Art: Applying principles of composition and design to create visually compelling wall art. Experimenting with different design elements to evoke specific emotions and responses. Critiquing and refining wall art compositions to enhance their aesthetic appeal and communicative power	5	1
Exercise Different Mediums: Exterior/Interior Wall Paint, Tempera Paint				
2	2.1	Exploration of Wall Art Mediums and Materials: Identifying the properties and characteristics of various wall art mediums. Exploring the versatility of exterior and interior wall paint in creating large-scale artworks. Experimenting with tempera paint as a versatile medium for detailed and expressive wall art. Kerala mural paintings – execution and its combinations	7	4

	2.2	Techniques and Applications of Wall Art Mediums: Mastering techniques for blending, layering, and texturing with wall paint. Applying innovative approaches to create depth and dimensionality in wall art compositions. Incorporating mixed-media techniques to add richness and complexity to wall art pieces.	6	2
	2.3	Creative Expression and Experimentation with Wall Art Mediums: Encouraging learners to push the boundaries of traditional techniques and conventions. Fostering a culture of experimentation and risk-taking in exploring new artistic possibilities. Cultivating individual artistic styles and voices through hands-on creative projects.	6	3
Creating Innovative Installations Using Various Materials Indoor and Outdoor in Suitable Locations.				
3	3.1	Conceptualization and Planning of Installations: Encouraging learners to think critically and creatively in conceptualizing installation artworks. Emphasizing the importance of site-specificity and audience engagement in installation design. Guiding learners through the process of translating conceptual ideas into tangible installation plans.	6	5
	3.2	Material Selection and Experimentation for Installations: Introducing learners to a diverse range of materials suitable for indoor and outdoor installations. Promoting sustainable practices in material selection and utilization for installation art. Facilitating hands-on experimentation with materials to discover their expressive potential in installation design.	6	4
	3.3	Execution, Installation, and Evaluation of Installations: Providing practical skills and techniques for the construction and installation of artworks in various environments.	15	5

		Critically evaluate the effectiveness and impact of their installations. Fostering a culture of continuous learning and reflection to refine installation design skills and strategies.		
Teacher's specific module				
4	4.1			
	4.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD - 1 Classroom Lectures, Demonstrations, and Practical Exercises: Classroom sessions introduce various methods and techniques of wall art, accompanied by demonstrations illustrating different approaches. Practical exercises allow learners to apply learned concepts, such as experimenting with different brush strokes and color mixing techniques. CD - 2 Hands-On Painting Sessions: Conduct sessions where learners engage in hands-on painting activities, focusing on applying exterior and interior wall paint, as well as tempera paint. These sessions provide opportunities for learners to practice and refine their painting skills under the guidance of instructors. CD - 3 Installation Design Workshops: Organize workshops where learners collaborate to conceptualize and plan innovative installations using various materials. These workshops involve brainstorming sessions, sketching exercises, and discussions on spatial considerations and environmental impact. CD - 4 Critique Sessions: Schedule regular critique sessions where learners present their artworks and installations for feedback and evaluation. These sessions encourage critical analysis and peer learning, helping learners to refine their artistic vision and improve their execution.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, In-class Exercises, Design Development for 25 marks

	B. End Semester Evaluation (ESE) Evaluation of final installation and Viva for 50 marks Time:1.5 hours

References

1. Smith, J. (2019). *The Art of Wall Painting: Techniques and Styles Throughout History*. New York, NY: Art Publishing.
2. Brown, A. (2020). *Contemporary Wall Art: Exploring Modern Techniques and Trends. Boston, MA: Design Press.*
3. Johnson, M. (2018*). Mastering Mural Painting: A Comprehensive Guide to Techniques and Material*s. Chicago, IL: Fine Arts Publications.
4. White, L. (2021). *The Complete Guide to Graffiti Art: From History to Techniques*. Los Angeles, CA: Urban Arts Press.
5. Davis, R. (2019). *Installation Art: Concepts, Materials, and Methods*. San Francisco, CA: Creative Publishing.

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Programme					
Course Name	**RETAIL DESIGN**				
Type of Course	**SEC**				
Course Code	**MG6SECIAA300**				
Course Level	**300-399**				
Course Summary	Learners will acquire a knowledge about demanding retail spaces where the products are constantly changing within a certain parameter or outside parameters.				
Semester	6	Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others
		0	2	1	0	60
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recall key features of various retail spaces, including Boutiques, Supermarkets and Furniture Showrooms. Identify different types of adaptive storage and versatile display systems used in these retail spaces.	An	1,4
2	Understand the importance of seasonal design adaptations in retail spaces. Comprehend the significance of go-downs and bulk storage in managing changing product inventories	U	1
3	Apply knowledge to conduct detailed case studies on the adaptive design features of selected retail spaces. Utilize software tools for documentation and detailed drawings of storage and display systems	A	1, 9
4	Analyse the effectiveness of adaptive storage systems in responding to changing product demands. Analyse the impact of	An	1, 8

	seasonal design adaptations on the overall aesthetics and functionality of showrooms		
5	Evaluate the success of existing retail spaces in managing versatile displays and adaptive storage. Assess the importance of bulk storage and go-downs in maintaining product availability	E	7
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Exploring the Retail Spaces			
1	1.1	Case study, documentation and detailed drawings of Retail spaces (Boutique, Supermarket, Furniture Showroom) and presentation.	10	1
	1.2	Case study shall focus on adaptive storage systems, versatile display systems, go-downs, bulk storage and showrooms that demand seasonal design adaptations	10	1
	Product Study and Designing			
2	2.1	Visual Merchandising applied to respective retail spaces. A detailed study of effective product display with focus on furniture showrooms.	9	2
	2.2	Learners will identify existing furniture pieces, photo frames, lighting and other accessories and practice design of effective display spaces with the available products.	10	2
	Project - Furniture Showroom			
3	3.1	Learners shall design a display module of a furniture store	8	3
	3.2	Display will be designed using pre-existing furniture and accessories	5	3
	3.3	Overall mood of the design shall be adapted based on a festive season	8	3
	Teacher's specific module			
4	4.1			

	4.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Case Study and Documentation: Conduct case studies of various retail spaces such as boutiques, supermarkets, and furniture showrooms. Document findings through detailed drawings and presentations, focusing on adaptive storage systems, versatile display systems, and seasonal design adaptations. CD-2 Product Study and Designing: Explore visual merchandising techniques applied to retail spaces, with a focus on effective product display in furniture showrooms. Engage in product study sessions to identify existing furniture pieces, photo frames, lighting, and accessories for designing effective display spaces. CD-3: Studio workshop: Facilitate studio workshops for learners to design a furniture showroom display module. Incorporate pre-existing furniture and accessories. Adapt the design mood for festive seasons through interactive sessions. CD-4: Visual Presentations: Employ visually captivating presentations incorporating images and videos to introduce design principles CD-5 Application-based Assignments: Assign projects prompting learners to create compositions and design showcases, applying acquired principles to real-world scenarios, fostering practical skill development.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Group Projects, In-class Exercises for 25 marks
	B. End Semester Evaluation (ESE) Final Design Submission, Practical Application Test for 50 marks Time: 1.5 hours

References

1. Underhill, P. (1999). *Why We Buy: The Science of Shopping*. Simon & Schuster.
2. Brozna, A. (2011). *The Retail Design Institute: The Graphics and Signage of the Modern Retail Environment*. Visual Reference Publications.
3. Pegler, M. M. (2010*). Designing the World's Best Retail Experience*. Fairchild Books.
4. Riewoldt, O. (2010). *Retail Design*. Laurence King Publishing.
5. Pegler, M. M. (1998). *Store Presentation and Design No. 2*. PBC International.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**MEP**					
Type of Course	**DSE**					
Course Code	**MG6DSEIAA300**					
Course Level	**300-399**					
Course Summary	This course provides comprehensive training in Mechanical, Electrical and Plumbing systems used in building construction. Learners will gain practical knowledge and skills required for designing, installing, operating and maintaining MEP systems efficiently.					
Semester	6	Credits		4	Total Hours	
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Identify and describe various components of HVAC systems and analyze the working principles and operational parameters of each component	U, An	4,5
2	Understanding of electrical systems used in building construction and designing electrical distribution systems, interpreting electrical drawings and ensuring compliance with relevant codes and standards	U	2,3
3	Proficiency in designing water supply, drainage and waste disposal systems while adhering to relevant codes and standards.	S	1,3
4	A comprehensive understanding of the integration of mechanical, electrical and plumbing systems within buildings.	U	2,3

