SRM INSTITUTE OF SCIENCE AND TECHNOLOGY

(Deemed to be University u/s 3 of UGC Act, 1956)

Kattankulathur, Chengalpattu District 603203,

Tamil Nadu, India

ACADEMIC CURRICULA

UNDER GRADUATE DEGREE PROGRAMMES

(BACHELOR OF DESIGN - INTERIOR DESIGN)

(Detailed Syllabus for First Year Courses)

(Choice Based Flexible Credit System)

Regulations 2024

Faculty of Engineering and Technology

FACULTY OF ENGINEERING AND TECHNOLOGY

ACADEMIC CURRICULA

UNDERGRADUATE DEGREE PROGRAMME

BACHELOR OF DESIGN - INTERIOR DESIGN

Four Years

National **E**ducation **P**olicy

Learning **O**utcome-based **C**urricula **F**ramework

National **Cr**edit **F**ramework

Academic Year

2024 - 2025

FACULTY OF ENGINEERING AND TECHNOLOGY

SRM INSTITUTE OF SCIENCE AND TECHNOLOGY

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Kattankulathur, Chengalpattu District 603203, Tamil Nadu, India

1. Vision Statement

Stmt - 1	To prepare undergraduate and graduate students passing out of School of Architecture and Interior Design to actively contribute to the profession.
Stmt - 2	Anticipate the paradigm shift and respond to the changing needs of the society.

2. Mission Statement

Stmt - 1	Orient academic process in the department to cater the professional competence of practice
Stmt - 2	In still confidence in the graduate professional to surge ahead in the field of interior design
Stmt - 3	Actively collaborate with the field of practice
Stmt - 4	Create platforms and induce students to take up research.
Stmt - 5	Open up a venues for international exposure

3. Program Education Objectives

PEO - 1	Equip students with relevant manual/digital skill sets required for design endeavours
PEO - 2	Prepare students with essential cognitive and communicative skills to enhance the designer performance
PEO - 3	Induce students for explorative and an innovative approach to design
PEO - 4	Equip students with relevant theoretical and industrial knowledge pertaining to the field of interior design
PEO - 5	Expose students to experience the nuances of interior design practice

4. Consistency of Program Education Objectives with Mission

	Mission Stmt. - 1	Mission Stmt. - 2	Mission Stmt. - 3	Mission Stmt. - 4	Mission Stmt. - 5
PEO - 1	High	Medium	Low	Low	Low
PEO - 2	High	High	High	Medium	High
PEO - 3	High	High	Low	High	Medium
PEO - 4	High	High	Low	Medium	High
PEO - 5	High	Medium	High	Low	High

5. Program Learning Outcomes

PLO - 1	Basic Design skills
PLO - 2	Manual Graphic skills
PLO - 3	Context sensitive approach
PLO - 4	Interior design Knowledge
PLO - 5	Digital Technology
PLO - 6	Interior Design process
PLO - 7	Environment & Sustainability
PLO - 8	Professional Ethics
PLO - 9	Leadership and Collaborative Quality
PLO - 10	Cognitive & Communication Skills
PLO - 11	Project management
PLO - 12	Lifelong learning
PLO - 13	Ability to address the functional needs
PLO - 14	Ability to address spatial experience
PLO - 15	Ability to conceptualize the design

6. Consistency of Program Education Objectives with Program Learning Outcomes														
	PLO - 1	PLO - 2	PLO - 3	PLO - 4	PLO - 5	PLO - 6	PLO - 7	PLO - 8	PLO - 9	PLO - 10	PLO - 11	PLO - 12	PLO - 13	PLO - 14	PLO - 15
PEO - 1	M	H	L	M	H	M	L	L	L	H	L	L	L	H	H
PEO - 2	H	L	H	M	M	H	L	L	H	H	L	H	H	H	H
PEO - 3	H	M	M	M	H	H	M	L	L	H	L	H	L	H	H
PEO - 4	L	L	M	H	M	H	M	L	L	M	H	M	M	M	H
PEO - 5	L	M	M	M	H	H	M	H	H	H	H	H	M	M	M

Programme (Semester-wise)

Semester - I

Code	Course Title	L	T	P	C
24IDC101J	Interior Design 2D and 3D Graphics	1	0	6	4
24IDC103J	History of Interior Design	2	0	2	3
24IDC105P	Presentation Drawing and Sketching Techniques	1	0	4	3
	Multidisciplinary Course	0	1	4	4
	Design Skill course -1	1	0	12	7
Total Learning Credits					**21**

Semester - II

Code	Course Title	L	T	P	C
24IDC102P	Computer Studio -I	1	0	6	4
24IDC104J	Materials, Construction and Finishes	2	0	4	4
	Ability Enhancement Course	2	0	4	4
	Design Skill course -2	1	0	12	7
Total Learning Credits					**19**

Semester - III

Code	Course Title	L	T	P	C
24IDC201P	Computer Studio -II	1	0	6	4
24IDC203J	Interior Lighting Design	2	0	2	3
	Elective Course - 1	2	0	4	4
	Design Skill course -3	1	0	12	7
Total Learning Credits					**18**

Semester - IV

Code	Course Title	L	T	P	C
24IDC202J	Interior Construction and Services-I	2	0	2	3
	Elective Course - 2	2	0	4	4
	Elective Course - 3	2	0	4	4
	Skill Enhancement Course	0	1	4	4
	Design Skill course -4	1	0	12	7
Total Learning Credits					**22**

Semester - V

Code	Course Title	L	T	P	C
24IDC301J	Interior Construction and Services - II	2	0	2	3
	Elective Course - 4	2	0	4	4
	Elective Course - 5	2	0	4	4
	Design Skill course -5	1	0	12	7
Total Learning Credits					**18**

Semester - VI

Code	Course Title	L	T	P	C
24IDC302J	Interior Budgeting and Estimation	2	0	2	3
24IDC304J	Furniture Design and Detailing	2	0	2	4
	Elective Course - 6	2	0	4	4
	Elective Course - 7	2	0	4	4
	Design Skill course -6	1	0	12	7
Total Learning Credits					**22**

Semester - VII

Code	Course Title	L	T	P	C
24IDP401P	Internship	0	0	24	12
	Elective Course - 8	2	0	4	4
24IDC403J	Interior Landscape	2	0	4	4
Total Learning Credits					**20**

Semester - VIII

Code	Course Title	L	T	P	C
24IDC402J	Professional Practice and Ethics	3	0	2	4
	Allied skill Course	1	1	2	4
24IDP404P	Thesis	0	0	24	12
Total Learning Credits					**20**

Discipline Core courses (C)					
Code	Course Title	Hours/ Week			C
		L	T	P	
24IDC101J	Interior Design 2D and 3D Graphics	1	0	6	4
24IDC103J	History of Interior Design	2	0	2	3
24IDC105P	Presentation Drawing and Sketching Techniques	1	0	4	3
24IDC102P	Computer Studio -I	1	0	6	4
24IDC104J	Materials, Construction and Finishes	2	0	4	4
24IDC201P	Computer Studio -II	1	0	6	4
24IDC203J	Interior Lighting Design	2	0	2	3
24IDC202J	Interior Construction and Services -I	2	0	2	3
24IDC301J	Interior Construction and Services - II	2	0	2	3
24IDC302J	Interior Budgeting and Estimation	2	0	2	3
24IDC304J	Furniture Design and Detailing	2	0	2	4
24IDC403J	Interior Landscape	2	0	4	4
24IDC402J	Professional Practice and Ethics	3	0	2	4
Total Learning Credits					46

Discipline Elective courses (E) (set 1- Digital)					
Code	Course Title	Hours/ Week			C
		L	T	P	
	Elective Course - 1				
24IDE207J	Contemporary trends in Media	3	0	2	4
	Elective Course - 2				
24IDE206J	Digital Delineation	3	0	2	4
	Elective Course - 3				
24IDE208J	Geometry and Surfaces	2	0	4	4
	Elective Course - 4				
24IDE305J	Contemporary Processes in Design -I	3	0	2	4
	Elective Course - 5				
24IDE307J	Digital Fabrication & 4D Printing	2	0	4	4
	Elective Course - 6				
24IDE308J	Contemporary Processes in Design II	3	0	2	4
	Elective Course - 7				
24IDE310J	(EBD) & Sensorial Design	3	0	2	4
	Elective Course - 8				
24IDE405J	Immersive Technology	2	0	4	4
24IDE407J	Artificial Intelligence in Design Process	3	0	2	4
24IDE409P	Capstone project- Digital	1	0	6	4
Total Learning Credits					32

Discipline Elective courses (E) (set 2 - Sustainability)					
Code	Course Title	Hours/ Week			C
		L	T	P	
	Elective Course - 1				
24IDE209J	Introduction to Sustainability and Indoor Environment	3	0	2	4
	Elective Course - 2				
24IDE210J	Resource Efficiency	3	0	2	4
	Elective Course - 3				
24IDE212J	Indoor Environment Quality	2	0	4	4
	Elective Course - 4				
24IDE309J	Green Interior Certification and Rating systems	2	0	4	4
	Elective Course - 5				
24IDE311J	Bio-Inspired designs	3	0	2	4
	Elective Course - 6				
24IDE312J	Smart Building Technologies	3	0	2	4
	Elective Course - 7				
24IDE314J	Vernacular Styles and Elements in Interior Design	2	0	4	4
	Elective Course - 8				
24IDE411J	Designing for compact spaces	2	0	4	4
24IDE413J	Responsive Elements in Interior Design	2	0	4	4
24IDE415P	Capstone project- Sustainability	1	0	6	4
Total Learning Credits					32

Discipline Elective courses (E) (set 3-Integrated allied Design)		Hours/ Week			C
Code	Course Title	L	T	P	
	Elective Course - 1				
24IDE211J	Textile Design	2	0	4	4
	Elective Course - 2				
24IDE214J	Cultural Contexts in Interior Design	2	0	4	4
	Elective Course - 3				
24IDE216J	Set Design and Exhibition Design	3	0	2	4
	Elective Course - 4				
24IDE313J	Visual Merchandising and Display Design	2	0	4	4
	Elective Course - 5				
24IDE315J	Experimental Design and Place making	3	0	2	4
	Elective Course - 6				
24IDE316J	Interior Styling and Accessories	3	0	2	4
	Elective Course - 7				
24IDE318J	Cross-Cultural Design and Global Trends	2	0	4	4
	Elective Course - 8				
24IDE417J	Way finding and Signage Design	2	0	4	4
24IDE419J	Design Thinking	2	0	4	4
24IDE421P	Capstone project – integrated allied Design	1	0	6	4
Total Learning Credits					**32**

Design skill courses		Hours/ Week			C
Code	Course Title	L	T	P	
Design Skill course -1					
24IDD107S	Foundation Design Studio	1	0	12	7
Design Skill course -2					
24IDD106S	Interior Design Studio-I	1	0	12	7
Design Skill course -3					
24IDD205S	Interior Design Studio-II	1	0	12	7
Design Skill course -4					
24IDD204S	Interior Design Studio-III	1	0	12	7
Design Skill course -5					
24IDD303S	Interior Design Studio-IV	1	0	12	7
Design Skill course -6					
24IDD306S	Interior Design Studio-V	1	0	12	7
Total Learning Credits					**42**

Project		Hours/ Week			C
Code	Course Title	L	T	P	
24IDP401P	Internship	0	0	24	12
24IDP404P	Thesis	0	0	24	12
Total Learning Credits					**24**

Multidisciplinary Courses (M) (Any One)		Hours/ week			C
Code	Course Title	L	T	P	
24UJMM01P	Blogging and podcasting	0	1	4	4
24UFDM01P	Art and craft	0	1	4	4
24UFDM02P	Fabric designing-ornamentation, dyeing and printing	0	1	4	4
24UVCM01P	Theatre art basics	0	1	4	4
Total Learning Credits					**4**

Ability Enhancement Courses (A) (Any One)		Hours/ Week			C
Code	Course Title	L	T	P	
24LEA101P	Digital Content Writing	2	0	4	4
24IDA108P	Universal Human Values -II	2	0	4	4
24LEA102P	Advanced English Proficiency	2	0	4	4
24IDA110P	Personal growth and development	2	0	4	4
Total Learning Credits					**4**

Allied Skill Courses (V) (Any One)		Hours/ Week			C
Code	Course Title	L	T	P	
24IDV406P	Project Management for Interior projects	1	1	2	4
24IDV408P	Modular planning and Design	1	1	2	4
24IDV410P	Traditional Planning Vaastu	1	1	2	4
24IDV412P	Interior Design Psychology	1	1	2	4
Total Learning Credits					**4**

(any one)	Skill Enhancement Courses (S) (Any One)	Hours/ Week			c
Code	Course Title	L	T	P	
24IDS218P	Graphic design	0	1	4	4
24IDS220P	Material based Product Design	0	1	4	4
24IDS222P	Portfolio making	0	1	4	4
24IDS224P	Digital marketing for interiors	0	1	4	4
Total Learning Credits					**4**

Bachelor of Design (Interior Design)

DETAILED SYLLABUS (1ST YEAR) as per NEP

SUBMITTED BY

B Des Syllabus
Coordination Committee
School of Architecture and Interior Design
SRM Institute of Science and Technology
Kattankulathur

Contents

1ST SEMESTER COURSES

Code	24IDC101J	Title		INTERIOR DEISGN 2D AND 3D GRAPHICS		Category	C		Core	L	T	P	C
										1	0	6	4

Course Offering Department	Design	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses		Data Book / Codes/Standards	Nil

Title & Content	Introduction of 2D Graphics	Basics of orthographic projection	Isometric / Axonometric / Measured Drawing	Basics of Perspectives	Sciograpy
Duration (hour)	21	21	21	21	21
SLO-1	Introduction to instruments fixing of board to sheet lettering and dimensioning its use and necessity in interior drawings.	Tutorial: Demonstration of Projection of lines in various quadrants. Methods of representing Orthographic Projection.	Exercise: Conversion of Isometric view to orthographic projection.	Demonstration: One point interior view of cube. Direct projection method	Tutorial: Drawing shades and shadows with solids.
SLO-2	Tutorial: Demonstration of fixing sheet to the drawing board with appropriate alignment.	Tutorial: Describe the location of the points as given in the drawing	Practice: Exercise: Conversion of orthographic projection to Isometric view/axonometric view	Exercise: Draw One point interior view of a cube by direct projection method	Practice: Freehand sketching of a simple object representing sciography with varied lighting position
SLO-3	Practice: Design and draw title block and finalize the lettering style in freehand.	Practice: Methods of representing Orthographic projection of a line inclined to one plane	Exercise: Conversion of orthographic projection to axonometric view.	Demonstration: One point interior view of single space Direct projection method	
SLO-4	Introduction to different types of lines and its use in interior drawing	Demonstration of Projection of solids using 3D model-Orthographic Projection Of solid with its axis parallel to one plane and perpendicular to the other three conditions.	Representation of a basic interior scheme of a single space in the plan, sectional elevation, and representing the interior components.	Introduction to office projection method	Exercise: Sciography of lines & planes
SLO-5	Drawing horizontal, vertical lines and diagonal lines 30, 45,60 degree using set squares and t-scale.	Exercise: Base Of The Solid Perpendicular to VP/HP	Tutorial: Demonstration of how to draw a plan for a given small space varying line thickness, line type style Dimensioning, and lettering.	Demonstration: One point interior view of single space by office method	Demonstration: Representing sciography with varied lighting position for an interior space
SLO-6	Tutorial: Representation Of Different Types of Lines.	Exercise: Base of the solid parallel to VP/HP	Tutorial: Demonstrate how to measure an interior space and make a sketch with required dimensions	Exercise: Draw One point interior view of the single space by Direct projection method	
SLO-7	Practice: Different styles of dimensioning used in interior drawing	Exercise: Base The solid at an angle To the VP/HP			
SLO-8	Introduction to metric scale and British scale and its importance in interior drawing.	Demonstration of Projection of solids using 3D model-Orthographic Projection Of solid with its axis parallel to one plane and perpendicular to the other three conditions.	Practice: Measure the classroom, sketch the floor plan and interior elements of ta space. (classroom/office space/hotel room)	Demonstration: Two point exterior perspective of a cube at varied eye levels	
SLO-9	Reading and identifying different scales.	Tutorial: Resting on base edge VP/HP		Tutorial: Exercise: Draw the two point Perspective of a cube at eyelevel	Freehand sketching of an interior space representing sciography with varied lighting position
SLO-10	Practice: Different styles of lettering of varied height, width and style.	Tutorial: Resting on a base corner in VP/HP		Practice: Exercise: Draw the two point Perspective of a cube in worms eye view	

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SLO-11	Introduction to graphical representation	Tutorial: Resting on one of its generators in VP/HP				
SLO-12	Tutorial: Demonstration of line thickness based on the elevations, sections, plan, and hatches/pattern representation for different materials. Representation of Section Line, Elevation Marker	Practice: Exercises of cubes, prism, and pyramids will be drafted	Draft the plan, section, and elevation of the measured room to an appropriate scale.	Exercise: Draw the two point Perspective of a cube in bird's eye view	Tutorial: Understanding the play of light, shade and shadows in plan for an interior space with respect to light source
SLO-13					
SLO-14				Exercise: Draw the given object behind the picture plane	
SLO-15	Fundamentals of lines, planes and solids, sections, intersections of objects and development of surfaces.	Tutorial: Demonstration of Projection of solids using 3D model-Orthographic Projection Of solid with its axis parallel to one plane and perpendicular to the other three conditions.	Tutorial: Demonstrate how to Measure the interior components (wall paneling, false ceiling, and built-in furniture, etc) and sketch them along with the dimensions.	Tutorial: Exercise: Draw the given object Partly in front of picture plane	Practice: Exercise: Represent the play of light, shade and shadows in plan for an on residential space with respect to light source
SLO-16	Geometrical drawing - Construction of plan, elevation, section and derivation of surface.	Tutorial: Resting on base edge VP/HP	Demonstration of isometric, axonometric view of single space- (living, kitchen etc)given the plan and elevation	Practice: Exercise: Draw the given object Behind the picture plane	
SLO-17	Tutorial: Basic shapes (cube, pyramid, prism and solids of revolution)	Tutorial: Resting on base corner in VP/HP	Practice: Draft the measured interior components to an appropriate scale. (wall paneling, false ceiling, built-in furniture, etc)	Introduction to Changing position of the observer with respect to picture plane and its implication in perspective exercise	
Assessment	Continuous Learning Assessment - 1			Continuous Learning Assessment - 2	
	Continuous Learning Assessment - 3				

Resources

1	Francis D.K. Ching, Architectural Graphics, 6thed., John Wiley & Sons, 2015	2	Robert W Gill, Perspective: From Basic to Creative, Thames and Hudson, 2006
3	Mulik Shankar, A text book of Perspective and sciography, Allied Publishers, 1994	4	Ernest R Norling, Perspective Made Easy, Dover Publication, 2017
5	David L Millard, Joy of Water color, Watson-Guptill, 1994	6	Morris, I.H., "Geometrical Drawing for Art Students", Orient Longman, 2004.
7	George K.Stegman, Harry J.Stegman, "Architectural Drafting" American Technical Society, 1966.	8	Leslie Martin, C., "Architectural Graphics", The Macmillan Company, 1964.

Rationale (CLR)	The purpose of learning this course is to:	Depth				Attainment			Program Learning Outcomes (PLO)															
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1	Understand the use of drawing tools, basics of drawing and construct different geometries.																						
CLR-2	Study basics of orthographic projection.																						
CLR-3	Learn representation of Geometrical drawing & Understand the principles Isometric and axonometric view																						
CLR-4	To understand types of perspective drawing																						
CLR-5	Understanding principles of light, shades and shadows in interiors																						

Outcomes (CLO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaborating Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy, Accountability	Environmental Action	Community Engagement
CLO-1	Express design ideas by various techniques.	✓	✓		-	2	85	75	H	-	M	-	-	-	-	-	H	-	-	-	-	-	-
CLO-2	Develop the knowledge of orthographic projection.	✓	✓	✓	-	6	85	75	H	-	M	-	-	-	-	-	H	-	-	-	-	-	-
CLO-3	Demonstrate the ideas of representation of Geometrical drawing and create views.	✓	✓	✓	✓	3	85	75	H	-	M	-	-	L	-	-	H	-	-	-	-	-	-
CLO-4	Draw objects in exterior and interior perspective	✓	✓	✓	✓	6	85	75	H	-	M	-	-	L	-	-	H	-	-	-	-	-	-
CLO-5	Represent the effect of light shade and shadows of an interior space for all surfaces	✓	✓	✓	✓	6	85	75	H	-	M	-	-	M	-	-	H	-	-	-	-	-	-

Assessment							
		Continuous Learning Assessment (60%)					
Level of Thinking		CLA – 1 (45 %)		CLA – 2 (15 %)		Final Assessment (40 % weightage)	
		Theory	Practice	Theory	Practice	Theory	Practice
1	Remember	20%	20%	25%	25%	15%	15%
2	Understand						
3	Apply	20%	20%	20%	20%	20%	20%
4	Analyze						
5	Evaluate	10%	10%	5%	5%	15%	15%
6	Create						
	Total	100 %		100 %		100 %	

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations	✓	Clarification/Pauses	✓	Good Health & Well Being	
Presentation Tools		Group Discussion		Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	
Computer Aided Design Tools		Debate			
Assessment Tools	✓	Interactive Lecture	✓		
		Brainstorming			

Designers					
Professional Experts		Higher Institution Experts		Internal Experts	
1	Ar.Vaidyanathan,Manasara 3d Design and Décor Chennai	1	Dr.P.Goplakrishnan, Assistant Professor, NIT Trichy	1	Prof. CT Lakshmanan, SRMIST SAID, narayanak@srmist.edu.in
2	Ar.Babjee, Practicing Architect, Chennai	2	Mr.S.Avinash, IIT- Bombay	2	Ar. Narayanan M, SRMIST SEAD, narayanm1@srmist.edu.in

Code	24IDC103J	Title	HISTORY OF INTERIOR DESIGN		Category	C	Core	L	T	P	C
								2	0	2	3

Course Offering Department	Design	Pre-requisite Courses	Nil	Co-requisite Courses	nil	Progressive Courses	nil	Data Book / Codes/Standards	Nil

Title & Content	Western Interior design Styles	Foundations of Interior Design History in India	Modern Indian Interior Design	Regional Diversity in Interior Design	Contemporary Trends and Future Prospects
Duration (hour)	15	15	15	15	15
SLO-1	Gothic Revival & Renaissance Style: Understanding the Gothic Revival and Renaissance-era interior design influences	Introduction to Interior Design Definition, scope, and importance of interior design in Indian context.	Early Modern Influences: Examination of early modernist movements and their influence on Indian interior design.	North Indian Architecture: Study of interior design elements in North Indian architecture and homes.	Global Design Trends: Exploration of current international interior design trends and their adoption in India.
SLO-2	Baroque & Rococo Style: Study of Baroque and Rococo interior design features and decorative arts	Prehistoric Influences: Study of cave paintings and their significance in understanding early interior design.	Art Deco in India: Study of Art Deco architecture and interior design in Indian cities like Mumbai.	South Indian Vernacular Design: Exploration of traditional interior design features in South Indian homes.	Biophilic Design: Understanding the principles of biophilic design and its relevance in contemporary Indian interiors.
SLO-3	Victorian Era & Colonial Style: Analysis of Victorian-era interior design trends and colonial influences	Ancient Indian Civilizations: Exploration of interior design elements in civilizations like the Indus Valley Civilization.	Post-Independence Architecture: Impact of post-independence era on Indian architecture and interior design.	Eastern Indian Influences: Analysis of interior design styles and materials used in Eastern Indian homes.	Wellness Architecture: Study of wellness-focused interior design approaches promoting health and well-being.
SLO-4	Bauhaus & Art Deco: Exploration of the Bauhaus movement and Art Deco architecture	Classical Indian Architecture: Overview of architectural styles and interior design principles in ancient India.	Contemporary Indian Interiors: Exploration of contemporary interior design trends and innovations in India.	Western Indian Aesthetics: Understanding the interior design characteristics of homes in Western India.	Inclusive Design: Analysis of inclusive design principles aiming to create accessible and barrier-free spaces.
SLO-5	Art Nouveau & Modernism: Analysis of Art Nouveau characteristics and modernist interior design principles	Buddhist Influence: Examination of interior design elements in Buddhist architecture.	Urbanization and Interior Design: Understanding the challenges and opportunities of urban living on interior design.	Northeastern Inspirations: Study of interior design elements unique to homes in Northeastern India.	Future of Interior Design: Speculation on emerging technologies, materials, and design philosophies shaping the future of interior design.
SLO-6	Minimalism & Industrial Style: Exploration of minimalist and industrial-era interior design features	Jain Influence: Examination of interior design elements in Jain architecture.	Sustainable Design Practices: Analysis of sustainable interior design approaches and eco-friendly materials.	Coastal Influences: Exploration of coastal design elements and materials in Indian coastal regions.	Professional Practice: Overview of career paths, industry standards, and ethical considerations in interior design practice.
SLO-7	Mid-Century Modern & Scandinavian Style: Analysis of mid-century modernist trends and Scandinavian aesthetics	Indo-Islamic Architecture: Study of interior design features in iconic structures like the Taj Mahal.	Minimalism and Functionalism: Study of minimalist and functionalist design principles in modern Indian interiors.	Hill Station Architecture: Understanding the interior design features of homes in Indian hill stations.	Portfolio Development: Guidance on developing a professional portfolio showcasing design skills and projects.
SLO-8	Islamic Influence: Exploration of interior design in Mughal architecture and palaces	Colonial Era: Impact of British, Dutch, and Portuguese colonization on Indian interior design.	Smart Homes and Technology: Integration of technology and smart solutions in contemporary Indian interiors.	Urban vs. Rural Contrasts: Analysis of interior design preferences and styles in urban and rural India.	Entrepreneurship in Design: Understanding the business aspects of interior design and opportunities for entrepreneurship.
SLO-9	Portuguese and Dutch Influences: Study of colonial-era interior design elements brought by the colonial powers	Traditional Indian Homes: Analysis of interior design elements in traditional Indian homes across regions.	Cultural Influences: Exploration of how cultural diversity shapes interior design preferences in modern India.	Adapting to Climate: Understanding how climate influences interior design choices across different regions.	Continuing Education and Development: Exploration of avenues for further education, training, and professional development in the field of interior design.
SLO-10	Spanish Influence: Examination of interior design elements influenced by Spanish colonial architecture	Evolution of Furniture: Development of furniture styles and materials in ancient and medieval India.	Regional Variations in Modern Indian Interiors: Analysis of interior design styles across different Indian regions.	Regional Variations in Indian Interior Design: Examination of interior design styles across different Indian regions.	Emerging Technologies in Interior Design: Investigation of the impact of technologies like AI and VR on interior design practice.
SLO-11	French Influence: Analysis of interior design elements influenced by French colonial architecture	Influence of British Colonial Furniture: Impact of British colonial rule on Indian furniture design.	Impact of Globalization on Indian Interior Design: Examination of how global trends influence contemporary Indian interiors.	Impact of Cultural Diversity on Indian Interior Design: Exploration of how cultural diversity influences interior design in India.	Sustainable Practices in Future Interior Design: Discussion on integrating sustainability into future interior design strategies.