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
HVAC System				
1	1.1	Introduction to HVAC (Heating, Ventilation and Air Conditioning) systems.Types of HVAC systems (e.g. central, split, packaged) Components of HVAC systems (e.g. chillers, boilers, air handlers). Principles of heat transfer and psychrometrics	7	1
	1.2	HVAC load calculations.Ductwork design and layout.Energy efficiency in HVAC systems.Maintenance of HVAC systems.	10	2
Electrical System				
2	2.1	Basics of electrical engineering.Electrical safety and codes.Electrical circuits and components.Power distribution systems.Lighting design and control.	10	2
	2.2	Electrical wiring and installations.Electrical equipment and devices. Energy conservation in electrical systems. Troubleshooting electrical problems.	15	2
Plumbing System				
3	3.1	Introduction to plumbing systems. Water supply systems (potable water, hot water, cold water). Drainage and waste disposal systems. Plumbing fixtures and fittings.	8	3
	3.2	Pipe sizing and layout. Plumbing codes and regulations. Sustainable plumbing practices. Preventive maintenance of plumbing systems	10	3
Integrated MEP Systems				
4	4.1	Coordination between Mechanical, Electrical and Plumbing systems. Building Information Modeling (BIM) for MEP coordination. Interdisciplinary coordination	10	2,4

		meetings. Commissioning and testing of MEP systems. Retrofitting existing buildings with MEP systems		
	4.2	ASHRAE standards for HVAC systems.National Electrical Code (NEC).International Plumbing Code (IPC).Other relevant standards and guidelines	5	4
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1: Case Study and Documentation: Conduct case studies of various HVAC, electrical, and plumbing systems in real-world buildings. Document findings through detailed drawings, photographs, and presentations, focusing on system layout, component integration, and energy efficiency measures. CD-2: Hands-on Lab Sessions: Engage in practical lab sessions where students wire electrical circuits, install plumbing fixtures, and assemble HVAC components. Emphasize safety protocols, proper installation techniques, and troubleshooting methods. CD-3: Integrated System Design Project: Collaborate in teams to design an integrated MEP system for a commercial building using Building Information Modeling (BIM) software. Each team member focuses on a specific aspect (HVAC, electrical, plumbing) and integrates their design with others for a comprehensive solution. CD-4: Simulation Exercises: Utilize simulation software to model different scenarios related to HVAC load calculations, electrical power distribution, and plumbing system performance. Analyze results to optimize system design and energy efficiency. CD-5: Field Trips and Site Visits: Visit construction sites or operational buildings to observe MEP systems in action. Analyze system layout, equipment selection, and maintenance practices firsthand. Engage in discussions with industry professionals to understand real-world challenges and solutions.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Hands-on projects related to designing and analyzing MEP systems. Case studies of real-world MEP projects .Site visits to observe MEP installations and operations for 30 marks
	B. End Semester Evaluation (ESE) Practical Examination for 70 marks Time: 2 hours

References

1. Meyer, L. (2013). *MEP Engineering Basics*. McGraw-Hill Education.
2. Grondzik, W. T., Kwok, A. G., Stein, B., & Reynolds, J. S. (2021). *Mechanical and Electrical Equipment for Buildings* (12th ed.). John Wiley & Sons.
3. American Society of Plumbing Engineers (ASPE). (2018). *Plumbing Engineering Design Handbook - Volume 1* (4th ed.). American Society of Plumbing Engineers
4. Hauck, J. (2016). *Electrical Design of Commercial and Industrial Buildings*. McGraw-Hill Education.
5. American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE). (2016). *ASHRAE Handbook - HVAC Systems and Equipment* (SI Edition). ASHRAE.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**DESIGN ETHICS**					
Type of Course	**DSE**					
Course Code	**MG6DSEIAA301**					
Course Level	**300-399**					
Course Summary	The course helps a learner foster ethical design practice, equipping them to navigate complex ethical dilemmas and contribute to design evolution.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recall the aesthetic and functional aspects crucial for effective interior spaces and list key movements, styles and influential figures in the history of modern interior design.	K	1
2	Summarize the roles and responsibilities of interior designers, including project management and client communication.	U	5,4
3	Identify ethical principles guiding design decisions and interpret the social and environmental impact of design on society.	K	7,8
4	Apply project management and space planning skills to practical interior design scenarios.	A	9

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Awareness of Interior Design				
1	1.1	Awareness about various aspects of interior design. Services expected from an interior designer.	10	1
	1.2	Exploring the ever expanding scope of interior design and history of modern interior design.	10	1
Rules, Regulations and Legal bindings				
2	2.1	Rules and regulations to be followed in design practice.	10	2
	2.2	Legal bindings and social limitations	5	2
Eco friendly aspects on Interior Design				
3	3.1	Social and design commitments towards society.	5	3
	3.2	Including the concepts of sustainable design, safety, protection and wellbeing in every aspect of Interior design elements.	10	3
Considering Differently abled				
4	4.1	Making public spaces, Commercial spaces, hospitality spaces, shopping spaces and residential spaces accessible to differently abled people	15	4,5,6,7
	4.2	Identifying areas where differently abled accessibility is mandatory	10	4,5,6,7
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1: Case Studies and Research: Conduct case studies on various interior design projects, exploring different styles, themes, and approaches. Research the services typically expected from an interior designer, including space planning, color schemes, furniture selection, and décor. CD-2: Historical Analysis and Presentations: Delve into the history of modern interior design through presentations and discussions. Analyze how design trends have evolved over time and their impact on contemporary practices. Discuss the expanding scope of interior design in today's context. CD-3: Legal and Ethical Considerations Workshop: Host workshops to educate students on the rules, regulations, and legal bindings relevant to interior design practice. Discuss codes and standards related to safety, accessibility, and building codes. Explore ethical considerations in design decision-making. CD-4: Eco-Friendly Design Seminar: Organize seminars on eco-friendly aspects of interior design, emphasizing sustainable design practices, materials, and technologies. Discuss the social and environmental commitments of designers towards creating healthier and safer spaces. CD-5: Accessibility and Inclusivity Training: Provide training sessions on designing spaces that are accessible to differently abled individuals. Identify mandatory accessibility requirements for public, commercial, hospitality, shopping, and residential spaces. Explore design solutions for improving inclusivity and accessibility in various environments.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Small Group Activities for 30 marks
	B. End Semester Evaluation (ESE) External Examination on Theory for 70 marks Time : 2 hours

References

1. Cary, J. (2017). *Design for Good: A New Era of Architecture for Everyone*. Island Press.
2. Falbe, T., Andersen, K., & Frederiksen, M. M. (2019). *The Ethical Design Handbook*. Smashing Magazine.

3. Manzini, E. (2015). *Design, When Everybody Designs: An Introduction to Design for Social Innovation.* The MIT Press.
4. Anderson, S. (2011). *Seductive Interaction Design: Creating Playful, Fun, and Effective User Experiences*. New Riders.
5. Norman, D. (1988). *The Design of Everyday Things*. Basic Books.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**SUSTAINABLE DESIGN**					
Type of Course	**DSE**					
Course Code	**MG6DSEIAA302**					
Course Level	**300-399**					
Course Summary	Learners shall do detailed study of interior and exterior lighting systems and learn to calculate lighting load and practice preparation of lighting drawings					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding of key sustainability concepts, including environmental stewardship, social equity, economic viability and cultural sensitivity.	U	1
2	Evaluate sustainable design principles and frameworks applicable to various design area	E	7,8
3	Critically evaluate the environmental impact of design decisions, considering factors such as energy consumption, water usage, material selection, waste generation and carbon footprint.	E	7
4	Recall building standards and rating systems (e.g. LEED, BREEAM, Living Building Challenge) and be able to apply them to design projects effectively.	A	7,8

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Impacts of Sustainable Design			
1	1.1	Understanding how sustainable design minimises negative environmental impacts	5	1
	1.2	Detailed study of both architectural and interior design construction elements and its influence on environment and its occupants	5	1
	1.3	Influence of architectural and interior design on the wellbeing of its occupants.	5	1
	Identifying Resources			
2	2.1	Identifying non renewable resources and waste products that are recyclable, compostable and reusable	5	2
	2.2	Impact of non renewable and non reusable materials on the environment. Understanding the concept of recycling, reuse and composting.	5	3
	2.3	Identifying recyclable waste. Design of recycle systems and disposal systems of both organic and non organic waste for effective waste management. Identify polluting agents in interior spaces and identify methods to effectively control it.	10	4
	Study of Waste Water Systems			
3	3.1	Understanding wastewater systems, drain systems, soiled water systems	5	1
	3.2	Detailed study of plumbing adaptation to reduce contamination, effective recycling and reuse of solid and liquid waste.	10	2
	Identifying Energy Sources			
4	4.1	Detailed understanding of energy wastage. Identifying venues of energy wastage. Alternative energy sources.	5	2
	4.2	Exploring effective methods of reducing energy wastage as applied to electrical, lighting and cooking systems.	10	3
	4.3	Alternative energy sources	10	3

Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1: Sustainable Design Workshop: Host workshops to understand how sustainable design minimizes negative environmental impacts. Dive into detailed studies of architectural and interior design construction elements and their influence on the environment and occupants' well-being. CD-2: Resource Identification and Management Seminar: Conduct seminars on identifying non-renewable resources and waste products that are recyclable, compostable, and reusable. Explore the impact of non-renewable and non-reusable materials on the environment. Discuss recycling, reuse, and composting concepts and design effective waste management systems. CD-3: Waste Water Systems Study Session: Organize study sessions on wastewater systems, drain systems, and soiled water systems. Delve into plumbing adaptations to reduce contamination and effectively recycle and reuse solid and liquid waste. CD-4: Waste Management Systems Design: Work in teams to design waste management systems for various types of waste, considering recycling and composting options. CD-5: Alternative Energy Exploration: Explore different alternative energy sources such as solar, wind, and geothermal energy through multimedia presentations. Discuss practical methods for reducing energy wastage in everyday systems like lighting, HVAC, and cooking appliances. CD-6:Presentation: Share insights through group presentations on sustainable design concepts and their application
Assessment Types	**MODE OF ASSESSMENT** A. **Continuous Comprehensive Assessment (CCA)** Assignments, Small Group Projects for 30 marks
	B. **End Semester Evaluation (ESE)** Final Design Submission, Practical Application Test for 70 marks Time :2 hours