SLO-12	British Influence: Exploration of interior design elements influenced by British colonial architecture	Regional Variations in Furniture: Analysis of furniture styles and materials across different Indian regions.	Social and Economic Factors in Interior Design: Understanding how social and economic changes impact interior design choices.	Socio-Economic Factors in Indian Interior Design: Understanding the role of socio-economic factors in shaping interior design preferences.	Cultural Adaptation in Global Interior Design Trends: Exploration of how global design trends are adapted to suit diverse cultural contexts.
SLO-13	Dutch Influence: Examination of interior design elements influenced by Dutch colonial architecture	Influence of Modern Trends: Exploration of modern furniture design influences on contemporary Indian interiors.	Environmental Psychology in Interior Design: Exploration of psychological principles influencing interior design decisions.	Environmental Sustainability in Indian Interior Design: Analysis of sustainable design practices in Indian interiors.	Research Assignment: Analysis of a specific emerging trend or technology and its potential impact on future interior design practice.
SLO-14	Italian Influence: Analysis of interior design elements influenced by Italian colonial architecture.	Research assignment on the significance of cave paintings in early interior design.	Research Assignment: Comparative analysis of traditional and modern Indian interior design styles.	Research Assignment: Comparative analysis of traditional and contemporary interior design styles in India.	Discussion/Activity: Exploring innovative approaches to address future challenges and opportunities in interior design.
SLO-15	Research Assignment: To explore western style and its influence on Indian interior design	Research Assignment: Comparative analysis of Western and Indian interior design styles during the medieval to colonial period	Hands-on activity exploring innovative design solutions for modern Indian interiors.	Discussion: Exploring the future of Indian interior design in the context of changing societal and environmental dynamics.	Case Study Analysis: Examining real-world examples of innovative interior design solutions and their implications for future practice.
Assessment	Continuous Learning Assessment - 1			Continuous Learning Assessment - 2	
	Continuous Learning Assessment - 3				

Resources			
1	"The Story of Indian Art" by Coomaraswamy	2	The Indian Heritage" by P. M. Raghunathan
3	"Contemporary Indian Architecture" by Klaus-Peter Gast	4	"Indian Interiors" by Sunil Sethi
5	"Indian Interiors" by Angelika Taschen	6	Traditional Indian Architecture" by K. T. Ravindran
7	Art Deco Complete" by Alastair Duncan "Modernism in Design" by Paul Greenhalgh	8	"Modernism in Design" by Paul Greenhalgh

V Rationale (CLR)	The purpose of learning this course is to:	Depth				Attainment			Program Learning Outcomes (PLO)															
CLR-1	Understanding historical interior design evolution provides context for design decisions.	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2	Analyzing design styles cultivates critical thinking in evaluating influences and choices.																						
CLR-3	Exploring cultural aspects fosters awareness for designing inclusively.																						
CLR-4	Adapting historical principles encourages innovation in contemporary design.																						
CLR-5	Anticipating trends prepares students for future design challenges and advancements.																						
Outcomes (CLO)	Upon successful completion of this course, students will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaborating Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy, Accountability	Environmental Action	Community Engagement

CLO-1	Gain a deep understanding of the historical development of interior design across different cultures and time periods.	H	H	M	L	2	90	85	M	H	L	M	H	H	M	L	H	L	M	M	L	L	L
CLO-2	Develop strong analytical skills to critically examine various interior design styles, movements, and trends.	M	H	M	L	4	85	80	-	H	L	M	H	M	L	-	H	L	M	M	-	L	L
CLO-3	Cultivate cultural awareness by exploring diverse cultural contexts that influence interior design practices.	H	H	M	L	4	95	90	L	H	M	H	M	H	M	L	H	L	H	M	L	L	M
CLO-4	Adapt historical design principles to contemporary contexts while fostering innovation and creativity.	H	H	M	L	3	90	85	M	H	H	M	M	H	M	L	H	M	M	M	L	L	L
CLO-5	Reflect critically on the past and present of interior design, envisioning future directions in response to societal needs and emerging trends.	H	H	M	L	5	90	85	M	H	H	H	H	H	M	L	H	M	M	M	L	L	L

Assessment

Level of Thinking	Continuous Learning Assessment(CLA) (60% weightage)				Final Assessment (40 %) weightage)	
	CLA – 1 (45 %)		CLA – 2 (15 %)			
	Theory	Practice	Theory	Practice	Theory	Practice
1 Remember	20%	20%	20%	20%	20%	20%
2 Understand						
3 Apply	20%	20%	20%	20%	20%	20%
4 Analyze						
5 Evaluate	10%	10%	10%	10%	10%	10%✓
6 Create						
Total	100 %		100 %		100 %	

Strategies

Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations	√	Clarification/Pauses	√	Good Health & Well Being	√
Presentation Tools		Group Discussion	√	Quality Education	√
Learning Management System		Hands-on Practice	√	Gender Equality	√
Computer Aided Design Tools		Debate	√		
Assessment Tools		Interactive Lecture	√		
		Brainstorming	√		

Designers

	Professional Experts		Higher Institution Experts		Internal Experts
1	M. Pradeep Alagappan,Srishti Studio, Chennai	1	Dr S. Avinash, IIT Bombay	1	Prof. Dr. K. Geetha, geethak @srmist.edu.in
2	Mr.K.Mahesh, MK Construction, Chennai	2	Dr.Banuchitra, SPA vijayawada	2	Assoc. Prof. M.C . Raja Muthaiah, rajamutc@srmist.edu.in

Code	24IDC105P	Title	PRESENTATION DRAWING AND SKETCHING TECHNIQUES	Category	C	Core	L	T	P	C
							1	0	4	3

Course Offering Department	Architecture & Interior Design	Pre-requisite Courses	Nil	Co-requisite Courses	NIL	Progressive Courses	NIL	Data Book / Codes/Standards	Nil

Title & Content	Manual Drawing and Rendering Techniques	Storytelling Through Visuals	Model-Making Skills	Effective Communication Strategies	Digital Presentation Strategies
Duration (hour)	15	15	15	15	15
SLO-1	Basic drawing materials and tools.	Introduction to Interior Design Visualization	Introduction to different types of models and their applications in design presentations, basic model-making tools, and materials.	Overview of the video production process. Introduction to video recording equipment and software.	Basic Rendering Techniques in Photoshop, InDesign, and Canva.
SLO-2	Techniques for line weight, shading, and texture in freehand sketching.	Basics techniques to storytelling principles and narrative structure	Scale and proportion in model-making	Hands-on exercise: Filming simple interior design scenes.	
SLO-3	Tutorial: Understanding the principles of perspective drawing. One-point, two-point, and three-point perspective.	Tutorial: Demonstration of design narratives through Collage	Introduction to basic model-making tools such as cutting mats, knives, and rulers.	Introduction to video editing software (e.g., Adobe Premiere Pro, Final Cut Pro).	
SLO-4&5	Practice: Perspective drawings of interior rooms	Practice: Hands-on exercises in creating design narratives through Collage	Tutorial: Hands-on demonstration of techniques such as cutting, scoring, and gluing	Basic editing techniques: cutting, trimming, and sequencing clips	Exercise in Photoshop – Interior Space Sketches Rendering
SLO-6	Introduction to rendering mediums: graphite, colored pencils, markers, pen watercolors and poster colors.		Practice: Creating simple massing models using foam board or cardboard.		
SLO-7		The basic principles of design: balance, contrast, hierarchy, and alignment		Hands-on exercise: Editing footage to create a short interior design video.	Exercise in InDesign
SLO-8	Tutorial: Techniques for creating depth, light, and shadow in renderings.	Techniques for creating visually engaging layouts for posters.	Tutorial: Demonstration of techniques on mount board model, Styrofoam, Mill board and making of the model. (Example: A Space,Tree,Human Figures, Mural Wall, tc.)		Exercise in Canva
SLO-9&10	Practice: Rendering interior spaces using Graphite (Charcoal Sketches)	Hands-on exercise: Applying design principles to create sketches of poster layouts.	Practice: Model creation using different materials	Tutorial: Understanding QR codes and their applications in interior design. Introduction to QR code generation and scanning tools.	Practice: Creating presentation boards with rendered interior drawings. Principles of composition - interior design drawings. Tutorial: Techniques for arranging drawings on presentation boards using Canva/InDesign
SLO-11			Tutorial: demonstration of techniques on pop up model making.		
SLO-12	Rendering interior spaces using pen/markers	Tutorial: Creating storyboards and comic boards to visualize design narratives		. Practice: Hands-on exercise: Incorporating QR codes into interior design videos.	. Incorporating QR codes into interior design videos.
SLO-13	Rendering interior spaces using watercolors	Practice: Hands-on exercises in comic boards to visualize design narratives	Practice: Pop-up Model		Exercise in InDesign/Canva Compilation of all works as a portfolio.
SLO-14&15	Rendering interior spaces using poster colors				
Assessment	Continuous Learning Assessment - 1		Continuous Learning Assessment - 2		
	Continuous Learning Assessment - 3				

Resources			
1	Hand Drawing for Designers: Communicating Ideas through Architectural Graphics PAP/CDR Edition by Amy Korté (Author), Douglas R. Seidler (Author)	2	"Presentation Techniques: A Guide to Drawing and Presenting Design Ideas" by Dick Powell
3	"Interior Design Illustrated" by Francis D.K. Ching and Corky Binggeli	4	<author name>, <title of the book>, <publisher name>, <year>
5	Drawing for Interior Design" by Drew Plunkett	6	"Pop-Up Design and Paper Mechanics: How to Make Folding Paper Sculpture" by Duncan Birmingham
7	"Rendering in Pen and Ink" by Arthur L. Guptill	8	"Visual Storytelling: Infographic Design in News" by Liu Yikun and Dong Zhao

Rationale (CLR)	The purpose of learning this course is to:	Depth				Attainment			Program Learning Outcomes (PLO)														
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1	Develop Comprehensive Visualization Skills																						
CLR-2	Foster Creative Storytelling:																						
CLR-3	Provide hands-on model-making experience.																						
CLR-4	Enhance Communication and Presentation Abilities through visual narration																						
CLR-5	Prepare integrated design portfolios effectively.																						

Outcomes (CLO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaborating Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy, Accountability	Environmental Action	Community Engagement
CLO-1	Create visually captivating manual drawings and renderings using charcoal, watercolor, pen, and poster techniques.	✓	✓	-		2	85	75	-	-	3	3	-	-	-	-	-	-	-	-	-	-	-
CLO-2	Create visual narratives through the use of storyboards, comic boards, and poster presentations.	✓	✓	✓	-	3	85	75	-	3	3	3	-	-	-	-	-	-	-	-	-	-	-
CLO-3	Construct paper models and pop-up models to effectively communicate spatial design concepts.	✓	✓	✓	✓	3	85	75	-	3	3	3	-	-	-	-	2	-	-	-	-	-	-
CLO-4	Utilize video editing and QR code generation techniques to enhance design communication strategies.	✓	✓	✓	✓	4	85	75	-	3	3	3	-	-	2	-	-	3	-	-	-	-	-
CLO-5	Integrate and synthesize various representation techniques to prepare comprehensive design portfolios showcasing their design process and outcomes.	✓	✓	✓	✓	4	85	75	-	2	3	3	-	-	2	-	-	3	-	-	-	-	-

Assessment

Level of Thinking	Continuous Learning Assessment (CLA) (60% weightage)						Final Assessment	
	CLA – 1		CLA – 2		CLA – 3		(40 % weightage)	
	(20 %)		(20 %)		(20 %)			
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
7 Remember	-	40%	-	40%	-	30%	-	40%
8 Understand								
9 Apply	-	40%	-	40%	-	40%	-	40%
10 Analyze								
11 Evaluate	-	20%	-	20%	-	30%	-	20%
12 Create								
Total	100 %		100 %		100 %		100 %	

Strategies

Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations	✓	Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System		Hands-on Practice	✓	Gender Equality	✓
Computer-Aided Design Tools	✓	Debate			
Assessment Tools		Interactive Lecture	✓		
		Brainstorming	✓		

Designers

Professional Experts		Higher Institution Experts		Internal Experts	
1	Ar.Vijayanand,Practicing Architect, Madurai	1	Ar. Yogesh Garg, Professor, NIT Bhpal	1	Dr.Shanthi Priya R , SRMIST, SAID, <shanthir1@srmist.edu.in>
2	Ar. Senthil,Practicing Architect, Madurai	2	Ar.Thirumaran, Professor, NIT Trichy	2	Vishva Dharani V M, SRIST,SAID, <vishvadv@srmist.edu.in>

Code	24IDD107S	Title		FOUNDATION DESIGN STUDIO	Category	D	Design Skill course	L	T	P	C
								1	0	12	7

Course Offering Department	Architecture	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil

Title & Content	DESIGN VOCABULARY , ELEMENTS & PRINCIPLES OF DESIGN	COLOR, LIGHT, SHADE AND SHADOWS	ANTHROPOMETRY & ERGONOMICS	ELEMENTS OF SPACE MAKING	SPATIAL PLANNING
Duration (hour)	39	39	39	39	39
SLO-1	**Lecture - 01:** - Introduction to fundamentals of design. - Introduction to Elements of design.	**Lecture-01:** - Introduction to color theory. - Faber Birren color theory & Munshell's color theory.	**Lecture-01:** - Human dimensions. - Anthropometry in various postures.	**Lecture-01 :** - Introduction to elements of space making.	**Lecture-01:** - Introduction to spatial planning and spatial zoning in interior design- based on the activities, furniture layouts, varied circulation patterns, flexibility and adaptability.
SLO-2 SLO-3 SLO-4 SLO-5 SLO-6 SLO-8 SLO-9 SLO-10 SLO-11 SLO-12 SLO-13	**Exercise – 01:** Free Hand Drawing – Relationship of Dot, Lines and Planes. Transition from 2D to 3D and exploring it on manual and digital tools. Exercises on elements of design. **Learning Parameters –** - Free hand drawing of lines, planes and solids with various pens and pencils. - Abstraction Technique. - Deciphering rules of composition.	**Exercise – 01:** Generating color wheel and representing the color schemes through art exercises. **Learning Parameters –** - Generating color wheel to understand the relationship between primary colors, secondary colors and tertiary colors. - To understand the color mixing methods to achieve Hue, Value, Intensity Shade, Tint & Tone.	**Exercise – 01 –** Gauging sizes – Using body as a measuring tool. Scaled models of humans using various materials/mediums. **Learning Parameters –** - Human Dimensions, Scale and proportions.	**Exercise – 01:** Openings Identify an interior space and analyze its position, size, scale, proportions, relationship to other elements etc. **Learning Parameters –** - Understanding on the functional requirement and aesthetical impact of an opening.	**Exercise – 01:** Exercise on analyzing the spatial planning of any single space. **Learning Parameters-** - Zoning & Circulation of a single space. - Spatial planning and functional arrangements.
SLO-1	**Lecture -02:** - Introduction to principles of basic design.	**Lecture-02:** - Color Psychology & color methodology.	**Lecture-02:** - Fundamentals and Principles of Ergonomics.	**Lecture-02 :** - Introduction to elements of space making.	**Lecture-02:** - Spatial Relationship – Space within space, Interlocking space, Space linked by common spaces, adjacent spaces.
SLO-2 SLO-3 SLO-4 SLO-5 SLO-6 SLO-8 SLO-9 SLO-10 SLO-11 SLO-12 SLO-13	**Exercise – 02:** Exercises related to principles of design. Symmetry & Asymmetry, Repetition, Rhythm, Harmony & Unity. Application of principles through doodling, zentangle etc. **Learning Parameters –** - Pattern/Concept generation. - Abstraction.	**Exercise – 02:** Exercises related to color abstraction & color exploration with textures, color generation through various mediums. **Learning Parameters –** Color abstraction and color exploration using several mediums to convey emotions through color. The study of materials from texture point of view.	**Exercise – 02:** Exercise on ergonomic analysis of any furniture. **Learning Parameters –** Ergonomics of furniture's, products etc.	**Exercise – 02:** Wall & Column Identify an interior space and analyze its position, size, style, scale, proportions, materials, color, texture etc. **Learning Parameters –** Understanding on the functional aspect and aesthetical impact of walls, columns etc.	**Exercise – 02:** Derive bubble diagram to illustrate the spatial relationship of space to its subspaces. **Learning Parameters-** Zoning & Circulation of a single space and its relationship to spaces around.
SLO-1	**Lecture-03:**	**Lecture-03:**	**Lecture-03:**	**Lecture-03:**	**Lecture-03:**

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- Principles of Basic Design	- Light & Shadow	- The importance and interrelationship of human and furniture/product in a space.	- Introduction to elements of space making.	- Spatial Organization of an interior space.
SLO-2 SLO-3 SLO-4 SLO-5 SLO-6 SLO-8 SLO-9 SLO-10 SLO-11 SLO-12 SLO-13 **Exercise – 03:** Exercises related to principles of design. Foreground & background, Emphasis and Balance, Proportion and sense of direction. Application of principles through poster design, collage etc. **Learning Parameters –** Gestalt psychology, Layer generation, visual perception etc.	**Exercise – 03:** Exercises to experiment with light and shadow, Solid and voids in interiors. Exercises – Paper cut and fold, POP cube carving.Paper sculpture etc. **Learning Parameters –** To play with light and shadow to see the various effects that result using manual and digital tool.	**Exercise – 03:** Identify furniture and derive the relationship of anthropometry and ergonomics. **Learning Parameters –** Understanding the importance and interrelationship of human and furniture/product in a space.	**Exercise – 03:** Floor & Staircase Identify an interior space and analyze its scale, proportions, materials, color, texture, relationship to other elements etc. **Learning Parameters –** Understanding on the functional aspect and aesthetical impact of floor & Staircase etc.	**Exercise – 03:** Design of a single space inculcating all the previous learnings. **Learning Parameters-** Understanding the spatial planning and achieving efficiency in design.