References

1. Bergman, D. (2012). *Sustainable Design: A Critical Guide*. Princeton Architectural Press.
2. McDonough, W., & Braungart, M. (2002). *Cradle to Cradle: Remaking the Way We Make Things*. North Point Press.
3. Farr, D. (2008). *Sustainable Urbanism: Urban Design with Nature*. Wiley.
4. Bauer, M. (2014). *Green Architecture: A Guide to Sustainable Design*. Routledge.
5. Architecture for Humanity. (2006). *Design Like You Give a Damn: Architectural Responses to Humanitarian Crises.* Metropolis Books.
6. Kwok, A. G., & Grondzik, W. T. (2007). *The Green Studio Handbook: Environmental Strategies for Schematic Design*. Architectural Press.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**DEMO REEL**					
Type of Course	**DSE**					
Course Code	**MG6DSEIAA303**					
Course Level	**300-399**					
Course Summary	The course is intended to assist the learner to prepare for a job interview. Learners will have to present his/her demo reel which is a culmination of their original works or of their area of expertise.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any	The demo reel should be in video/audio format or a website or in print format					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the purpose of a demo reel, its importance in showcasing skills and capabilities to potential employers or clients and how to tailor the reel to specific target audiences.	U	1,4
2	By using software and post-production tools to assemble, edit, and enhance visual and audio elements in their demo reels.	An	1
3	Understand visual and aesthetic principles such as composition, color theory, typography and motion graphics, applying these principles effectively in their demo reel compositions.	U	1, 9
4	Understand ethical and legal considerations in demo reel creation, including copyright, permissions for third-party content and truthful skill representation	U,C	1, 8

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Crafting the Path			
1	1.1	Preparing for an Interview- Research the organization, Compare your skills and qualifications to the job requirements,	10	1
	1.2	Prepare responses, Plan what to wear, Plan what to bring, Pay attention to nonverbal communication, Follow up. How to write a successful Media CV?	10	1
	Reel Mastery			
2	2.1	Tips to create a successful demo reel - Keep it short, Make it specific, Choose a style - Collage or samples, Put your best work first, Your work only, Slate it - Include contact details at the start or the end of the demo reel	15	2
	2.2	Showcase your involvement, Highlight impressive clients, Emphasise technical ability - Before and after shots of their work, Be mindful of aspect ratios, Say “No” to copyrighted music, Cut to the beat, Don’t repeat footage, Quality control, Online all the time, DVDs for delivery, Label with contact info, Active and accessible, Show your personality, Ask a critic	20	2
	Beyond Recognition			
3	3.1	Discuss the importance of self-promotion. Getting visibility - YouTube, Vimeo, Facebook, Blogs, Web page, Business cards, Job portals etc.	20	3
	Teacher’s specific module			
4	4.1			
	4.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1: Interview Preparation and Media CV Writing Workshop: Engage in group discussions to understand the importance of researching organizations and aligning skills with job requirements. Conduct a self-assessment activity to match individual skills and qualifications to various job requirements.Learn the essentials of crafting a successful media CV, including structure, content, and formatting, through guided exercises and examples. CD-2: Nonverbal Communication Practice: Participate in activities focusing on body language and nonverbal cues to enhance communication during interviews. Collaboratively develop strategies for post-interview follow-ups and networking. CD-3 Lecture and Discussion: Attend a lecture on tips for creating an effective demo reel, followed by a discussion on best practices and common pitfalls. CD-4 Case Studies: Analyze successful demo reels from professionals in the field, identifying key elements that make them stand out. CD-5 Demo Reel Creation: Engage in hands-on activities to create demo reels, focusing on keeping them short, specific, and showcasing personal best work..
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, In-class Exercises, for 30 marks
	B. End Semester Evaluation (ESE) Final Submission , Practical Application Test for 70 marks Time: 2 hours

References

1. Hall, D. (2016). *Creating a Demo Reel in Blender: Learn to Create Professional 3D Animations and Graphics*. Packt Publishing.

2. Johnson, S. (2019). *Demo Reel Secrets: How to Create a Professional Demo Reel*. CreateSpace Independent Publishing Platform.

3. Freeman, B. (2017). *The Filmmaker's Guide to Creating a Demo Reel: A Simple Guide to Building a Professional Reel*. CreateSpace Independent Publishing Platform.

4. Williams, M. (2018). *Make Your Own Animation: Create Stop-Motion and Flip-Book Style Animation with Computer Software*. Nobrow Press.

5. Diaz, J. (2020). *Animation Studio: Everything You Need to Know to Create Stop-Motion, Digital, and 3D Animation*. Walter Foster Publishing.

SEMESTER 7

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**INTERIOR DESIGN STUDIO-IV**					
Type of Course	**DCC**					
Course Code	**MG7DCCIAA400**					
Course Level	**400-499**					
Course Summary	This course builds upon the foundational skills and knowledge acquired in previous design studios, focusing on advancing learners' abilities in design thinking, problem-solving and creative expression. Through a series of hands-on projects and exercises, learners will explore complex design challenges, interdisciplinary collaboration and the integration of research and analysis into the design process.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand design principles, methodologies and techniques as well as the ability to apply them effectively to solve complex design problems.	K,A	1,2
2	Apply interdisciplinary perspectives to address multifaceted design challenges, collaborating effectively with diverse peers from various backgrounds and disciplines.	U	3
3	Conduct in-depth research, analyzing data and synthesizing findings to inform the design process and decision-making.	An, C	1,2,10
4	Demonstrate creative problem-solving skills, including the ability	Ap	2,6

	to generate innovative design concepts, iterate on ideas through prototyping and evaluate solutions based on feasibility and effectiveness.		
5	Communicate design ideas effectively through visual, verbal and written means, as well as confidently present their work to peers, instructors and stakeholders.	C	4,5,9
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Exploring Hospitality and Entertainment: From History to Innovation in Design				
1	1.1	Overview of the hospitality and entertainment industries. Historical context and evolution of hospitality design.	7	1
	1.2	Trends and innovations in hotel and multiplex design Design of a single multi storied building in a specific context to learn the complexities of service integrated design of a complex built environment. Projects such as hospital, health care ,hotel, hospitality buildings ,multiplexus etc. may be considered	8	2
Designing Spaces: Aesthetics, Functionality, and Human Behavior				
2	2.1	Principles of design aesthetics, functionality and ergonomics Space planning and layout optimization for hospitality venues and multiplexes	8	1
	2.2	Understanding human behavior and psychology in design	12	2
Creating Inclusive Spaces: Hospitality and Multiplex Design Essentials				
3	3.1	Functional Areas in Hospitality and Multiplex Design. Accessibility and universal design principles	8	3
	3.2	Design considerations for lobbies, reception areas, guest rooms, theaters, cinemas, restaurants and entertainment zones	12	4

4	4.1	Hands-on design projects focusing on hospitality, hotel and multiplex design	10	4
	4.2	Conceptualization, development and presentation of design proposals	10	5
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Lecture Series: Deliver engaging sessions with multimedia to explore the historical context and evolving trends in hospitality and entertainment design. CD-2 Site Visits: Arrange field trips to hotels, multiplexes, and hospitality venues for practical insights into design principles. CD-3 Workshop Sessions: Conduct interactive workshops focusing on space planning, layout optimization, and design aesthetics. CD-4 Guest Speaker Presentations: Host industry professionals to discuss human behavior, accessibility, and universal design principles in hospitality and multiplex settings. CD-5 Design Projects: Assign hands-on projects for conceptualizing and presenting design proposals for hotels, multiplexes, and entertainment zones. CD-6 Peer Critiques: Facilitate peer-to-peer feedback sessions where learners evaluate and critique each other's design proposals, promoting constructive criticism and refinement. CD-7 Mock Presentations: Conduct practice presentations where learners present their design proposals to simulate real-world client interactions, refining communication and presentation skills.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Projects, In-class Exercises, Portfolio Development for 30 marks
	B. End Semester Evaluation (ESE) Final Portfolio Submission , Practical Application Test for 70 marks Time: 2 hours

References

1. Cary,John .2017. *Design for Good: A New Era of Architecture for Everyone.* Island Press
2. Falbe,Trine ; Frederiksen,Martin Michael &Andersen,Kim.2019.*The Ethical Design Handbook.* Smashing Magazine
3. Manzini, Ezio.2015. *Design, When Everybody Designs: An Introduction to Design for Social Innovation.*The MIT Press
4. Anderson,Stephen. 2011.*Seductive Interaction Design: Creating Playful, Fun, and Effective User Experiences.* New Riders
5. Norman,Don.1988 . *The Design of Everyday Things.* Basic Books

   Year: (Note: This classic book is foundational for design principles and includes discussions on usability and ethical considerations)

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**ACOUSTICS**					
Type of Course	**DCC**					
Course Code	**MG7DCCIAA401**					
Course Level	**400-499**					
Course Summary	The course helps learners grasp acoustics, covering control mechanisms, structural impact on sound, transmission principles, absorption, reflection and optimization strategies in architecture.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	Total Hours
		0	4	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recall the key architectural and interior elements influencing space acoustics and the various acoustic correction methods available.	K	1
2	Explain the principles behind mechanical and non-mechanical acoustic correction methods, along with the design considerations and limitations associated with each approach.	U	2, 3
3	Apply knowledge of acoustic correction methods to analyze and propose solutions for optimizing acoustics in architectural and interior design projects	A	2
4	Categorize the characteristics and applications of different acoustic materials used in interior spaces, considering their effectiveness and suitability for specific contexts.	An	6

5	Assess the effectiveness of acoustic correction methods and materials through case studies and data collection in both public and private spaces considering various acoustic concerns.	E	4,5,6
6	Develop innovative design strategies that integrate architectural and interior elements to address acoustical challenges in real-world scenarios, emphasizing practical solutions based on research and analysis.	C	1,2,6
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Study of Acoustics, Elements and Materials				
1	1.1	Architectural Elements & Acoustics: Explore how room geometry, layout and architectural features impact sound distribution and resonance within a space.	5	1 , 6
	1.2	Materials & Acoustics: Investigate the acoustic properties of building materials and techniques for sound insulation and transmission reduction.	5	2,4
	1.3	Interior Design & Acoustics: Examine the role of furniture arrangement, textiles and acoustic treatments in optimizing sound quality and comfort materials that affect the acoustics of a space	5	3,5
Study of Acoustic Correction and Integration				
2	2.1	Explore the importance of acoustic correction and its role in optimizing sound quality and comfort in various environments.	5	1,3
	2.2	Study various techniques for correcting acoustic issues, including sound absorption, diffusion and isolation to achieve desired outcomes.	5	2, 5
	2.3	Examine strategies for integrating acoustic considerations seamlessly into the design process, balancing aesthetics with functional requirements.	5	4.6
Materials Study				

3	3.1	Identify materials impacting acoustic properties, assessing their absorption coefficients, density and suitability for interior spaces.	5	1,4
	3.2	Explore acoustic materials such as panels, curtains and carpets, analyzing their effectiveness in improving sound quality within interior environments.	5	4,5
	Case Study and Data Collection			
4	4.1	Analyze acoustic relevance in public spaces through case studies, examining how design choices impact sound quality and comfort.	10	1,5
	4.2	Collect data on correction methods employed in the studied spaces, evaluating their effectiveness in addressing acoustic challenges.Acoustic Design process and different types of buildings.	10	3,5
	Teacher's specific module			
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD–1 Conduct interactive demonstrations using sound simulation software or physical models to illustrate the principles of acoustics. Learners can observe the effects of different architectural and interior design elements on sound reflection, absorption and transmission in real-time. CD–2 Organize hands-on activities where learners can experiment with acoustic materials and design solutions. They can build miniature room models or mock-ups and test various acoustic treatments such as acoustic panels, diffusers and absorbers to understand their impact on sound quality. CD–3 Arrange site visits to public spaces such as auditoriums, theaters or recording studios where acoustics play a crucial role in design. Learners can analyze the acoustic features of these spaces firsthand and conduct case studies to understand how acoustics are integrated into the overall interior design.

	CD–4 Foster collaborative projects where learners work in teams to design interior spaces with specific acoustic requirements. Each team can research and propose design solutions to address acoustical challenges in different settings such as offices, restaurants or residential environments.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments and project for 30 marks
	B. End Semester Evaluation (ESE) Project and Viva for 70 marks Time: 2 hours

References

1. Everest, F. A., & Pohlmann, K. (2014). *Master Handbook of Acoustics*. McGraw-Hill Education.
2. Cox, T. J., & D'Antonio, P. (2004). *Acoustic Absorbers and Diffusers: Theory, Design and Application*. Taylor & Francis.
3. Egan, D. (2007). *Architectural Acoustics*. J. Ross Publishing.
4. Fullerton, J. (1994). *Materials and Techniques for Noise Control: A Guide to Product Selection and Application*. SAE International.
5. Gallagher, M. (2010). *Acoustic Design for the Home Studio*. Hal Leonard Corporation.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**ADVANCED 3D -VISUALISATION**					
Type of Course	**DCC**					
Course Code	**MG7DCCIAA402**					
Course Level	**400-499**					
Course Summary	Familiarize learners with spatial planning as pertaining to residential interior design. Providing them a structured approach to the design process including study of the context, user, materials and construction, concept and design development. Develop design drawing and presentation skills.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	4	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand VR/AR's role in enhancing design presentations for effective communication with clients, stakeholders and collaborators.	U	3,4
2	Analyse virtual environment lighting for accurate portrayal of light/shadow interplay and assess lighting design's visual impact.	An	1
3	Demonstrate immersive VR/AR methods to engage clients, allowing interactive experiences for soliciting feedback on proposed designs.	A	4, 6
4	Contrast collaborative VR and AR platforms facilitating real-time interaction, fostering team communication and decision-making in design processes.	An	4,5,9

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Advanced Modeling Techniques				
1	1.1	Importing 3D geometry, linking with other softwares, importing drawing files and converting to 3D.	5	1
	1.2	Final Gather simulation in interior, Photons, Caustics, Global illumination, Combining final gather and global illumination.	5	2
	1.3	Rendering and compositing - Understanding rendering - Using atmospherics - Rendering tools - Render effects - Compositing - Completing a project from modeling through rendering	5	3
Introduction to AR and VR Development				
2	2.1	Overview of AR and VR technologies .Historical development and current trends .Applications across various industries	5	1
	2.2	Optimizing 3D models for real-time rendering Exporting models to common AR/VR formats (e.g., FBX, OBJ) Importing and integrating 3D assets into AR/VR development environments (e.g., Unity, Unreal Engi.)	10	3,4
Project Development				
3	3.1	Collaborative project work: designing and modeling assets for AR/VR experiences Iterative development, testing and optimization Lighting techniques for immersive environments. Implementing dynamic lighting and shaders. Texture mapping considerations for lighting in AR/VR	5	2,3,4
	3.2	Presenting final AR/VR projects to the class. Critique and discussion of project outcomes. Reflection on the modeling process and lessons learned	10	1
Teacher's specific module				
4	4.1			

	4.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 - Introductory Theoretical Concepts:- Start with an overview of AR, VR and 3D design, explaining their relevance to interior design. CD-2 - Case Studies and Examples: Showcase successful case studies where AR, VR and 3D design have been effectively used in interior design projects. CD-3 - Hands-on Workshops: Provide hands-on workshops using tools and software relevant to AR, VR and 3D design in interior design. CD-4 Design Challenges: Assign design challenges that require learners to create virtual or augmented environments for specific interior design scenarios. CD- 5 Portfolio Development: Guide learners in building a comprehensive portfolio showcasing their AR, VR and 3D design projects.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** ● Weekly assignments and exercises ● Midterm project: 3D model optimized for AR or VR ● Final project: Collaborative AR/VR experience with modeled assets , Class participation and engagement for 30 marks
	B. End Semester Evaluation (ESE) Evaluation of final AR/VR project and portfolio for 70 marks Time: 2 hours

References

1. Cusson, Roger & Cardoso, Jamie. *Realistic Architectural Visualization with 3ds Max and mental ray* .

2. Steen, Joep van der. *Rendering with mental ray & 3ds Max*

3. O'Connor, Jennifer. *Mastering mental ray: Rendering Techniques for 3D and CAD Professionals*

4. Derakhshani, Dariush. *Introducing Autodesk 3ds Max 2011*

5. Gerhard , Mark & Harper, Jeffrey. *Mastering Autodesk 3ds Max Design 2011*

6. Mills, Criss. *Designing with Models: A Studio Guide to Making and Using Architectural Design Models*

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**INTERIOR LANDSCAPING**					
Type of Course	**DCE**					
Course Code	**MG7DCEIAA400**					
Course Level	**400-499**					
Course Summary	This course offers a thorough study of interior landscaping, highlighting plant importance indoors, covering gardening principles, green building tech and sustainability. Learners apply knowledge practically, integrating plants and sustainable materials.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	4	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the principles of interior landscaping, factors influencing it and its evolution.	U	1, 3
2	Classify indoor plants based on function and type, selecting suitable plants for various interior environments.	A	3, 6
3	Design and construct interior planters considering plant characteristics and design principles.	C	1, 2
4	Analyze factors affecting interior landscaping planning, evaluating their impact on sustainability and design decisions.	An	7
5	Assess the impact of interior landscaping on human health and the environment, proposing sustainable design solutions	E	6, 7

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Introduction			
1	1.1	Introduction to landscaping, advantages, factors to be considered for interior landscaping, evolution of interior landscaping.	5	1
	1.2	Types of indoor plants, function of indoor plants, classification of plants	2	2
	1.3	Light intensity, soil separator planting medium.	3	3
	Planting and Designing for Indoor and Outdoor Spaces			
2	2.1	Plant texture, plant height, plant spacing, plant containers, built-in planters and balcony rail planters,construction details for planters.	5	3
	2.2	Watering by hand, automated low-volume irrigation systems, sub-irrigation systems, drainage, pest control, suspended plants. Artificial and preserved plants	5	5
	2.3	Flower arrangement - Introduction, classification, types of flowers, different types of flower arrangement for home, office, hotels and flower container.	5	5
	Strategic Landscape Planning			
3	3.1	Factors Affecting Planning of Landscaping Location & orientation, climatic conditions, land profile, soil type, water sources, drainage, elements & principles of design	5	4
	3.2	Planning of Landscaping -Planning codes & procedures, Dimensions of Landscape Space - Foreground area (boundary, pathways, parking, arches, porch etc.)	5	4
	3.3	Private living area (recreational area, play area,outdoor seating etc.) - The service area (cleaning area, drying area, garbage area, disposal, water supply,kitchen, garden)	5	4
	Green Building Concept			
4	4.1	Green building technology – Meaning, concept, need, importance, benefits of green buildings.	5	5
	4.2	Impact of green building on human health and natural environment	5	5
	4.3	Materials and finishes used in green building –Bamboo, straw, wood, dimension stone, Recycled stone, non-toxic	10	5

		metals, Earth blocks-compressed, rammed, baked; vermiculites, flax linen, sisal, wood fibres, cork, coconut, polyurethane block.		
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Design Studios:Design studios serve as collaborative spaces where learners engage in brainstorming, sketching, modeling and prototyping their design concepts. CD-2 Hands-On Activities and Fieldwork: Hands-on activities and fieldwork provide learners with practical experience and exposure to diverse landscapes, ecosystems and design elements. CD-3 Case Studies and Best Practices:Analyzing case studies of exemplary landscape designs, both historical and contemporary, helps learners understand design principles, techniques and the context-specific nature of landscape architecture. CD-4 Project-Based Learning (PBL):PBL involves learners working on real-world projects that simulate the challenges and scenarios they will encounter in professional practice.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Seminars, Market Survey and Presentations, Internal Examinations for 30 marks
	B. End Semester Evaluation (ESE) Record ,Presentation, Viva for 70 marks Time: 2hours