Resources

1	*John Croney , Anthropometry for designers, Van Nostrand Reinhold>,1981*	2	*Ching, Francis D. K., and Corky Binggeli., Interior Design Illustrated , John Wiley and Sons, Inc., 2018*
3	*Sam Booth and Drew Plunkett , Furniture for Interior Design , Laurence King Publishing, 2014*	4	*Francis D.K. Ching , Drawing a Creative Process, John Wiley N Sons, 1989*
5	*Mimi Love, Chris Grimley, Color, Space, and Style,Rockport Publishers, Year: 2007*	6	*Elements of space making, Yatin Pandya,2003*
7	*Innes, Malcolm , Lighting for interior design, Laurence King Publishing, Year: 2012*	8	*Simon Dodsworth with Stephen Anderson, The Fundamentals of Interior Design ,Bloomsbury Publishing, Year: 2015*

Rationale (CLR)	The purpose of learning this course is to:	Depth				Attainment			Program Learning Outcomes (PLO)														
CLR-1	Understanding and applying design vocabulary with elements and principles of design.	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2	Exploring the color theory and color psychology.																							
CLR-3	Understanding anthropometrics and ergonomics in design.																							
CLR-4	Exploring the importance of space making.																							
CLR-5	Transition for basic design to interior design.		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaborating Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy, Accountability	Environmental Action	Community Engagement

Outcomes (CLO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaborating Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy, Accountability	Environmental Action	Community Engagement
CLO-1	Strengthens the design vocabulary and the fundamentals of elements and principles of design.	✓	✓	-	-	2	85	75	3	3	3	2	1	1	-	2	2	1	1	1	-	-	-
CLO-2	To analyze the color methodology and explore its psychological behavior.	✓	✓	✓	-	2	85	75	3	2	3	2	2	1	-	2	2	1	1	1	-	1	1
CLO-3	To implement the anthropometry and ergonomic principles in design.	✓	✓	✓	✓	3	85	75	3	2	2	2	3	2	1	2	1	-	1	1	-	-	1
CLO-4	To analyze the elements of space making.	✓	✓	✓	-	3	85	75	3	3	3	2	3	1	1	2	2	-	1	1	-	1	1
CLO-5	To comprehend the learning's and to derive an overall outcome.	✓	✓	✓	✓	3	85	75	3	3	3	2	2	-	1	2	2	-	1	1	-	-	-

Assessment

	Level of Thinking	Continuous Learning Assessment(CLA) (60% weightage)						Final Viva Voce	
		CLA – 1		CLA – 2		Adjunct Architect/Interior Designer			
		(25 %)		(25 %)		(10 %)		(40 % weightage)	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1	Remember	-	20%	-	20%	-	20%	-	20%
2	Understand								
3	Apply	-	40%	-	40%	-	40%	-	40%
4	Analyze								
5	Evaluate	-	40%	-	40%	-	40%	-	40%
6	Create								
	Total	100	%	100	%	100	%	100	%

Strategies

Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations	-	Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
Computer Aided Design Tools	✓	Debate	-		
Assessment Tools	✓	Interactive Lecture	✓		
		Brainstorming	✓		

Designers

	Professional Experts		Higher Institution Experts		Internal Experts
1	Ar. Shirish, Mumbai	1	Ar.Yogesh Garg, Professor,NIT Bhopal	1	Prof. R. Shanthi Priya, SRMIST,KTR <shanthir1@srmist.edu.in>
2	Ar. Amudha, Chennai	2	Ar.Thirumaeran, Professor, NIT Trichy	2	Ar.Syed Ali Fathima, SRMIST,RMP, <syedali@srmist.edu.in>

Code	24IDC102P	Title	COMPUTER STUDIO -I			Category	C	Core	L	T	P	C
									1	0	6	4

Course Offering Department	Design	Pre-requisite Courses	Nil	Co-requisite Courses		Progressive Courses		Data Book / Codes/Standards	Nil

Title & Content	CAD Fundamentals	Advanced CAD Techniques	3D modelling Fundamentals	Advanced 3D modelling Techniques	Project-Based Tasks and Latest Trends
Duration (hour)	15	15	15	15	15
SLO-1	Understand the fundamentals of Computer-Aided Design (CAD) software, including CAD for 2D drafting.	Master advanced drawing commands in CAD to create complex shapes and objects.	Understand the fundamentals of 3D modeling software	Master advanced drawing commands in 3D to create complex shapes and objects.	Apply knowledge and skills acquired throughout the course to complete a comprehensive interior design project.
SLO-2	Demonstrate proficiency in navigating the User Coordinate System (UCS) and World Coordinate System (WCS) for accurate modelling.	Apply annotation tools effectively to add dimensions, text, and leaders to drawings in CAD.	Demonstrate proficiency in navigating 3D interface and tools for accurate modelling.	Apply annotation tools effectively to add dimensions, text, and leaders to models in 3D modelling.	Demonstrate proficiency in conceptualizing and developing interior design concepts from initial sketches to final renderings.
SLO-3	Utilize navigation tools such as ViewCube in CAD for orientation and viewpoint control.	Utilize advanced editing tools such as grips, fillet, chamfer, and mirror to modify and refine 2D designs.	Utilize navigation tools such as Orbit, Pan, and Zoom for orientation and viewpoint control.	Utilize advanced editing tools such as Push/Pull, Follow Me, and Offset to modify and refine 3D designs.	Collaborate with team members to develop and execute a cohesive design vision for a given project brief.
SLO-4	Organize and manage model space effectively in CAD for 2D drafting tasks.	Understand the concept of blocks and learn to create, insert, and manage them in CAD drawings.	Organize and manage model space effectively in 3D modelling tasks.	Understand the concept of components and learn to create, insert, and manage them in 3D models.	Integrate sustainable design principles and practices into the design process, considering factors such as energy efficiency, material selection, and indoor air quality.
SLO-5	Apply basic drawing commands in CAD to create simple geometric shapes and objects.	Explore advanced layer management techniques in CAD for better organization of drawing elements.	Apply basic drawing commands in 3D to create simple geometric shapes and objects.	Explore advanced layer management techniques in 3D for better organization of model elements.	Present design concepts and proposals to clients and stakeholders effectively, using a combination of 2D and 3D visualization techniques.
SLO-6	Understand the concept of layers and their significance in organizing and managing drawing elements.	Learn to create and edit complex 3D objects using solid modelling techniques in CAD.	Understand the concept of layers and their significance in organizing and managing drawing elements in 3D	Learn to create and edit complex 3D objects using solid modeling techniques in 3D software	Incorporate feedback and revisions into design proposals, demonstrating flexibility and adaptability in response to client preferences and project requirements.
SLO-7	Explore the use of object snap modes in CAD to ensure precision in object placement and alignment.	Apply advanced rendering settings and materials in CAD to achieve realistic lighting and textures in 3D models.	Explore the use of inference tools in 3D to ensure precision in object placement and alignment.	Apply advanced rendering settings and materials to achieve realistic lighting and textures in 3D models.	Develop project documentation, including floor plans, elevations, sections, and material boards, to communicate design intent and specifications.

SLO-8	Learn the basics of file management, including saving, opening, and closing drawings in CAD.	Understand the principles of parametric modelling and constraints in CAD.	Learn the basics of file management in 3D, including saving, opening, and closing models.	Understand the principles of parametric modelling and constraints in 3D modelling	Explore emerging trends and technologies in interior design, such as biophilic design, smart home integration, and modular construction.
SLO-9	Understand the concept of scale and units in CAD and apply appropriate settings for drawing accuracy.	Explore advanced file management tasks such as Xrefs and project collaboration in CAD.	Understand the concept of scale and units 3D and apply appropriate settings for modelling accuracy.	Explore advanced file management tasks such as importing, exporting, and collaboration in 3D modelling	Investigate the use of parametric design tools and generative design algorithms to explore alternative design solutions and optimize spatial configurations.
SLO-10	Explore different coordinate entry methods in CAD for precise positioning of objects.	Develop proficiency in creating detailed technical drawings, including plans, elevations, and sections.	Explore different coordinate entry methods in 3D for precise positioning of objects.	Develop proficiency in creating detailed 3D models, including architectural elements, furniture, and fixtures.	Collaborate with industry professionals, such as architects, engineers, and contractors, to coordinate the implementation of design solutions within the built environment.
SLO-11	Utilize viewports in CAD layouts to create multiple views of the same model for presentation purposes.	Apply advanced annotation tools such as tables, schedules, and dynamic blocks to enhance drawing documentation.	Utilize scenes and view management in 3D to create multiple views of the same model for presentation purposes.	Apply advanced annotation tools such as labels, dimensions, and dynamic components to enhance model documentation.	Evaluate the impact of design decisions on human health and well-being, considering factors such as ergonomics, acoustics, and natural lighting.
SLO-12	Learn basic rendering techniques in CAD to create visually appealing 2D drawings.	Learn to use external references (Xrefs) and blocks to streamline the drawing process in CAD.	Learn basic rendering techniques to create visually appealing 3D models.	Learn to use external references (Xrefs) and components to streamline the modelling process in 3D.	Develop a personal design philosophy and aesthetic approach informed by research, experimentation, and reflection on past projects.
SLO-13	Develop foundational skills in CAD through practice exercises and hands-on projects.	Understand the concept of model space and paper space in CAD layouts.	Develop foundational skills in 3D modelling through practice exercises and hands-on projects.	Understand the concept of scenes and animation in 3D for creating dynamic presentations.	Document, and showcase completed projects in a professional portfolio, highlighting key design concepts, processes, and outcomes.
SLO-14	practice exercises	Explore advanced rendering techniques in CAD for high-quality visualizations.	practice exercises	Explore advanced rendering techniques in 3D for high-quality visualizations.	Reflect on lessons learned throughout the course and identify areas for further growth and development as a design professional.
SLO-15	practice exercises	Develop problem-solving skills through complex design challenges and real-world projects in CAD.	practice exercises	Develop problem-solving skills through complex design challenges and real-world projects in 3D modelling and rendering.	Engage in ongoing professional development activities, such as attending workshops, conferences, and networking events, to stay informed about industry trends and best practices.
Assessment	Continuous Learning Assessment - 1			Continuous Learning Assessment - 2	
	Continuous Learning Assessment - 3				

Resources			
1	"AutoCAD 202X for Beginners" by Tutorial Books	2	"Interior Design Illustrated" by Francis D.K. Ching and Corky Binggeli
3	"Mastering AutoCAD 202X and AutoCAD LT 202X" by George Omura	4	"The Interior Design Reference & Specification Book: Everything Interior Designers Need to Know Every Day" by Chris Grimley and Mimi Love
5	"SketchUp 202X for Dummies" by Aidan Chopra and Rebecca Huehls	6	https://www.sketchup.com
7	"SketchUp Success for Woodworkers: SketchUp Pro for Kitchen Design" by David Richards and Ruby Sketch	8	1AutoCAD Official Website: https://www.autodesk.com/products/autocad

Rationale (CLR)	The purpose of learning this course is to:	Depth				Attainment			Program Learning Outcomes (PLO)															
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1	Master essential design software such as AutoCAD and SketchUp for 2D drafting and 3D modelling																						
CLR-2	Develop advanced design skills for creating complex shapes, objects, and environments.																						
CLR-3	Integrate principles of both 2D drafting and 3D modelling to effectively visualize and communicate design concepts.																						
CLR-4	Communicate design ideas convincingly through professional-quality presentations and documentation.																						
CLR-5	Apply critical thinking and problem-solving skills to analyse design challenges and devise innovative solutions.																						

Depth column label (vertical): Conceive

Attainment column labels (vertical): Level of Thinking, Expected Proficiency, Expected Attainment

PLO column labels (vertical): Problem Solving, Critical Thinking, Creativity, Communication Skills, Analytical Reasoning, Research Skills, Collaborating Skills, Leadership Qualities, Learning to Learn, Digital Technology, Multicultural Inclusivity, Value Inculcation, Autonomy, Accountability, Environmental Action, Community Engagement

Outcomes (CLO)	Upon successful completion of this course, students will be able to:	Conceive	Level of Thinking	Exp Prof	Exp Att	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1	Achieve proficiency in using AutoCAD and SketchUp for 2D drafting and 3D modeling tasks.	-	2	85	75	3	-	-	1	-	3	-	2	2	1	2	3	3	-	-
CLO-2	Develop advanced skills in creating complex shapes, objects, and environments using design software.	-	2	85	75	3	2	1	2	2	3	-	1	2	1	2	3	3	2	1
CLO-3	Integrate principles from both 2D drafting and 3D modeling to effectively visualize and communicate design concepts.		3	85	75	3	1	3	1	3	3	-	1	1	2	1	3	3	1	3
CLO-4	•Communicate design ideas persuasively through professional-quality presentations and documentation.		3	85	75	3	3	2	3	3	3	-	2	3	3	3	3	3	3	2
CLO-5	Apply critical thinking and problem-solving skills to analyze design challenges and innovate effective solutions		3	85	75	3	3	2	3	3	3	-	3	3	3	3	3	3	3	2

Assessment

	Continuous Learning Assessment (CLA) (60% weightage)							
Level of Thinking	CLA – 1 (20 %)		CLA – 2 (20 %)		CLA – 3 (20 %)		Final Assessment (40 % weightage)	
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1 Remember	-	40%	-	40%	-	30%	-	40%
2 Understand								
3 Apply	-	40%	-	40%	-	40%	-	40%
4 Analyze								
5 Evaluate	-	20%	-	20%	-	30%	-	20%
6 Create								
-Total	100 %		100 %		100 %		100 %	

Strategies

Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses		Good Health & Well Being	
Presentation Tools	√	Group Discussion		Quality Education	
Learning Management System		Hands-on Practice	√	Gender Equality	√
Computer Aided Design Tools	√	Debate			
Assessment Tools	√	Interactive Lecture	√		
		Brainstorming			