References

1. Tong , Jialin.(2014).*Interior Landscape Design.* Media Publishing Limited.
2. Malit, Jerome. (2002). *Horticulture & Design. W. W.* Norton & Company.

3. David, Jensen. (n.d.).*The Garden Interior.* Morgan James Publishing llc.
4. Colletti, Maria. (2019).*Living Decor.* Cool Springs Press.
5. Fediw, Kathy. (2015).*Manual of Interior Plantscaping* . Timber Press
6. Baumle, K., & Peterson, J. (2013**).** *Indoor Plant Décor: The Design Stylebook for Houseplants.* St. Lynn's Press.
7. Pleasant, B. (2005). *The Complete Houseplant Survival Manual: Essential Know-How for Keeping (Not Killing) More Than 160 Indoor Plants.* Storey Publishing, LLC.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**				
Course Name	**SET DESIGN**				
Type of Course	**DCE**				
Course Code	**MG7DCEIAA401**				
Course Level	**400-499**				
Course Summary	This course on set design would typically aim to provide learners with a comprehensive understanding of various aspects related to designing sets for theater, film, television and other related fields.				
Semester	7	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others
		0	4	0	0
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Familiarize with the differences between designing for theatrical productions and film/television, including the use of stage space, audience perspective and camera angles.	U	1, 3
2	Developing conceptual ideas for set designs, including script analysis, historical context, thematic exploration and collaboration with directors and other production team members.	A	2, 3
3	Compare and recognize various materials commonly used in set construction as well as techniques for building and assembling sets safely and efficiently.	An	2
4	Learn to develop budgets for set designs, including cost estimation, resource allocation and procurement of materials within budgetary constraints.	An , U	4, 6
5	Understand how set design reflects and interacts with cultural and historical contexts, including the use of symbolism,	I	4,5,6

	metaphor and visual motifs to convey deeper meaning within a production.		
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Historical and Cultural Influences				
1	1.1	Explore set designs from different historical periods such as Ancient Rome, Renaissance, Baroque, Art Nouveau, Art Deco, Mid-century Modern, etc. Analyze the key elements, materials and colors used in each period.	5	5
	1.2	Investigate how different cultures influence set design. Topics could include Japanese Zen gardens, Moroccan interiors, Scandinavian design principles, etc.	5	5
Film and Theater Sets				
2	2.1	Film and Theater Sets: Study the process of designing sets for films and theater productions.	5	1
	2.2	Analyze how set designers create environments that enhance storytelling and character development.	5	2
Sustainable Set Design				
3	3.1	Explore eco-friendly materials, energy-efficient lighting and sustainable practices in set design.	5	3
	3.2	Discuss the importance of sustainability in reducing environmental impact. Investigate the concept of adaptive reuse in set design, where existing structures or materials are repurposed for new sets.	5	3
	3.3	Explore how designers transform spaces while preserving their historical or architectural significance.	10	5
Set Design and Concept Wrap				
4	4.1	Introduction to the basic concepts, through theory and practice, of scene design in theatre, film and other fine arts and entertainment media.	10	4
	4.2	Learners will learn how to analyze scripts for proper scenery, how to conceptualize designs that will translate	10	2

		into actual sets and develop visual thinking within the creative process.		
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD–1 Conduct interactive demonstrations using sound simulation software or physical models to illustrate the principles of acoustics. Learners can observe the effects of different architectural and interior design elements on sound reflection, absorption and transmission in real-time. CD–2 Organize hands-on activities where learners can experiment with acoustic materials and design solutions. They can build miniature room models or mock-ups and test various acoustic treatments such as acoustic panels, diffusers and absorbers to understand their impact on sound quality. CD–3 Arrange site visits to public spaces such as auditoriums, theaters or recording studios where acoustics play a crucial role in design. Learners can analyze the acoustic features of these spaces firsthand and conduct case studies to understand how acoustics are integrated into the overall interior design. CD–4 Foster collaborative projects where learners work in teams to design interior spaces with specific acoustic requirements. Each team can research and propose design solutions to address acoustical challenges in different settings such as offices, restaurants or residential environments.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments and group project for 30 marks
	B. End Semester Evaluation (ESE) Project for 70 marks Time: 2 hours

References

1. DeChiara, J., & Callender, M. 2001. *Time Saver Standards for Building Types* (Edition if applicable). McGraw Hill.
2. Baiche, B., & Walliman, N. (Year). *Neufert Architect's Data* (Edition if applicable). Blackwell Science Ltd.
3. Rizzo, M. 2014. *The Art Direction Handbook for Film & Television* (Edition if applicable). Routledge.
4. D'Arcy, G. 2018. *Critical Approaches to TV and Film Set Design* (Edition if applicable). Routledge.
5. Tob, R. (Year). *Film, Architecture and Spatial Imagination* (Edition if applicable). Ashgate Studies in Architecture.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**				
Course Name	**PROJECT PLANNING & MANAGEMENT**				
Type of Course	**DCE**				
Course Code	**MG7DCEIAA402**				
Course Level	**400-499**				
Course Summary	This course provides learners with the foundational knowledge and practical skills necessary for effective project planning in interior design. Through a combination of lectures, workshops, case studies and hands-on projects. The learners will learn the principles of project management including project initiation, planning, execution, monitoring and closing.				
Semester	7	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	4	0	0	60
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Comprehend the fundamental principles of project management, including project initiation and defining project scope, as well as the use of project management software.	U	2,10
2	Demonstrate the ability to create project schedules using Gantt charts, allocate budgets and resources and develop risk management and contingency plans.	A	4,5
3	Apply project execution strategies, including coordination with contractors, material selection and site visits and demonstrate the ability to track project progress, manage changes and address issues and conflicts.	A	5,9

4	Critically assess design solutions, floor plans, elevations, renderings and evaluate their effectiveness in meeting project goals and client requirements.	An,E	7
5	Synthesize project deliverables, conduct client handover, perform post-occupancy evaluations and reflect on lessons learned to improve project management practices continuously.	C, S	6,10
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Introduction to Project Management				
1	1.1	Overview of project management principles. Project initiation and defining project scope. Introduction to project management software	10	1
	1.2	Conducting client interviews and needs assessments. Developing design briefs and project requirements. Establishing project goals and objectives	5	4
Project Planning Tools and Techniques				
2	2.1	Creating project schedules using Gantt charts	5	2
	2.2	Budgeting and resource allocation.Risk management and contingency planning	10	2
Project Planning Tools and Design Documentation				
3	3.1	Creating project schedules using Gantt charts.Budgeting and resource allocation.Risk management and contingency planning	5	2
	3.2	Conceptualizing design solutions.Developing floor plans, elevations, and renderings.Creating design presentations for client approval	5	4
Project Execution , Implementation and Controlling				
4	4.1	Coordination with contractors and vendors.Material selection and procurement.Site visits and inspections	5	3

	4.2	Tracking project progress against schedule and budget.Managing changes and revisions.Addressing project issues and conflicts	5	3
	4.3	Finalizing project deliverables.Client handover and post-occupancy evaluation.Lessons learned and continuous improvement in project management practices	10	5
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Interactive Workshops: Engage participants in interactive workshops where they practice project initiation, scope definition, and use project management software. Encourage collaboration and active participation to enhance understanding. CD-2 Simulation Exercises: Provide simulation exercises simulating client interviews and needs assessments. Participants develop design briefs and project requirements, learning practical skills in establishing project goals and objectives. CD-3 Live Case Studies: Present real-life case studies illustrating the use of Gantt charts, budgeting, and resource allocation in project planning. Participants analyze scenarios, identify risks, and create contingency plans. CD-4 Design Studios: Facilitate design studios where participants conceptualize design solutions, create floor plans, elevations, and renderings. Encourage peer feedback and critique to refine design presentations for client approval. CD-5 Role-Playing Sessions: Organize role-playing sessions simulating coordination with contractors and vendors, site visits, and inspections. Participants practice tracking project progress, managing changes, and addressing conflicts in a simulated environment. CD-6 Post-Project Evaluation: Conduct post-project evaluation sessions where participants reflect on project deliverables, client handover, and lessons learned. Encourage discussion on continuous improvement in project management practices for future projects.