Designers

Professional Experts		Higher Institution Experts		Internal Experts	
1	Ar. Sabarish, Urban Dots, Chennai	1	Ar. Saravanan, SAP, Chennai	1	Prof. M. Suriya Prakash, Professor, SRMIST
2	Ar. Chellakumar, Binny developers, Chennai	2	Ar.Prasanna,Devan, REC, Chennai	2	Associate Prof. Rajah Muthiah, SRMIST

Code	24IDC104J	Title	MATERIALS, CONSTRUCTION AND FINISHES	Category	C	Core	L T P C
							2 0 4 4

Course Offering Department	DESIGN	Pre-requisite Courses	NIL	Co-requisite Courses	NIL	Progressive Courses	NIL	Data Book / Codes/Standards	Nil

Title & Content	Wall & Surface Finishings	Flooring &Ceiling	Partitions	Doors & Windows	Staircase
Duration (hour)	18	18	18	18	18
SLO-1	Introduction to wall treatments	Introduction to flooring and its components	Introduction to partitions, its components, the types of materials and details for partitions - M.D.F, Fibre cement panel, aluminum, Glass, Timber, Steel frames / strings, etc.	Introduction - Door Types	Staircase Types according to profile - straight flight, doglegged, quarter turn, half turn - Drafting Exercise
SLO-2	Understanding the various types of materials for wall treatments - Gypsum wall board, concrete, Wooden Paneling, Wall Paper, Ceramic Tile, etc	Understanding the types of materials for flooring - Ceramic tile, Marble, Granite, Wooden, Vinyl, Carpet, Rubber, Linoleum, etc.	Exercise - Draft the Details of fixed partitions with steel and aluminum with frames and panels in glass, particle board, MDF, Gypboard and plywood	Door - Types of openings - Sketches	Staircase Types according to profile - bifurcated, circular, spiral and helical - Drafting Exercise
SLO-3	Introduction to wall plastering and its types	Types of flooring and its various Advantages and Disadvantages		Exercise: Draft the Panel Doors	Staircase Types based on materials - timber, wood
SLO-4	Analyze Different Plastering materials	Explore different methods and techniques of laying flooring	Exercise: Draft the Details of sliding partitions with wood frames and panels in glass, particle board, MDF, Gypboard and plywood	Exercise: Draft the Pivoted Doors & Sliding Doors	Staircase Types based on materials - steel
SLO-5	Uses, Advantages and Disadvantages of plastering materials	Explore and Analyze Different components of flooring techniques and methods	Exercise -Draft the Details of Sliding partitions with steel and aluminum frames and panels in glass, particle board, MDF, Gypboard and plywood		Staircase Types based on materials - synthetic materials
SLO-6	Explore & Analyze plastering materials through visual & practical's	Introduction to false ceiling & its components			
SLO-7	Introduction to Painting and Finishes	Understanding the types of materials for false ceiling - Gypsum board, Thermocol, POP, Wood, Metal, Synthetic leather, Glass, etc.	Exercise: Draft the Details of folding partitions with wood frames and panels in glass, particle board, MDF, Gypboard and plywood -	Exercise: Draft the Folding Doors & Glazed Door	Exercise: Draft the Details of handrails
SLO-8	Traditional methods of Painting and Finishes				
SLO-9	Explore Types of Materials and its characteristics used for painting and finishing	Explore different layouts of Design and Construction ideas for false ceiling	Exercise: Draft the Details of folding partitions with steel frames and panels in glass, particle board, MDF, Gypboard and plywood	Exercise : Draft the Joinery Details for doors	
SLO-10		Advantages and Disadvantages of the various types of false ceiling			
SLO-11			Exercise: Draft the Details of folding partitions aluminum frames and panels in glass, particle board, MDF, Gypboard and plywood -		Exercise : Draft the Details of balusters
SLO-12	Advantages and Disadvantages of different types of paints and finishes	Electrical and duct details necessary for false ceiling designing		Windows-Types - Casement, fixed, horizontal sliding, vertical sliding, pivoted - Drafting Exercise	
SLO-13	Material Surface and Paint / finish requirements (Concrete, metal, wood etc.)	Exercise: Draft any One flooring technique with details	Exercise: Draft the Single skin Partition as per requirement and specification of construction	Windows-Types - Top hung type Ventilators, bottom hung, pivoted, louvered, fixed types - Drafting Exercise	Exercise : Draft the Construction details of staircase - Joints
SLO-14	Present case studies of different materials surfaces and painting / finishing methods				
SLO-15					

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			Exercise: Draft the Double skin Partition as per requirement and specification of construction	Exercise : Daft the Details of sliding windows in aluminum and steel with glazed panels	Exercise : Draft the Construction details of staircase -nosing
SLO-16		Exercise: Draft any One false ceiling method with details			
SLO-17				Joinery details for windows and ventilators.	
SLO-18					
Assessment	Continuous Learning	Assessment - 1	Continuous Learning Assessment - 2		
		Continuous Learning Assessment - 3			

Resources

1	W.B.Mckay,Building construction, Metric Vol.1, 5thed., Pearson Education, 2013	2	*Sushil Kumar. T.B. of Building Construction 19th ed. Standard Pub. Delhi, 2003.*
3	W.B.Mckay,Building construction, Metric Vol.3, 5thed., Pearson Education, 2013	4	*FrancisD.Ching, Building Construction Illustrated, Wiley publishers,2008*
5	Dr.B.CPumnia, Ashok Kr.Jain, ArunKr.Jain, Building Construction, 11thed.,Lamxi Publications Pvt. Ltd., 2016	6	*Bindra,S.P.andArora,S.P.BuildingConstruction:PlanningTechniquesandmethodsofConstruction, 19th ed. Dhanpat RaiPub., NewDelhi, 2000.*
7	M.S. Shetty, A.K.Jain, Concrete Technology - Theory and Practice,8thed., S.Chand&Co.Ltd., 2018	8	*BuildingMaterialsProducts,PropertiesandSystems-TataMcGrawHillEducationPrivatelimited*

Rationale (CLR)	The purpose of learning this course is to:	Depth				Attainment			Program Learning Outcomes (PLO)															
CLR-1	*Introduction of Basic Materials and products that are used in current date and age.*	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2	*Knowledge of these materials and their implementation in construction*																						
CLR-3	*To give an overview of the materials those are used in Interior and Architecture with reference to the material properties, feasibility, availability, durability and sustenance to climatic conditions.*																						
CLR-4	*To give an in-depth knowledge and understanding of the materials that is used in Interior.*																						
CLR-5	*To familiarize on material and construction methodology and understand various components of interior elements-doors, windows, staircase etc.*	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaborating Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy Accountability	Environmental Action	Community Engagement

Outcomes (CLO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaborating Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy Accountability	Environmental Action	Community Engagement
CLO-1	Apply core concepts in Materials Science to solve engineering Problems	H	M	H	H	3	85	75	H	-	-	-	-	-	-	-	H	-	-	-	-	-	-
CLO-2	Select Materials for Design and Construction	H	H	H	H	2	85	75	H	-	-	-	H	-	-	H	-	-	-	-	M	-
CLO-3	Posses the skill and techniques necessary for modern materials and Engineering practice	H	H	M	H	4	85	75	H	-	-	-	-	M	-	H	-	-	-	-	M	-
CLO-4	Develop an Understanding of the unique properties and characteristics of materials	H	L	M	M	6	85	75	H	-	-	-	H	-	-	H	-	-	-	-	M	-
CLO-5	Ability to identify, formulate and solve engineering problems	M	L	M	M	2	85	75	H	-	-	-	-	-	-	H	-	-	-	-	-	-

Assessment								
	Continuous Learning Assessment(CLA) (60% weightage)						Final	Assessment weightage)
Level of Thinking	CLA – 1 (45 %)		CLA – 2 (15 %)				(40 %	
	Theory	Practice	Theory	Practice			Theory	Practice
1 Remember	20%	20%	20%	20%			15%	15%
2 Understand								
3 Apply	20%	20%	25%	25%			20%	20%
4 Analyze								
5 Evaluate	10%	10%	10%	5%			15%	15%
6 Create								
Total	100 %		100 %				100 %	

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	
Computer Aided Design Tools		Debate	✓		
Assessment Tools	✓	Interactive Lecture	✓		
		Brainstorming	✓		

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1 Ar. Sabarish, Urban Dots, Chennai	1 Ar. Saravanan, SAP, Chennai	1 Ar. Raja Muthaiah M C, SRMIST SAID, rajamutc@srmist.edu.in
2 Ar. Chellakumar, Binny developers, Chennai	2 Ar.Prasanna,Devan, REC, Chennai	2 Ar. Narayanan M, SRMIST SEAD, narayanm1@srmist.edu.in

Code	24IDD106S		Title	INTERIOR DEISGN STUDIO – I					Category	D	Design Skill Course	L	T	P	C
												1	0	12	7
Course Offering Department		Architecture	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil		Data Book / Codes/Standards		Nil			

Title & Content	RESIDENCE DESIGN – DESIGN PROCESS THROUGH CASE STUDY	RESIDENCE – LIVING SPACE DESIGN	RESIDENCE – LIVING SPACE DESIGN	RESIDENCE – HOME OFFICE DESIGN/ KITCHEN DESIGN/STUDY ROOM	PRESENTATION
Duration (hour)	39	39	39	39	
	FOCUS – SPATIAL PLANNING AND ORGANIZING				
SLO-1	**Lecture-01:** - Evolution of residential interiors. - Interior design process.	**Lecture-01:** - Introduction to residence – Living space interiors. - Parameter to prepare the case study checklist for observation, analysis etc	**Lecture-01:** - Deriving Client brief with requirements. - Deriving the design scope. - Concepts and various ways of representing ideas. .	**Lecture-01:** - Introduction to residence – interiors – Home office/Kitchen/Study room. - Deriving Client brief. - Derviing the design scope. - Developing Concepts.	**Lecture-01:** - Rendering Techniques with different mediums.
SLO-2 SLO-3 SLO-4 SLO-5 SLO-6 SLO-7 SLO-8 SLO-9 SLO-10 SLO-11 SLO-12 SLO-12	**Exercise – 1** **PRE – DESIGN PROCESS - ANALYSIS AND FRAMING OF REQUIREMENTS** Choose residence case study(Min- 2) to do a space by space analysis of User requirements, Activity requirements, Furnishing requirements Dimensional and Spatial requirements **Learning Parameters:** Helps to derive checklist to conclude on the various requirement of a space (Residence Interiors)	**Exercise – 1** **PRE DESIGN STAGE** Literature study – Standards and data collection. **Learning Parameters:** To understand the anthropometry and ergonomics related to the Living space.	**Exercise – 1** **DESIGN STAGE** Evolve conceptual scheme with visualization considering the functional and aesthetical requirement of client. Prioritizing client lifestyle, culture, activities, facilities, privacy levels, comfort , appearance and arriving at a theme though mind mapping, conceptual sketches. Derive mood and material board - floor, walls, window treatments, furniture etc. **Learning Parameters:** Process of deriving concepts for a living room aligning to client brief. Spatial Standards. Process of preparing mood and material board.	**Exercise – 1** **PRE DESIGN STAGE** Evolve conceptual scheme with visualization .Identifying key design considerations : Prime requirements, functionality, and aesthetics. Research on potential materials for flooring, walls, window treatments, and deriving mood and material board. **Learning Parameters:** The "work triangle" and its importance in workflow	**Exercise – 1** **LIVING SPACE** Rendering of floor plan. Rendering of sectional elevations etc Rendering of 3d views. **Learning Parameters:** Presentation skills - manual & digital tools.
SLO-1	. **Lecture-02:** - Residence design - spatial planning through spatial form, spatial dimension, Spatial transition - Introduction to space planning principles in small spaces: maximizing efficiency, optimizing circulation, and considering ergonomics.	. **Lecture-02:** - Parameters to observe in the case study and methodology to prepare checklist for observation, analysis etc	**Lecture-02:** - Introduction to schematic layouts- Plan, Elevation & Section. - Factors to consider in the existing layout – structural elements, demolition constraints, location of opening etc.	**Lecture-02:** - Introduction to schematic layouts- Plan, Elevation & Section. - Factors to consider in the existing layout – structural elements, demolition constraints, location of opening etc.	**Lecture-02:** - Rendering Techniques with different mediums

SLO					
SLO-2 SLO-3 SLO-4 SLO-5 SLO-6 SLO-7 SLO-8 SLO-9 SLO-10 SLO-11 SLO-12 SLO-13	**Exercise – 2** **ANALYSIS OF FUNCTIONAL ASPECTS - ZONING & CIRCULATION** Choose residence case study(Min- 2) to analyse the spatial planning, circulation pattern, form, and the transition to sub spaces. **Learning Parameters:** Process of learning space planning principles.	Exercise – 2 **PRE DESIGN STAGE** Literature Case study – Interior zoning, planning, circulation pattern, furniture arrangement, lighting, color scheme, material analysis, skins and finishes etc. **Learning Parameters:** To derive inferences from the project studied and concluding the take away for the proposed design.	Exercise – 2 Prepare a schematic furniture layout aligned to the concept to achieving comfort, functionality, aesthetics etc. Design a lighting plan for the living space , incorporating different lighting types and considering client needs aligning to concept, mood and material board. **Learning Parameters:** Learning process of generating schematic layout considering various contextual parameters. Research on the use of color temperature and lighting design to create specific moods and ambiance in the living room.	Exercise – 2 **DESIGN STAGE** Prepare a schematic furniture layout aligned to the concept. Prepare a reflected ceiling layout considering the furniture layout, aligned to concept, mood and material board. **Learning Parameters:** Learning process of generating schematic layout considering various contextual parameters.	Exercise – 2 **HOME OFFICE DESIGN/ KITCHEN DESIGN/STUDY ROOM** Rendering of floor plan Rendering of sectional elevations etc Rendering of 3d views **Learning Parameters:** Presentation skills - manual & digital tools.
SLO-1	. **Lecture-03:** - Residence design – Space making elements, consideration for choice of materials, color, lighting, texture etc.	**Lecture-03:** - Preparatory for Live case study visit.	**Lecture-03:** - Introduction to detail drawing. - Furniture details. - Details of wall, floor and ceiling.	**Lecture-03:** - Introduction to detail drawing . - Details of overhead cabinets, storage units etc. - Details of wall, floor and ceiling.	**Lecture-03:** Composition of sheets.
SLO-2 **SLO-3** **SLO-4** **SLO-5** **SLO-6** **SLO-7** **SLO-8** **SLO-9** **SLO-10** **SLO-11** **SLO-12** **SLO-13**	**Exercise – 3** **ANALYSIS OF AESTHETICAL ASPECTS** Choose residence case study(Min- 2) to analyse the parameters such as elements of space making, materials choice, color choice,lighting choice etc **Learning Parameters:** Knowledge on important parameters – elements, matarials, lighting etc.	**Exercise – 3** **PRE DESIGN STAGE** Live Case study – Interior zoning, planning, circulation pattern, furniture arrangement, lighting, color scheme, material analysis, skins and finishes etc. **Learning Parameters:** To derive inferences from the project studied and concluding the take away for the proposed design.	**Exercise – 3** **DESIGN DEVELOPMENT STAGE** **Generate sectional elevation** Detailing indicating structure, false ceiling, wall panels, materials and finishes, furniture's etc. **Learning Parameters:** Learning process of generating detail drawings.	**Exercise – 3** **DESIGN DEVELOPMENT STAGE** **Generate sectional elevation** Detailing indicating Structure, false ceiling, wall panels, materials and finishes, furniture's etc. **Learning Parameters:** Learning process of generating detail drawings.	**Exercise – 3** **Composition of sheets - Concept, Material & mood board, floor plan, sectional elevations, 3d views.** **Learning Parameters:** Presentation skills - manual & digital tools.

Resources		
1	*SAM KUBBA, Space Planning, McGraw Hill, 2003*	2	*Rick Bartholomew,Design Process Hand Sketching for Interiors,SDCPublications,2013*
3	*Simon Dodsworth,Stephen Anderson,The Fundamentals of Interior Design,2nd Edition,Fairchild,2015*	4	*GraemeBrooker,SallyStone,Basics Interior Architecture04:Elements/Objects,AVAPublishing,2009*
5	*RoSpankie,Basics Interior Architecture 03:Drawing out the interior,AVAPublishing,2009*	6	*Lidwell,William and Holden,Kritina.,UniversalPrinciples of Design,Rockport Publishers,2010*
7	*Evans,Poopy andThomas,Mark.,Exploring the Elements of Design,Thomson Delmar Learning,2008*	8	*Bryan,Peterson,Design Basics for Creative Results,How Design Books,2003*

Rationale (CLR)	The purpose of learning this course is to:
CLR-1	Understanding the design process which enables to attain the project goal.
CLR-2	Gain foundational knowledge in space planning, furniture arrangement, material selection, color theory, and for the domestic environment.
CLR-3	To gain knowledge on designing functional, efficient, and aesthetically pleasing living room and to acquire knowledge on detailing.
CLR-4	Understand the space planning, furniture selection, lighting design, material and color application, and the importance of incorporating user needs for a restful and inspiring environment.
CLR-5	Learning different rendering and presentation techniques.

Depth: 1 2 3 4 | **Attainment:** 1 2 3 | **Program Learning Outcomes (PLO):** 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Outcomes (CLO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaborating Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy, Accountability	Environmental Action	Community Engagement
CLO-1	Approach a project following the fundamental process of design.	✓	✓	✓	-	2	85	75	2	3	1	3	1	1	-	2	2	1	1	1	3	-	-
CLO-2	Develop and present a preliminary design concept for a designated living room considering functionality and aesthetics.	✓	✓	✓	✓	2	85	75	3	3	3	3	2	2	2	2	2	1	1	1	3	2	1
CLO-3	Develop details with respect to furniture, lighting, material to achieve the ambience visualized.	✓	✓	✓	✓	3	85	75	3	3	3	3	2	2	2	2	2	1	1	1	3	2	1
CLO-4	Evolve concept , Design interior design solution for the designated space such as home office design/ kitchen design/study room.	✓	✓	✓	✓	3	85	75	3	3	3	3	2	2	2	2	2	1	1	1	3	2	1
CLO-5	Render, compose and present the sheets.	✓	✓	✓	-	3	85	75	-	1	3	3	1	3	1	3	1	2	-	-	1	-	-

Assessment

Level of Thinking	Continuous Learning Assessment(CLA) (60% weightage)						Final Assessment	
	CLA – 1 (25%)		CLA – 2 (25%)		Adjunct Architect/Interior Designer (10%)		(40 % weightage)	
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1 Remember	-	20%	-	20%	-	20%	-	20%
2 Understand								
3 Apply	-	40%	-	40%	-	40%	-	40%
4 Analyze								
5 Evaluate	-	40%	-	40%	-	40%	-	40%
6 Create								
Total	100	%	100	%	100	%	100	%

Strategies

Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations	-	Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
Computer Aided Design Tools	✓	Debate	-		
Assessment Tools	✓	Interactive Lecture	✓		
		Brainstorming	✓		

Designers

	Professional Experts		Higher Institution Experts		Internal Experts
1	Ar. Sabarish, Urban Dots, Chennai	1	Ar. Saravanan, SAP, Chennai	1	<Prof. R. Shanthi Priya>, <SRMIST,KTR> <shanthir1@srmist.edu.in>
2	Ar. Chellakumar, Binny developers, Chennai	2	Ar.Prasanna,Devan, REC, Chennai	2	<Ar.Syed Ali Fathima>, <SRMIST,RMP>, <syedali@srmist.edu.in>

MULTI DISCIPLINARY COURSES

Code	24UJMM01P	Title	BLOGGING AND PODCASTING		Category	M	Multidisciplinary course	L	T	P	C
								0	1	4	4

Course Offering Department	JOURNALISM AND MASS COMMUNICATION	Pre-requisite Courses	NIL	Co-requisite Courses	NIL	Progressive Courses	NIL	Data Book / Codes/Standards	Nil

Title & Content	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
Duration (hour)	12	12	12	12	12
SLO-1-2	Introduction to the idea of audio storytelling	Introduction to the idea of podcast	Creating a package for current event story	Blogging-Introduction	Using creative elements in the blog
	Creating scenes with the use of sound	How does it differ from ratio?	Audio news story	Reasons to start Blogging	Colour scheme, Typography, Post length, Use of other media
SLO-3-4	Transforming information piece to story	Vox pops	Non-narrated documentary	Define Target Readers	Creating a blogging team
	Story structures that work best for audio stories	Intro and outro	Minimum seven minute package	Setting up a blog	It should include Marketer, Content Creators, Copy Editor and Editor
SLO-5-6	Introduction to audio editing-Audacity	Profile feature	RSS Feed support	Using blogger or WordPress	Developing Editorial Calendar
	Familiarizing with interface	10-minute feature on someone	Creating an RSS feed support for your podcast	Setting up the interface	Publication schedule
SLO-7-8	Learning Recording Conditions	Audio Postcard:	Listing your podcast in directories	Creating Headlines	Syndication
	Background noise, Microphone position	Including musical soundtrack, voice-overs and sound effects	The podcast has to be listed in a minimum of three directions	Headlines and SEO	Minimum of three syndication
SLO-9-10	Adding track	Expert Interview	Audience engagement	Structuring the content	Blogs Vs Vlogs
	Managing multiple tracks	Includes a script	Social Media in Podcasting	Incorporating SEO in content	Incorporating Vlogs in blogs
SLO-11-12	Different transitions and cuts	Podcasts Critique Paper	Listening to other's work from class	Metatags	Companies Doing Blogging Right
	Exporting the project	Produce a 5-minute presentation critiquing 3 podcasts of student's choice	Identifying mistakes and new ideas	Building backlinks	Case studies
Assessment	Continuous Learning Assessment - 1		Continuous Learning Assessment - 2		
	Continuous Learning Assessment - 3				

Resources

9	Aradhna Krishna, Sensory Marketing: Research on the Sensuality of Products, Taylor & Francis Ltd, London 2010	3	*Strunk & White, The Elements of Style, 4th edition, Mass Market Paperback,2015*
10	The Science of Sensory Marketing, Harvard Business Review, 2015	4	*Jonathan Kern, Sound Reporting, The University of Chicago Press,2008*

Rationale / Outcomes

Rationale (CLR)	The purpose of learning this course is to:
CLR-1	*Develop a critical understanding of the use of your sensuous apparatus as a mean of communication and manipulation.*
CLR-2	*Analyze and master the linguistic difference between writing for the eyes and the ears.*
CLR-3	*Plan and execute a structured conversation /interview*
CLR-4	*Understand and use audio/sound in visualizing storytelling*
CLR-5	*Familiarize themselves with a wide range of podcast topics*

Depth: 1 2 3 4 — Conceive, Design, Implement, Operate
Attainment: 1 2 3 — Level of Thinking, Expected Proficiency (%), Expected Attainment (%)
Program Learning Outcomes (PLO): 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 — Problem Solving, Critical Thinking, Creativity, Communication Skills, Analytical Reasoning, Research Skills, Collaborating Skills, Leadership Qualities, Learning to Learn, Digital Technology, Multicultural Inclusivity, Value Inculcation, Autonomy Accountability, Environmental Action, Community Engagement

Outcomes (CLO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLO-1	Tell an engaging audio story	3	3	3	3	3	85	75	-	-	3	3	-	-	-	-	3	-	-	-	-	-	-
CLO-2	Develop a podcast episode from the grain of an idea to posting the final product online	3	3	3	3	2	85	75	-	-	3	3	3	-	-	-	3	-	-	-	-	2	-
CLO-3	Understand the basics of distribution, marketing and monetizing a podcast	3	3	2	3	4	85	75	-	-	3	3	2	-	-	-	3	-	-	-	-	2	-
CLO-4	Understand the legal and ethical standards around producing a podcast	3	1	2	2	6	85	75	-	-	3	3	3	-	-	-	3	-	-	-	-	2	-
CLO-5	Learn the role of audio and podcast in social media, presentations, and online feeds	2	1	2	2	2	85	75	-	-	3	3	-	-	-	-	3	-	-	-	-	-	-

Assessment

Level of Thinking		Continuous Learning Assessment (CLA) (60% weightage)						Final Assessment	
		CLA – 1 (20%)		CLA – 2 (20%)		CLA -3 (20%)		Final (40% weightage)	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
7	Remember	-	40%	-	40%	-	30%	-	40%
8	Understand								
9	Apply	-	40%	-	40%	-	40%	-	40%
10	Analyze								
11	Evaluate	-	20%	-	20%	-	30%	-	20%
12	Create								
	Total	100 %		100 %		100 %		100 %	

Strategies

Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	
Computer Aided Design Tools		Debate	✓		
Assessment Tools	✓	Interactive Lecture	✓		
		Brainstorming	✓		

Designers

	Professional Experts		Higher Institution Experts		Internal Experts
1	*Ancy Donal Madonna, TITZ Magazine, ancydonald@gmail.com*	3	*Dr.P.Srijothi, Vels Institute of Science, Technology & Advance Studies, srijothi.smc@velsuniv.ac.in*	1	Dr.Archana Arul, SRMIST
2	*Siddharth M.P, WIONTV, sdhrthmp@gmail.com*			2	Mr. Shiva Shankaran, SRMIST

Code	24UFDM01P	Title			ART AND CRAFT			Category	M	Multidisciplinary course	L	T	P	C
											0	1	4	4

Course Offering Department	Fashion Design	Pre-requisite Courses	NIL	Co-requisite Courses	NIL	Progressive Courses	NIL	Data Book / Codes/Standards	Nil

Title & Content	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
Duration (hour)	12	12	12	12	12
S1 – S2	Introduction to Painting Techniques	Fabric painting techniques(basic)	Quilling	Recycle Product making	Soft toy making
S3 – S4	Glass painting	Fabric painting techniques(advanced)	Miniature making	Recycle Product making	Soft Toy making
S5- S6	Nib Painting	Fabric wet painting	Clay modelling	Photo frame making	Pattern making
S7-S9	Emboss painting	Fabric dry painting	Wire craft	Photo frame making	Sewing
S10 – S12	Pot painting	Fabric painting on garment	Paper craft/origami	Cloth Branding	sewing
Assessment	Continuous Learning	Assessment - 1	Punch needle work	Continuous Learning Assessment - 2	
		Continuous Learning Assessment - 3			

Resources

1	Wise Craft, Blair Stocker, Running Press Book Publishers, 2014	2	Fabric Surface Design, Cheryl Rezendes, Storey Publishing, 2013

Rationale (CLR)	The purpose of learning this course is to:
CLR-1	The knowledge and skills related to arts and crafts
CLR-2	To equip the students to develop the knowledge about designing using craft making
CLR-3	To expose professionals and to meet the needs of the users by complementing their knowledge, skills and ability, creativity in the field of craft making
CLR-4	To make art products
CLR-5	To create art and craft products which ensure to become an entrepreneur

Depth: 1 2 3 4 **Attainment:** 1 2 3

Program Learning Outcomes (PLO): 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Outcomes (CLO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaboration Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy, Accountability	Environmental Action	Community Engagement
CLO-1	The knowledge and skills related to arts and crafts	3	3	3	3	3	85	75	-	-	3	-	-	-	-	-	3	-	3	3	-	-	
CLO-2	To equip the students to develop the knowledge about designing using craft making	3	3	3	3	2	85	75	-	-	3	-	-	-	-	-	3	-	3	-	-	2	3
CLO-3	To expose professionals and to meet the needs of the users by complementing their knowledge, skills and ability, creativity in the field of craft making	3	3	2	3	4	85	75	-	-	3	-	-	-	3	-	3	-	3	-	-	2	3
CLO-4	To make art products	3	1	2	2	6	85	75	-	-	3	-	-	-	-	-	3	-	3	-	-	2	3
CLO-5	To create art and craft products which ensure to become an entrepreneur	2	1	2	2	2	85	75	-	-	3	-	-	-	3	3	3	-	3	3	-	-	3

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	Assessment								
	Level of Thinking	Continuous Learning Assessment					(CLA) weightage (60%)		
		CLA – 1		CLA – 2		CLA – 3		Final Assessment weightage	
		(20 %)		(20 %)		(20 %)		(40 %)	
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
13	Remember	-	40%	-	30%	-	15%	-	30%
14	Understand								
15	Apply	-	40%	-	45%	-	20%	-	40%
16	Analyze								
17	Evaluate	-	20%	-	30%	-	15%	-	30%
18	Create								
	Total	100 %		100 %		100 %		100 %	

Strategies					
Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	
Computer Aided Design Tools		Debate	✓		
Assessment Tools	✓	Interactive Lecture	✓		
		Brainstorming	✓		

Designers			
Professional Experts		Higher Institution Experts	Internal Experts
1	1. G.Vasumathi Founder, CraftGuru, Tirupur Vasumati.cdf@gmail.com	1. V.GowriShankar, NSTI, Chennai Mailgs2019@gmail.com	1. Umamageshwari.S Assistant Professor, FSH, SRMIST, Ktr
2	Dr.Reetha Kulothungan, Founder, RK Chilan Art Academy, Villupuram	2.Mahesh, Head of the Department Alagappa University Maheshganesan55@gmail.com	

Course Code	24UFDM02P	Course Title	FABRIC DESIGNING-ORNAMENTATION, DYEING AND PRINTING	Category	M	Multidisciplinary course	L 0	T 1	P 4	C 4

Course Offering Department	Fashion Designing	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book / Codes/Standards	Nil