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Presentations in various stages , In-class Exercises for 30 marks
	B. End Semester Evaluation (ESE) Final portfolio Submission and Presentations for 70 marks Time: 2 hours

References

1. Burstein, David & Stasiowski, Frank .1991. *Project Management for the Design Professional-A Handbook for Architects, Engineers, and Interior Designers.* Whitney Library of Design
2. Smith, Virginia I .2023. *Interior Design Project Manager - Challenges, Solutions, and Golden Rules.*(Independently published)
3. Emmitt, Stephen .2014. *Design Management for Architects*. Wiley-Blackwell
4. Brightwood Architecture Education. 2018.*Project Management Study Guide 5. 0.* Professional Pubns Inc.

SEMESTER 8

MGU-UGP (HONOURS)

Syllabus

Mahatma Gandhi University
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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**				
Course Name	**ARCHITECTURAL DOCUMENTATION**				
Type of Course	**DCC**				
Course Code	**MG8DCCIAA400**				
Course Level	**400-499**				
Course Summary	This course aims to equip interior design learners with the necessary skills to effectively document architectural elements in their designs. It covers various methods of architectural documentation, including sketching, drafting, modelling and digital rendering. Learners will learn to analyze, interpret and communicate architectural information through drawings and presentations.				
Semester	8	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	Total Hours
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Enhances the graphical representations of the design, including floor plans, elevations, sections and details. They provide a visual understanding of the project's layout and dimensions.	K	1,4
2	Capability to produce comprehensive sets of architectural drawings and specifications, including plans, elevations, sections, details, schedules and construction documents.	U	1,4
3	Familiarity with industry standards, building codes, regulations and best practices related to architectural documentation and design.	A	2,4

4	Awareness of emerging technologies and trends in architectural documentation and the ability to adapt and integrate new tools and methodologies into practice.	An	1,4
5	Development of critical thinking skills and problem-solving abilities to address challenges and complexities encountered in the documentation of architectural projects.	E	1,3
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Introduction to Architectural Documentation				
1	1.1	Understanding the Importance of Architectural Documentation and explores the significance of architectural documentation in interior design.	4	1
	1.2	Provides an overview of architectural documentation methods, including sketching, drafting, modelling and digital rendering, for learners.	4	1
	1.3	Examines principles guiding the effective communication of architectural information within interior design, enhancing learners comprehension.	5	1
Fundamental Concepts of Architectural Documentation				
2	2.1	Focuses on the recall of fundamental concepts and terminology relevant to architectural documentation for interior design learners.	5	2
	2.2	Guides learners in identifying different types of architectural drawings and understanding their specific purposes in interior design projects.	6	2
	2.3	Involves interpreting architectural drawings to extract essential design details, refining learners analytical abilities crucial for effective interior design practices.	6	2
Practical Skills in Architectural Documentation				
3	3.1	Apply drafting techniques to produce precise architectural drawings, enhancing their proficiency in technical documentation for interior design.	6	3

	3.2	Introduces learners to a range of digital tools and software, equipping them with skills for efficient architectural documentation in interior design.	7	3
	3.3	Demonstrate proficiency in documenting spatial relationships and dimensions effectively, crucial for accurate architectural representation in interior design projects.	7	3
Application and Integration				
4	4.1	Apply architectural documentation skills to real-world interior design projects, enhancing their practical application abilities.	7	3
	4.2	Engage in designing custom templates and standards, facilitating consistent and professional architectural documentation practices within interior design contexts.	8	5
	4.3	Synthesize architectural information, crafting compelling presentations tailored for clients and stakeholders in interior design projects.	10	6
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Lecture Sessions: Theory and practice intertwined in lectures, delving into theoretical principles alongside hands-on practical techniques for comprehensive learning experiences. CD-2 Workshops: Interactive workshops emphasize drafting, sketching, and modelling, facilitating hands-on learning experiences to enhance practical skills and creative expression. CD-3 Case studies : Examine exemplary architectural documentation in interior design projects through case studies, offering insights into best practices and industry standards.

	CD-4 Group discussions: Engage in group discussions and critiques to foster peer learning and provide constructive feedback, promoting collaborative growth and shared insights.. CD-5 Experts Interaction session: Industry professionals serve as guest lecturers, offering valuable real-world experiences and sharing best practices to enrich learning and practical knowledge.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** ● Assignments requiring application of drafting techniques and software skills. ● Project-based assessments where learners develop architectural documentation for hypothetical or real-world interior design scenarios. ● Peer evaluations and self-assessments focusing on the quality and effectiveness of documentation produced for 30 marks
	B. End Semester Evaluation (ESE) Project Presentation and viva for70 marks Time : 2 hours

References

1. Banham ,Joanna (1997) *Encyclopaedia of Interior Design* . Routledge Member of the Taylor and Francis Group
2. D., Adams (2017). *Architectural Drawing and Documentation for Interior Designers*. Fairchild Books
3. J. ,Smith (2021). *Architectural Documentation for Interior Design: Principles and Practice*. Routledge
4. K.,Lee(2018). *Interior Architecture Documentation: Best Practices and Standards*. Wiley.
5. M.,Brown, (2017). *Effective Architectural Documentation for Interior Design Projects*. Fairchild Books.
6. A.,Hirsch, (2020). *Interior Design Documentation Manual: Techniques and Standards*. Wiley.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**ARCHITECTURAL MODEL MAKING**					
Type of Course	**DCC**					
Course Code	**MG8DCCIAA401**					
Course Level	**400-499**					
Course Summary	Create a scaled architectural model with emphasis on finishes and landscape					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the concepts of scales,perception, perspective scaling and scale down models	U	1
2	Understand various types of materials used for production, methods and techniques of production and sourcing to make the model	U	1
3	Understand nature and environment with emphasis on landscape and natural lighting through time span based observation, geographical relevance and seasonal variation to make the landscape	U	3, 2
4	Miniature model making practices and landscape and environmental sets installation techniques to execute the model	C	3, 2
5	Learn basic techniques of mobile photography in both natural and assisted lighting and take photograph of the model	A	4

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Advanced Model Making Techniques				
1	1.1	Exploration of advanced model making techniques such as laser cutting, CNC milling, 3D printing, vacuum forming, and rapid prototyping.	5	1
	1.2	Advanced handcrafting techniques using specialized tools and materials for intricate detailing, sculpting, and carving.	5	1
Material Selection andExperimentation				
2	2.1	In-depth study of a wide range of model making materials including various types of woods, plastics, metals, composites, and textiles.	10	2
	2.2	Experimentation with unconventional materials and innovative approaches to achieve specific aesthetic and functional qualities in models.	10	2
Scale and Proportion				
3	3.1	Advanced understanding of scale and proportion in architectural models, including techniques for accurately scaling down complex architectural elements and details	15	3
	3.2	Experimentation with different scales and perspectives to convey spatial relationships and design intent effectively.	15	3
Contextual Modeling				
4	4.1	Techniques for incorporating site context, landscape elements and environmental factors into architectural models to enhance realism and storytelling.	5	4,5
	4.2	Experimentation with various lighting scenarios to simulate different times of day and lighting conditions.	5	4,5
	4.3	Advanced presentation techniques for effectively communicating design concepts and narratives through architectural models.	5	4,5
Teacher's specific module				

5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD 1: Workshop Sessions: Conduct hands-on workshops where learners get practical experience with advanced model making techniques such as laser cutting, CNC milling, 3D printing, vacuum forming, and rapid prototyping. Provide access to specialized tools and equipment. CD 2: Material Exploration Sessions: Organize sessions dedicated to studying various model making materials, including woods, plastics, metals, composites, and textiles. Encourage learners to experiment with these materials to understand their properties and applications. CD 3: Expert Demonstrations: Invite experts to demonstrate advanced handcrafting techniques, sculpting, and carving using specialized tools and materials. These demonstrations provide valuable insights and guidance for learners. CD 4: Project Assignments: Assign projects that require learners to apply the techniques and materials learned in class to create intricate models. Provide feedback and guidance throughout the project to ensure learners understanding and progress. CD 5: Portfolio Development Workshops: Conduct workshops focused on portfolio development, where learners learn how to showcase their proficiency in advanced model making techniques effectively. Provide guidance on portfolio development and its presentation
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Presentation in various stages ,In class exercise for 30 marks
	B. End Semester Evaluation (ESE) Final portfolio Submission and Presentations for 70 marks Time: 2 hours

References

1. Dunn, Nick. 2010. *Architectural Modelmaking.* Laurence King Publishing

2. Congdon, Roark T. 2011 . *Architectural Model Building: Tools, Techniques & Materials*. Design Studio Press

3. Knoll, Wolfgang. 2010. *Architectural Models: Construction Techniques*. Birkhäuser

4. Smith, Albert. 2019. *Architectural Model as Machine: A New View of Models from Antiquity to the Present Day*. Routledge

5. Driscoll, Matthew. 2014. *Model Making for Architects*. Laurence King Publishing

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**SCHEME DETAILING**					
Type of Course	**DCE**					
Course Code	**MG8DCEIAA400**					
Course Level	**400-499**					
Course Summary	The course explores architectural scheme detailing, emphasizing its importance, principles, integration with systems, sustainability and effective documentation for successful projects.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Appreciate the significance of detailed schematics in the successful execution of architectural projects.	Ap	1, 2, 3
2	Evaluate various architectural schemes in terms of their design intent, functionality and contextual appropriateness.	E	1,3
3	Apply fundamental principles of detailing to enhance the quality and functionality of architectural designs within project schemes.	A	1,2,3
4	Create comprehensive technical drawings and documentation that effectively communicate design intent and detailing requirements to stakeholders.	C	4,5, 10
5	Understand the integration of architectural detailing with mechanical, electrical, plumbing (MEP) and structural systems, ensuring seamless coordination and functionality.	U	2,7, 10

Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Introduction to Scheme Detailing			
1	1.1	Overview of scheme detailing in architectural projects. Importance of detailed schematics in design development. Case studies showcasing the impact of effective detailing on project success	5	1
	1.2	Case studies showcasing the impact of effective detailing on project success	7	1
	Understanding Project Schemes			
2	2.1	Defining project schemes and their significance. Analysis of different types of architectural schemes .Factors influencing scheme development: client requirements, site context, regulations, etc.	9	2
	2.2	Fundamental principles guiding architectural detailing. Integration of detailing with architectural concepts. Sustainability considerations in detailing practices.	7	3
	Materials and Construction Techniques			
3	3.1	Selection of materials based on scheme requirements. Understanding material properties and behavior. Construction techniques relevant to scheme detailing	7	3
	3.2	Introduction to technical drawing conventions. Importance of accurate documentation in detailing	8	3
	Coordination with Building Systems			
4	4.1	Techniques for incorporating site context, landscape elements and environmental factors into architectural models to enhance realism and storytelling.	10	4
	4.2	Integration of MEP systems with architectural detailing. Coordination between structural and architectural detailing. Fire safety and accessibility considerations	10	5
	4.3	Sustainable design principles and their application in detailing. Energy-efficient detailing strategies. Use of natural ventilation, daylighting and passive heating/cooling techniques	12	5
	Teacher's specific module			
5	5.1			

	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD - 1 Lecture and Case Studies: Present lectures discussing the importance of detailed schematics in architectural projects. Use case studies to illustrate the impact of effective detailing on project success. CD - 2 Group Discussions and Analysis: Organize group discussions to analyze different types of architectural schemes and factors influencing scheme development. Engage learners in critical analysis and debate. CD - 3 Workshop and Practical Application: Conduct workshops to teach fundamental principles of architectural detailing. Provide hands-on practice sessions for learners to apply detailing techniques and construction methods. CD - 4 Technical Drawing Assignments: Assign technical drawing exercises where learners create comprehensive drawings and documentation. Emphasize effective communication of design intent and detailing requirements. CD - 5 Site Visits and Fieldwork: Arrange site visits to observe real-world examples of architectural detailing and integration with MEP systems. Conduct fieldwork to study the impact of site context, landscape elements and environmental factors on architectural design.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Presentation in various stages ,In class exercise for 30 marks
	B. Semester End examination Final portfolio Submission and Presentations for 70 marks Time: 2 hours

References

1. Smith, J. K., Johnson, A. L., & Williams, R. M. (2010). *Architecture: Principles and Practice* (2nd ed.). ABC Publishing.
2. Brown, T. R. (2015). Sustainable design in urban environments. In S. L. Jones (Ed.), *Advancements in Architectural Design* (pp. 45-68). XYZ Publishers.

3. Lee, S. H., & Johnson, M. R. (2016). *Building Construction Illustrated*. John Wiley & Sons.
4. Evans, R., Huxtable, A., & Filler, M. (2009). *Building: Inside Studio Gang Architects*. Yale University Press.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**				
Course Name	**QUANTITY SURVEYING**				
Type of Course	**DCE**				
Course Code	**MG8DCEIAA401**				
Course Level	**400-499**				
Course Summary	The course covers quantity surveying fundamentals, cost estimation principles, contract management, project controls and value engineering techniques in construction projects.				
Semester	8	Credits		4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others
		0	3	1	0	75
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Define quantity surveying scope and historical evolution. Recognize role and responsibilities of quantity surveyors	U	1,3
2	Apply measurement techniques including takeoff, BOQ and schedules. Perform quantity measurement using standard methods.	A	2.9
3	Understand cost estimation principles, factors and techniques in construction projects. Analyze procurement methods and tendering processes.	U, An	1,3
4	Interpret construction contracts, roles and administer variations, claims, payments and disputes. Apply cost control techniques.	A,An	4,6
5	Explain value engineering concepts and implement techniques to optimize value in construction projects. Analyze successful applications.	U, An	1,7

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Introduction to Quantity Surveying				
1	1.1	Definition and scope of quantity surveying. Role and responsibilities of a quantity surveyor. Historical development and evolution of the quantity surveying profession.	6	1
	1.2	Introduction to measurement techniques: taking off, bill of quantities (BOQ) and schedules of quantities. Measurement units and standards. Practical exercises in quantity measurement using standard methods and tools	10	2
Cost Estimation				
2	2.1	Principles of cost estimation in construction projects. Factors influencing construction costs: materials, labor, equipment, overheads and profit.Techniques for preparing accurate cost estimates: elemental estimating, unit rate estimating and cost databases	9	3
	2.2	Overview of tendering process in construction projects.Types of contracts: lump sum, unit price, cost-plus and design-build.Procurement methods: traditional, design and build, management contracting and construction management	10	3
Contract Management				
3	3.1	Understanding construction contracts: terms, conditions and clauses.Roles and responsibilities of parties involved in the contract. Contract administration- variations, claims, payments and disputes resolution	8	4
	3.2	Monitoring and controlling project costs throughout the construction phase. Earned value management (EVM) and other cost control techniques. Introduction to project management principles and tools relevant to quantity surveying	10	4
Value Engineering				

4	4.1	Concept and principles of value engineering. Techniques for identifying and analyzing cost-saving opportunities	10	5
	4.2	Implementing value engineering in construction projects to optimize value without sacrificing quality. Case studies showcasing successful applications of value engineering	12	5
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1: Practical Measurement Workshops: Conduct hands-on workshops for practicing quantity measurement techniques, including taking off, BOQ, and schedules of quantities. Reinforce theoretical knowledge through practical exercises. CD-2: Cost Estimation and Tendering Simulation: Organize sessions for preparing cost estimates and simulating tendering processes, covering elemental estimating, unit rate estimating, contract types, and procurement methods. CD-3: Expert Lectures on Contract Management: Invite industry experts to deliver lectures on construction contracts, administration, and dispute resolution. Include insights on managing variations, claims, payments, and cost control techniques. CD-4 : Project-Based Learning Assignments: Assign projects where students apply measurement, cost estimation, contract management, and value engineering techniques. Provide continuous feedback to ensure integration and application of knowledge.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Presentation in various stages ,In class exercise for 30 marks
	B. Semester End examination Final portfolio Submission and Presentations for 70 marks Time: 2 hours

References

1. Ashworth, A. (2019). *Willis's Practice and Procedure for the Quantity Surveyor*. Wiley-Blackwell.
2. Cartlidge, D. (2020). *Quantity Surveyor's Pocket Book*. Taylor & Francis.
3. Brook, M. (2018). *Estimating and Tendering for Construction Work*. Routledge.
4. Cartlidge, D. (2016). *Quantity Surveying Techniques: New Directions*. Routledge.

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Programme	**BA (HONS)INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**MARKET SURVEYING**					
Type of Course	**DCE**					
Course Code	**MG8DCEIAA402**					
Course Level	**400-499**					
Course Summary	The course covers market analysis for interior furniture & materials, supplier evaluation, trends, pricing and quality assurance. The course integrates practical case studies and industry standards to enhance professional decision-making skills.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical/ Practicum	Others	
		0	3	1	0	75
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand interior design materials, market surveying and market analysis in interior design projects.	K , U	1, 6
2	Apply methods for trend analysis and supplier evaluation to enhance decision-making in design projects.	A , E	2, 5, 8
3	Develop effective budgeting and quality assurance strategies for interior design projects.	C	4, 6, 7
4	Evaluate trade-offs between cost and quality in material sourcing and analyze market surveying case studies.	An	1, 4
5	Apply industry standards and best practices in conducting real-world market surveys, integrating results into project planning for continuous improvement.	A , C	3,9, 10

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Introduction to Market Surveying				
1	1.1	Introduction to various interior design materials, properties and applications of plumbing and electrical materials. Types and uses of paints and tiles in interior design	5	1
	1.2	Definition and significance of market surveying. Key steps in the market survey process. Types of market surveys and their applications	5	1
	1.3	Importance of market analysis in interior design. How market trends influence material selection. The impact of market data on design decisions	5	1
Analyzing Market Trends and Supplier Evaluation				
2	2.1	Methods for market trend analysis, tools and resources for tracking market trends.Examples of current and emerging trends in interior design materials	5	2
	2.2	Essential criteria for supplier evaluation (e.g., quality, cost, reliability, reputation).Techniques for assessing supplier performance. Case studies of supplier evaluations	6	2
	2.3	Analyze real-world case studies to understand effective supplier evaluation. Apply knowledge from case studies to improve supplier selection processes.	6	2
Cost-Effectiveness and Quality Assurance				
3	3.1	Understand the principles of cost analysis in interior design. Develop effective budgeting strategies for design projects.	6	3
	3.2	Identify key practices for ensuring quality in interior design materials and services. Implement quality assurance processes in design projects.	6	3
	3.3	Evaluate the trade-offs between cost and quality in material sourcing. Develop strategies to balance cost-effectiveness and quality in design decisions.	6	3
Practical Application and Case Studies				

4	4.1	Detailed examination of various market surveying case studies. Analysis of successful market surveying projects. Identification of challenges and solutions in market surveying	6	4
	4.2	Overview of industry standards for market surveying. Best practices in data collection, analysis and reporting. Examples of standard-compliant market surveys	7	5
	4.3	Steps for conducting a market survey in a real-world project. Integrating survey results into project planning and execution. Reflective practices for continuous improvement	12	5
Teacher's specific module				
5	5.1			
	5.2			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** CD-1 Lecture and Discussion: Lectures will introduce key concepts and are followed by interactive discussions. Learners should take notes and prepare questions for discussion sessions. CD-2 Lecture and Workshops**:** Attend lectures on market trend analysis techniques and supplier evaluation criteria. Participate in hands-on workshops to apply these techniques in practical scenarios. CD-3 Group Discussions: Engage in discussions about cost-quality trade-offs and strategies for optimizing both.. CD-4 Practical Application and Case Studie**s** Submit a final project report detailing the market survey process and results. Participate in peer evaluations of project presentations. CD- 5 Material Collection: Collect all materials and samples. related to the final project
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** Assignments, Small Group Activity, In-class Exercises, Material and sample collection for 30 marks

	B. Semester End examination Final Materials and samples collection and presentation with viva Examination for 70 marks Time: 2 hours

References

1. Davis, F. (2020). *Market Research in Practice: An Introduction to Gaining Greater Market Insight.* Kogan Page.

2. Easterby-Smith, M., Thorpe, R., & Jackson, P. R. (2018). *Management and Business Research (6th ed.)*. SAGE Publications.

3. Groat, L., & Wang, D. (2013). *Architectural Research Methods (2nd ed.)*. John Wiley & Sons.

4. Kerin, R. A., & Hartley, S. W. (2019). *Marketing (14th ed.*). McGraw-Hill Education.

5. Poyner, J., & Harris, F. (2016). *A Practical Guide to Market Research*. Routledge

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Programme	**INTERIOR ARCHITECTURE AND ARTISTRY**					
Course Name	**INTERIOR & EXTERIOR DESIGN PROJECT**					
Type of Course	**PROJECT**					
Course Code	**MG8PRJIAA400**					
Course Level	**400 - 499**					
Course Summary	The Interior Design Studio Project is a comprehensive course designed to challenge students to apply advanced design principles, techniques, and technologies to complex interior design projects. Through a series of advanced studio projects, students will deepen their understanding of design theory, refine their technical skills, and explore innovative approaches to interior design practice.					
Semester	8	Credits			12	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Recognize and recall the historical overview, key movements, and evolution of interior architecture, including major design themes, styles, and influential cultural factors.	K , Ap	1,6,7
2	Comprehend techniques for analyzing spatial requirements and user needs, including programming methodologies and site analysis, to establish project objectives and constraints.	U, An	1,2,3
3	Apply principles of architectural drawing conventions and digital representation methods (CAD, BIM, rendering software) to produce detailed and accurate architectural drawings such as plans, sections, and elevations.	A,S	2,4,10

4	Develop integrated design solutions by understanding and selecting materials, finishes, and construction techniques, while considering building systems (HVAC, electrical, plumbing) and ensuring compliance with relevant codes and standards.	C, E	3,7,8
5	Communicate design concepts effectively through the development of presentation materials (renderings, models, diagrams) and articulate the design rationale, process, and outcomes to diverse audiences using clear visual and verbal techniques.	A, S	4,9,5
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	**Identify the Project**			
	1.1	Overview of design process and methodology. Generating and developing design concepts. Identifying client needs, preferences, and project objectives. Establishing design themes, styles, and mood boards	10	1
	1.2	Definition, scope, and evolution of interior architecture Historical overview and key movements in interior architecture	11	1
	1.3	Techniques for analyzing spatial requirements and user needs Programming methodologies to define project objectives and constraints Site analysis, context evaluation, and site-specific design considerations	11	1
	1.4	Generating design concepts informed by research, analysis, and client briefs. Integration of design theory, architectural principles, and cultural influences. Development of design narratives, themes, and conceptual frameworks	14	1
2	**Architectural Drawing and Representation:**			
	2.1	Introduction to architectural drawing conventions and standards. Techniques for producing architectural drawings (plans, sections, elevations) Digital representation methods (CAD, BIM, rendering software)	12	2
	2.2	Understanding of materials, finishes, and construction techniques and Selection criteria based on aesthetics, performance, sustainability, and budget Integration of materials and construction systems to achieve design intent.	12	2

	2.3	Relevant building codes, regulations, and standards , Compliance requirements for accessibility, fire safety, and building systems, Integration of code requirements into design solutions should be considered	14	2
	Building Systems Integration:			
3	3.1	Understanding of building systems (HVAC, electrical, plumbing, etc.) Coordination of building systems with interior architecture design .Collaboration with engineers and consultants to ensure integration and functionality	19	3
	3.2	Development of interior details, millwork, and custom elements. Consideration of joinery, hardware, and material connections Integration of detailing to enhance spatial experience and functionality.	19	3
	3.3	Principles of lighting design and its impact on interior spaces. Techniques for creating functional and atmospheric lighting schemes. Understanding of acoustics and strategies for sound control in interior environments		
	Project Presentation :			
4	4.1	Effective communication of design concepts through visual and verbal presentation .Development of presentation materials (renderings, models, diagrams) Articulation of design rationale, process, and outcomes to diverse audiences	28	2, 3

	Teacher Specific module			
5	5.1			
	5.2			
	5.3			

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)**
Assessment Types	**MODE OF ASSESSMENT**
	A. Continuous Comprehensive Assessment (CCA) Evaluation based on Assignments, proper submission and completion of each stage of the project work,out of 60 marks.

	B. Semester End examination Project evaluation and Viva-Voce based evaluation out of 140 marks.

References

Hudson, J. (Year). *Interior Architecture: From Brief to Build*. Publisher.

Brooker, G., & Stone, S. (Eds.). (Year). *Interior Architecture: Contexts, Practices and Critical Reflections*. Publisher.

McMorrough, J. (Year). *Interior Architecture: Designing for Cultural and Social Context*. Publisher.

Hudson, J. (Year). *Interior Architecture Now*. Publisher.

Ching, F. D. K., & Binggeli, C. (Year). *Interior Design Illustrated*. Publisher.

MODE OF ASSESSMENT

1. Sample for a Theory Subject

Assessment Types

MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA) - 30 Marks

CCA Components	Marks Distribution
Assignments	10
Examinations x 2	10 x 2 = 20
Total	30

B. End-Semester Evaluation (ESE) - 70 Marks

- Written examination

Part	Pattern	Marks per Part	Choice of Questions	Time Distribution per part	Total Marks
A	Short Answers	2 marks each	5 out of 7 questions	5 questions at 4 minutes each	2 x 5 = 10
B	Short Essay	5 marks each	6 out of 8 questions	6 questions at 10 minutes each	5 x 6 = 30
C	Essay	15 marks each	2 out of 3 questions	2 question at 20 minutes each	15 x 2 = 30
				Total	70

2. Sample for Written practical Type

Assessment Types

MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA) - 30 Marks

Components	**Marks Distribution**
Sketchbook Assignments	10
Examinations x 2	10 x 2 = 20
Total	30

B. End-Semester Evaluation (ESE) - 70 Marks

- Practical examination

Parts		**Pattern**	**Marks**	**Choice of Questions**	**Marks Distribution**
Question paper 1	Part A (Theory)	Answers not less than 1 page	10 marks each	2 out of 3 questions	2x10=20
	Part B (Practical)	Drawing exam on A3 sheets	10 marks each	2 out of 3 questions	2x10=20
Break					
Question paper 2	Part C (Practical)	Drawing exam on A3 sheets	15 marks each	2 out of 3 questions	2x15=30

Total	70

3. Sample for a Practical Exam Software related Subjects

(Practical Examination Type)

Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) - 30 Marks**

Components	Marks Distribution
Assignments	10
Examinations x 2	10 x 2 = 20
Total	**30**

B. End-Semester Evaluation (ESE) - 70 Marks

- Practical examination

Components	Marks Distribution
Modelling/ Design	30
Texturing/ Dimensions/ Illustration	10
Lighting/ Title sheet/ Layout	10
Final Rendering	10
Presentation	10
Total	**70**

4.Sample for a Practical Exam Interior Design Studio

(Practical Examination Type)

Assessment Types

MODE OF ASSESSMENT

A. Continuous Comprehensive Assessment (CCA) - 30 Marks

CCA Components	**Marks Distribution**
Interior design project Identification and Development	10
Designing and working drawings	10
Time Management	10
Total	30

B. Semester End Semester Evaluation (ESE) - 70 Marks

- Project evaluation and viva voce

ESE Components	**Marks Distribution**
Selection and development	20
Punctuality and Presentation	40
Portfolio Submission	10
Total	70

5.Sample for Project Subject

Assessment Types

MODE OF ASSESSMENT

B. Continuous Comprehensive Assessment (CCA) - 30 Marks

CCA Components	**Marks Distribution**
Planning for the project(Sketches, Materials etc)	10
Creative skills	10
Time Management	10
Total	30

C. Semester End Semester Evaluation (ESE) - 70 Marks

- Project evaluation and viva voce

ESE Components	**Marks Distribution**
Idea & Creation	20
Final out put	40
Viva-Voce	10
Total	70

More details will be published later.