Title & Content	Unit I / CLO - 1	Unit II / CLO - 2	Unit I II/ CLO - 3	Unit IV / CLO - 4	Unit V / CLO - 5
Duration (hour)	12	12	12	12	12
SLO-1	Basic Stitches	Phulkari stitch	Application of Designs	Geometric motifs & Stylized Motifs	Introduction – different types
SLO-2	Running Stitch	Kadai Kamal stitch	Elements of designs - Line Shape	Traditional motifs in the garments	Block printing & Stencil printing
SLO-3	Back stitch & Chain stitch	Kutch stitch	Texture	Indian mythology	Foam printing
SLO-4	French knot stitch	Embellishments	Principles of designs - Proportion	Animal motifs & Bird motifs	Vegetable printing
SLO-5	Bullion Knot stitch	Smocking & Patch work	Balance & Harmony	Boarder designs	Printing paste preparation process
SLO-6	Filling Stitches & Satin stitch	Applique work	Designs repeats	Introduction – types - Single boarder design	Dyeing process
SLO-7	Long and Short Stitch	Quilting	Repeats – Introduction and types	Multiple boarder design	Introduction – different types - Synthetic dyeing
SLO-8	Herring bone stitch	Crochet work & Bead work	Diamond pattern repeat	Pieced boarder design	Natural dyeing & Plants dyeing
SLO-9	Feather Stitch & Cross Stitch	Zardozi work	Brick pattern repeat	Colour theory	Vegetable dyeing & Fruits dyeing
SLO-10	Traditional Stitches	Bead work & Mirror work	Stripe pattern repeat	Jacquard design	Tie & Dyeing
SLO-11	Kantha stitch	Stone work & Aari work	Motifs used in the garments	Introduction and process - Dobby design	Compare dyeing and Printing
SLO-12	Chickankari stitch	Practice Samples making	Abstract motifs	Introduction and process -Printing process	Practice samples making

Resources			
1	Janice Vaine, "Hand Embroider, stitches at a glance ", (2014), Country Bumpkin Publishers Ltd.,	3	Smith J E _Textile Processing '– Printing, Dyeing, Abhishek Publishing,2003
2	A-Z of embroidery stitches, (2014), Country Bumpkin Publishers Ltd.,	4	Neethu Azad Raman(2018), Fashion Design & Technology, Neelkanth Publishers

Rationale (CLR)	The purpose of learning this course is to:
CLR-1	Exploit the basic and advanced embroidery stiches
CLR-2	To practice on the traditional embroideries
CLR-3	Learning the application of designs
CLR-4	Exploit the fashion designs and types
CLR-5	To gain knowledge on printing and dyeing process

Outcomes (CLO)	At the end of this course, learners will be able to:	Depth				Attainment			Program Learning Outcomes (PLO)														
		Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaboration Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy, Accountability	Environmental Action	Community Engagement
CLO-1	To understand and to create the basic and filling embroideries	3	3	3	3	2	85	75	3	-	-	-	-	3	-	-	3	-	-	-	-	-	-
CLO-2	To apply the traditional and decorative embroideries	3	3	3	3	2	85	75	3	-	-	-	-	3	-	-	3	-	-	-	-	2	-

CLO	Description																					
CLO-3	To make the motif and applying the different techniques	3	3	2	3		3	85	75		3	-	-	-	-	2	-	-	3	-	-	-	-	-	2	-
CLO-4	To know the traditional motif design and apply in practice	3	1	2	2		3	85	75		3	-	-	-	-	3	-	-	3	-	-	-	-	-	2	-
CLO-5	To create the printing and dyeing samples	2	1	2	2		2	85	75		3	-	-	-	-		-	-	3	-	-	-	-	-	-	

Assessment

Level of Thinking	Continuous Learning Assessment (CLA) (60%)						Final Assessment	
	CLA – 1 (20 %)		CLA – 2 (20 %)		CLA -3 (20%)		(40 % weightage)	
	Theory	Practice	Theory	Practice			Theory	Practice
1 Remember		40%		40%	40%		-	40%
2 Understand								
3 Apply		40%		40%	40%		-	40%
4 Analyze								
5 Evaluate		20%		20%	20%		-	20%
6 Create								
Total	100%		100 %		100%		100%	

Strategies

Technology	Pedagogy / Andragogy		Sustainable Development	
Simulations	Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools	Group Discussion		Quality Education	✓
Learning Management System	Hands-on Practice	✓	Gender Equality	✓
	Debate	✓		
	Interactive Lecture	✓		
	Brainstorming	✓		

Designers

	Professional Experts		Higher Institution Experts		Internal Experts
1	Neela Rosalin, EEMA Creations, Chennai	1	Jesica Roshika, VIT, Chennai, Roshima.jesica22@gmail.com	1	Dr. R.Priyanka, Head, Dept of FD, SRM KTR, hod.dfd.ktr@srmist.edu.in
2	Nivash.N Sr.Merchandiser Samara Exports Tripur nivash@samaraexports.in	2	Dr.G.Lubna Banu, SIET Chennai, lubnajbas@gmail.com	2	J.Lavanya, Asst.Prof, FD,FSH, SRMIST,Ktr, lavanyaj2@srmist.edu.in

Code	24UVCM01P	Title		THEATRE ART BASICS		Category	M	Multi-Disciplinary course	L	T	P	C
									0	1	4	4

Course Offering Department	Visual Communication	Pre-requisite Courses	NIL	Co-requisite Courses	NIL	Progressive Courses	NIL	Data Book / Codes/Standards	Nil

Title & Content	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
Duration (hour)	9	9	9	9	9
SLO-1-2	Theatre- Concept	Acting- Concept	Movements- Concept	Voice- Active & Passive VoicesI	Makeup- Concept
	Theatre basics	Acting- basics	Movements basics	Voice- Active & Passive VoicesII	Makeup basics
SLO-3-4	Concept & History of Indian Theatre- I	Role of an Actor and his body- I	Basics of Human Anatomy- I	Elements of Vocal- I	Nature & Role of Makeup- I
	Concept & History of Indian Theatre- II	Role of an Actor and his body- II	Basics of Human Anatomy- II	Elements of Vocal- II	Nature & Role of Makeup- II
SLO-5-6	Concept & History of Greek Theatre- I	Bharat Muni & Rasa Siddhant Theory of acting- I	Body Senses- I	Developing Effective Voice- I	Types of Makeup- I
	Concept & History of Greek Theatre- II	Bharat Muni & Rasa Siddhant Theory of acting- II	Body Senses- II	Developing Effective Voice- II	Types of Makeup- II
SLO-7-8	Concept & History of Japanese Theatre- I	Stanislavsky & Berthold Brecht Method of Acting- I	Body Movements- I	Diction- Concept	Makeup & Hair Dressing Materials- I
	Concept & History of Japanese Theatre- II	Stanislavsky & Berthold Brecht Method of Acting- II	Body Movements- II	Diction basics	Makeup & Hair Dressing Materials- II
SLO-9-10	Concept & History of Chinese Theatre- I	Rasas- Bhavas & Vibhavas- I	Postures & Gestures- I	Concept & Elements of SpeechI	Makeup in Film, Theatre & TV- I
	Concept & History of Chinese Theatre- II	Rasas- Bhavas & Vibhavas- II	Postures & Gestures- II	Concept & Elements of Speech II	Makeup in Film, Theatre & TV- II
SLO-11-12	Characteristic & Elements of Theatre- I	Acting- Concentration, Attention & Focus- I	Emotional & Expression- I	Building Speech- I	Costume & Costume Design Concept
	Characteristic & Elements of Theatre- II	Acting- Concentration, Attention & Focus- II	Emotional & Expression- II	Building Speech- II	Costume & Costume Design Basics
SLO-13-14	Theatre Stage- Concept	Warmups- Observation, Inspiration & Imagination- I	Movements & Organic Movements- I	Music Instruments- I	Costume Design- Measurement & Colour Matching- I
	Theatre Stage- Basics	Warmups- Observation, Inspiration & Imagination- II	Movements & Organic Movements- II	Music Instruments- II	Costume Design- Measurement & Colour Matching- II
SLO-15-16	Types of Theatre Stage- I	Use of Space- External Objects & Props- I	Imagination: Mirror & Mime- I	Concept & Types of Dubbing- I	Costume Accessories & Properties- I
	Types of Theatre Stage- II	Use of Space- External Objects & Props- II	Imagination: Mirror & Mime- II	Concept & Types of Dubbing- II	Costume Accessories & Properties- II
SLO-17-18	Types of Theatre Stage- III	Internal Sense- Emotional, Memory, Recall & Imagery- I	Understanding Animals- I	News Reading & Radio Jockey Concept	Costume Chart- I
	Types of Theatre Stage- IV	Internal Sense- Emotional, Memory, Recall & Imagery- II	Understanding Animals- II	News Reading & Radio Jockey Basics	Costume Chart- II
Assessment	Continuous Learning Assessment - 1		Continuous Learning Assessment - 2		
	Continuous Learning Assessment - 3				

Resources

12	Awasthi, Suresh (2001). Performance Tradition in India, First Edition, National Book Trust, New Delhi Nadu, New Century Book House, Chennai.	3	Balwant Gargi (1992). Folk theatre of India, First Edition, South Asia Books, New Delhi
13	Uta Hagen (2008). Respect for Acting, Second Edition, Wiley Publishing, New York	4	Konstantin Stanislavsky (2003). An Actor Prepares, A Theatre Arts Book, Routledge, New York 5. Sivathambi Karthikesu (2010). The Dramatic Art in Greece and Tamil

Rationale (CLR)	The purpose of learning this course is to:
CLR-1	To provide the mastery of Theatres
CLR-2	To know the difference of Acting
CLR-3	To understand the purpose of about Body Movement & Expressions
CLR-4	To impart the fundamentals of Vocal & Speech
CLR-5	To learn the process of Make-up & Costume

Outcomes (CLO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaborating Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy, Accountability	Environmental Action	Community Engagement
CLO-1	Students would learn the basics of Theatre	3	3	3	3	3	80	75	3	3	2	1	1	2	3	3	2	2	3	2	-	-	-
CLO-2	Students would know the concept of Acting	3	3	3	3	3	75	75	3	2	1	1	3	2	3	3	2	2	3	2	-	-	-
CLO-3	Students would gain knowledge about Body Movement & Expressions	3	3	2	3	3	80	80	3	1	2	2	3	3	3	2	2	2	3	-	-	-	-
CLO-4	Students would learn fundamentals of Vocal & Speech	3	1	2	2	3	75	75	3	1	2	3	3	3	2	2	2	3	-	-	-	-	-
CLO-5	Students would learn to process of Make-up & Costume	2	1	2	2	3	75	75	3	1	2	3	3	1	3	2	3	2	3	-	-	-	-

Assessment

Level of Thinking	Continuous Learning Assessment (CLA) (60% weightage)						Final Assessment	
	CLA – 1 (20 %)		CLA – 2 (20 %)		CLA -3 (20%)		(40 % weightage)	
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
19 Remember	30%		30%		30%		30%	
20 Understand								
21 Apply	40%		40%		40%		40%	
22 Analyze								
23 Evaluate	30%		30%		30%		30%	
24 Create								
Total	100 %		100 %		100 %		100 %	

Strategies

Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools		Group Discussion	✓	Quality Education	✓
Learning Management System	✓	Hands-on Practice	✓	Gender Equality	✓
Computer Aided Design Tools		Debate	✓		
Assessment Tools	✓	Interactive Lecture	✓		
		Brainstorming	✓		

Designers

Professional Experts	Higher Institution Experts	Internal Experts
1. Mr. Murali S, Publicity Officer, CBC Press Information Bureau, Chennai. Email: muralisarang@gmail.com	1. Dr. S Nandakumar, Professor and Head Department of Journalism & Mass Communication Priya University, Salem Email: nandakumar.su@gmail.com	1 Dr. Rajesh R, Associate Prof. & Head, Viscom, FSH, SRMIST, KTR
		2 Dr. Padmanabhan T, Assistant Professor, Viscom, FSH, SRMIST, KTR
		3 Dr. Saravanakumar T K, Assistant Professor, Viscom, FSH, SRMIST, KTR
		4 Dr. Harie Karthikeyan M, Assistant Professor, Viscom, FSH, SRMIST, KTR

ABILITY ENHANCEMENT COURSES

Code	24LEA101P	Title		DIGITAL CONTENT WRITING	Category	A	Ability Enhancement courses	L 2	T 0	P 4	C 4

Course Offering Department	Architecture and Interior Design	Pre-requisite Courses	Nil	Co-requisite Courses		Progressive Courses		Data Book / Codes/Standards	Nil

Title & Content	Grammar	Editing, Chunking, and Layering	Film Review	Article / Content Writing	Advertisement Writing
Duration (hour)	12	12	12	12	12
SLO-1	Introduction to Grammar and its Importance in Digital Writing & Understanding the role digital communication	Understanding the Editing Process in Digital Writing & Exploring the importance of editing for polished writing	Introduction to Film Analysis and Review & Understanding the components of a film review	Understanding Article / Content Writing and its Audience & Defining the purpose and audience for content writing	Introduction to Advertisement Writing and Structure & Understanding the role of advertising in digital media
SLO-2	Importance of grammar in effective of clear and concise writing & Parts of Speech and Sentence Structure	Techniques for self-editing and peer review & Techniques for Chunking and Organizing Information	Analyzing the role of a film critic & Elements of a Film Review: Plot, Characters, Cinematography, etc.	Tailoring content to meet specific goals & Crafting Engaging Article / Content Writing: Tone, Style, and Voice	Components of effective advertisements & Writing on Different Tone, Style, and Voice
SLO-3	In-depth exploration of parts of speech & Structuring sentences for clarity and impact	Breaking down information into manageable chunks & Organizing content for improved readability	Deconstructing films for analysis & identifying and evaluating key elements in a film	Developing a distinctive writing style & Adapting tone and voice for different content types	Adapting writing style for persuasive advertising & Crafting advertisements for different target audiences
SLO-4	Punctuation and its Mechanics & Mastering punctuation rules and conventions	Layering Content for Readability and Engagement & Strategies for adding layers to writing for depth and engagement	Writing Compelling Critiques and Evaluations & Crafting engaging critiques with constructive feedback	Generating Ideas and Planning Articles Content & Techniques for brainstorming and idea generation	Understanding Target Audience and Brand Messaging & Analyzing target audience demographics and psychographics
SLO-5	Applying punctuation for effective communication & Common Grammatical Errors and Proofreading	Balancing information for different audience levels & Exercise, Review, and Feedback on Editing and Layering Techniques	Techniques for writing effective film evaluations & LAB- Watching selected films and crafting reviews	Planning and outlining content for effective writing & Write-ups of Content/Articles on Selected Topics	Aligning writing with brand messaging strategies &
SLO-6	Identifying and correcting common grammatical mistakes & Practical exercises and proofreading techniques	Practical exercises on editing and layering & Peer reviews and constructive feedback	LAB-Watching selected films and crafting reviews & Peer reviews and discussion on different film genres	LAB-. Write-ups of Content/Articles on Selected Topics & LAB-. Write-ups of Content/Articles on Selected Topics	Evaluating the effectiveness of advertising content & Creating Compelling Advertisements: Copywriting and Visuals
SLO-7	LAB- Worksheet on Practical exercises and proofreading techniques	Incorporating Collage Elements Effectively & Integrating multimedia elements into digital writing	Understanding various film genres and styles & Analyzing Film Genres and Styles	LAB-. Write-ups of Content/Articles on Selected Topics & Drafting, Coherent Formation, and Layering	Incorporating slogans for maximum impact & developing a complete advertising campaign with written element
SLO-8	LAB-Grammar Worksheets and Quizzes	Enhancing visual appeal and engagement	LAB- practice review on analyzing film genres & style by applying knowledge in writing diverse film reviews	Ensuring coherence in writing & Techniques for drafting and layering content for impact	LAB- Practice of Advertisement writhing with different themes
SLO-9	LAB-Grammar Worksheets and Quizzes & Individualized feedback on grammar proficiency	LAB- Final Editing and Layering Project	LAB- Practice on applying knowledge in writing diverse film reviews	LAB-Creating a comprehensive content piece on a chosen topic	LAB- Practice of Advertisement writhing with different themes
SLO-10	Reinforcing learning through interactive exercises	LAB- Final Editing and Layering Project	LAB-Final Film Review Project	LAB-Creating a comprehensive content piece on a chosen topic	Feedback on lab practices
SLO-11	Final Grammar Assessment	LAB-Applying learned techniques to a comprehensive writing project	LAB-Creating a comprehensive film review based on individual preferences	LAB-Proof reading	LAB-Final Advertisement Writing Project

SLO-12	Comprehensive assessment to evaluate grammar proficiency & Feedback and guidance for improvement	Peer and instructor evaluation with feedback	LAB-Peer and instructor evaluation with feedback	Peer and instructor evaluation with feedback	Peer and instructor evaluation with feedback
Assessment	Continuous Learning	Assessment - 1	Continuous Learning Assessment - 2		
	Continuous Learning Assessment - 3				

Resources

Content Rules – Ann Handley and C.C. Chapman	What is Cinema? - Andre Bazin
Writing Tools – Roy Peter Clark	How to Write a Good Advertisement: A Short Course in Copywriting - Victor O. Schwab

Rationale (CLR) *The purpose of learning this course is to:*

CLR-1	This outcome ensures that students can convey their ideas clearly and professionally.
CLR-2	In the digital realm, content is often consumed in short spans. This outcome equips students with skills to enhance readability, engagement, and information retention through strategic editing and content organization.
CLR-3	Film reviews are a prevalent form of digital cultural writing. This outcome ensures students can express their opinions coherently while incorporating elements specific to the digital culture landscape.
CLR-4	Blogging is a key component of digital culture writing, allowing individuals to share their perspectives and experiences.
CLR-5	Websites are a primary platform for digital communication. This outcome ensures students can contribute to and maintain websites with content that is both informative and user-friendly.
CLR-6	This outcome equips students to create compelling advertisements that resonate with their target audience.

Outcomes (CLO) *At the end of this course, learners will be able to:*

	Outcome	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaborating Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy, Accountability	Environmental Action	Community Engagement
CLO-1	Students will demonstrate a high level of proficiency in English grammar, applying grammatical rules accurately in their writing.	✔	✔	-	-	2	85	75	3	-	-	1	-	3	-	2	2	1	2	3	3	-	-
CLO-2	Students will master editing techniques, chunking information effectively, and layering content to create engaging and organized digital texts.	✔	✔	✔	-	2	85	75	3	2	1	2	2	3	-	1	2	1	2	3	3	2	1
CLO-3	Students will demonstrate the ability to critically analyze and articulate their thoughts through film reviews, incorporating elements of storytelling, cinematography, and cultural context.	✔	✔	✔	✔	3	85	75	3	1	3	1	3	3	-	1	1	2	1	3	3	1	3
CLO-4	Students will demonstrate the ability to critically analyze and articulate their thoughts through film reviews, incorporating elements of storytelling, cinematography, and cultural context.	✔	✔	✔	✔	3	85	75	3	3	2	3	3	3	-	2	3	3	3	3	3	3	2
CLO-5	Students will develop the skills to create compelling and audience-centric blog content, integrating multimedia elements and fostering an authentic digital voice.	✔	✔	✔	✔	3	85	75	3	3	2	3	3	3	-	3	3	3	3	3	3	3	2
CLO-6	Students will master the art of crafting persuasive and engaging advertisements, incorporating visual and textual elements for maximum impact.																						

Assessment

Level of Thinking		Continuous Learning Assessment (CLA) (60% weightage)						Final Assessment (40 % weightage)	
		CLA – 1 (20 %)		CLA – 2 (20 %)		CLA – 3 (20 %)			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
1	Remember		40%		40%		30%		40%
2	Understand								
3	Apply		40%		40%		40%		40%
4	Analyze								
5	Evaluate		20%		20%		30%		20%
6	Create								
	Total	100 %		100 %		100 %		100 %	

Strategies

Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations	✓	Clarification/Pauses		Good Health & Well Being	✓
Presentation Tools	✓	Group Discussion	✓	Quality Education	✓
Learning Management System		Hands-on Practice	✓	Gender Equality	✓
Computer Aided Design Tools		Debate			
Assessment Tools		Interactive Lecture	✓		
		Brainstorming	✓		

Designers

Professional Experts		Higher Institution Experts		Internal Experts	
1	Dr Mangayarkarasi, Dean Academics, Ethiraj College for Women, Chennai	1	Dr Antony Sami, Prof & Head, Department of English, Loyola College, Chennai	1	Dr. Kavitha Nair, HOD English, SRMIST
2	Dr C Amutha Charu Sheela, Assistant Professor, SVCE	2	Dr S Soundararaj, Prof & Head, Department of English, Anna University	2	S.Srisaileeswari

COURSE CODE	24IDA108P	COURSE NAME	UNIVERSAL HUMAN VALUES-II	COURSE CATEGORY	A	ABILITY ENHANCEMENT COURSE	L	T	P	C
							2	0	4	4

Pre-requisite Courses	Nil	Co- requisite Courses	Nil	Progressive Courses	Nil
Course Offering Department	Value Education Cell		Data Book / Codes / Standards	Nil	

Course Learning Rationale (CLR):	The purpose of learning this course is to:	Program Learning Outcomes (PO)											
		1	2	3	4	5	6	7	8	9	10	11	12
CLR-1 :	Help the students to understand need of value education, appreciate the essential complimentarily between 'values' and 'skills' and to ensure sustained happiness and prosperity which are the core aspirations of all human beings,	Engineering Knowledge	Problem Analysis	Design/development of solutions	Conduct investigations of complex problems	Modern Tool Usage	The engineer and society	Environment & Sustainability	Ethics	Individual & Team Work	Communication	Project Mgt. & Finance	Life Long Learning
CLR-2 :	Help students initiate a process of dialog within themselves to know what they really want to be' in their life and profession.												
CLR-3 :	Help students to understand the meaning of happiness and prosperity for a human being. understanding holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.												
CLR-4 :	Help students on right understanding of the Human reality and the rest of existence, harmony at all the levels of human living, and live accordingly.												
CLR-5 :	Highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature.												

Course Learning Outcomes (CO):	At the end of this course, learners will be able to:												
CO-1:	Evaluate the significance of value inputs in formal education and start applying them in their life and profession	-	-	-	-	-	-	-	3	2	-	-	3
CO-2:	Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.	-	-	-	-	-	-	-	3	2	-	-	3
CO-3:	Analyze the value of harmonious relationship based on trust and respect in their life and profession	-	-	-	-	-	-	-	3	2	-	-	-
CO-4:	Examine the role of a human being in ensuring harmony in society and nature.	-	-	-	-	-	2	2	3	-	-	-	3
CO-5:	Apply the understanding of ethical conduct to formulate the strategy for ethical life and profession.	-	-	-	-	-	-	-	3	2	-	-	3

Unit-1 : Introduction-Basic Human Aspiration, its fulfillment through All- encompassing Resolution **12 Hour**

The basic human aspirations and their fulfillment through Right understanding and Resolution, Right understanding and Resolution as the activities of the Self, Self being central to Human Existence; All-encompassing Resolution for a Human Being, its details and solution of problems in the light of Resolution

Unit-2: Right Understanding (Knowing)- Knower, Known & the Process **12 Hour**

The domain of right understanding starting from understanding the human being (the knower, the experiencer and the doer) and extending up to understanding nature/existence – its interconnectedness and co-existence; and finally understanding the role of human being in existence (human conduct).

Unit-3: Understanding Human Being **12 Hour**

Understanding the human being comprehensively as the first step and the core theme of this course; human being as co-existence of the self and the body; the activities and potentialities of the self; Basis for harmony/contradiction in the self

Unit-4: Understanding Nature and Existence **12 Hour**

A comprehensive understanding (knowledge) about the existence, Nature being included; the need and process of inner evolution (through self-exploration, self- awareness and self-evaluation), particularly awakening to activities of the Self: Realization, Understanding and Contemplation in the Self (Realization of Co-Existence, Understanding of Harmony in Nature and Contemplation of Participation of Human in this harmony/ order leading to comprehensive knowledge about the existence).

Unit-5: Understanding Human Conduct, All-encompassing Resolution & Holistic Way of Living	12 Hour

Understanding Human Conduct, different aspects of All-encompassing Resolution (understanding, wisdom, science etc.), Holistic way of living for Human Being with All- encompassing Resolution covering all four dimensions of human endeavor viz., realization, thought, behavior and work (participation in the larger order) leading to harmony at all levels from Self to Nature and entire Existence

Learning Resources	1. Gaur R.R., Sangal R., Bagaria G.P., 2019 (2nd Revised Edition), A Foundation Course in Human Values and Professional Ethics, Excel Books, New Delhi. 2. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA 3. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain. 4. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991 5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books. 6. A Nagraj, 1998, Jeevan Vidya EkParichay, Divya Path Sansthan, Amarkantak. 7. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.	8. A N Tripathy, 2003, Human Values, New Age International Publishers. 9. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) Krishi Tantra Shodh, Amravati. 10. E G Seebauer& Robert L. Berry, 2000, Fundamentals of Ethics for Scientists &Engineers, Oxford University Press 11. M Govindrajran, S Natrajan& V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd. 12. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books. 13. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

	Bloom's Level of Thinking	Continuous Learning Assessment (CLA) 60%						University	Final 40%
		Formative CLA-1 Average of unit test (20%)		Life Long Learning CLA-2 – (20%)		Summative CLA 3 (20%)			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
Level 1	Remember		20%						
Level 2	Understand		20%		20%		20%		20%
Level 3	Apply		20%		20%		20%		20%
Level 4	Analyze		20%		30%		30%		30%
Level 5	Evaluate		20%		30%		30%		30%
Level 6	Create	-	-	-	-	-			
	Total	100 %		100 %		100%			100%

Designers		
Professional Experts	Higher Institution Experts	Internal Experts
1	1 Dr.Ganesh G Bagaria, Alumnus,IIT Kanpur	1 Ar. Akshada Nitin Khatavkar, SAID- KTR, akshadak@srmist.edu.in
2	2 Dr.Rajul Asthana,Alumnus,IIT Delhi	2 S.Srisaileeswari, SAID- KTR, srisails@srmist.edu.in
		3 Dr.P.Supraja, SRMIST

Code	24LEA102P	Title		ADVANCED ENGLISH PROFICIENCY	Category	A	Ability Enhancement courses	L	T	P	C
								2	0	4	4

Course Offering Department	Architecture and Interior Design	Pre-requisite Courses	Nil	Co-requisite Courses		Progressive Courses		Data Book / Codes/Standards	Nil

Title & Content	Listening skill	Reading Skills	Writing skills	Speaking skills	Test Strategies and Mock Tests
Duration (hour)	12	12	12	12	12
SLO-1	Overview of the IELTS exam & Importance of effective listening skills in the IELTS context	Overview of the IELTS Reading Skills & Understanding the different types of reading tasks	Overview of the writing tasks in the IELTS exam & Principles of writing tasks	Overview of the IELTS Speaking Test Format and Assessment Criteria & Understanding the structure of the speaking test	Effective Test-Taking Strategies & Strategies for cracking Listening skills exam
SLO-2	LAB-Listening different accents & Listening for Gist and Specific Information	LAB-Practice on different types of reading & Analyzing passages for implied meaning	Advanced grammar & Sentence structure	Principles of speaking tasks & Strategies for Building confidence in speaking	Strategies for cracking Speaking skill exam & Strategies for cracking written skill exam
SLO-3	LAB- listening to Phonetics & Listening to new Vocabularies	Identifying the writer's opinions and attitudes & Strategies for approaching each task	Different types & style of writing & Samples on Different types & style of writing	LAB- Listening & repeating to phonetics	Strategies for cracking reading skill exam & Approaches to handle different question types
SLO-4	Predicting and Inferring Meaning from Context & Enhancing predictive skills	Skimming and Scanning for Key Information & LAB- Practice on Skimming and Scanning for Key Information	Understanding the audience & Planning and Organizing Essay Structure	LAB- Listening & repeating to different accents & vocabulary	Time Management Techniques & Planning and managing time effectively in each section
SLO-5	Inferring meaning from contextual clues & Strategies for identifying main ideas and details	Developing skimming and scanning techniques & identifying key information in passages	Techniques for planning and organizing ideas & Structure and coherence in essay writing	Expressing ideas fluently and coherently & LAB- Practicing Expressing ideas fluently and coherently	Avoiding common time-related pitfalls & Reviewing Common Mistakes
SLO-6	Note-taking techniques & developing effective note-taking skills	Reading for Main Ideas and Supporting Details & Strategies for identifying main ideas	Developing Coherent Paragraphs and Linking Ideas & Building effective paragraphs	Strategies for responding to various speaking task types & developing critical thinking skills	Simulating the complete IELTS exam experience & In-depth analysis of mock test results
SLO-7	LAB-Multiple listening practice tests & Reviewing answers and identifying areas for improvement	Lab-Practice in identifying main ideas & LAB- Practice on reading different passages.	Linking ideas and maintaining logical flow & Strategies for expanding vocabulary	Responding to Hypothetical Scenarios and Giving Opinions & Improving Fluency, Pronunciation, and Intonation	LAB-Additional practice tests for targeted improvement & LAB-Additional practice tests for targeted improvement
SLO-8	Lab-Multiple listening practice tests & Reviewing answers and identifying areas for improvement	Review of the practice	Creating varied and sophisticated sentences & Drafting conclusion / main idea	Techniques for enhancing fluency & Pronunciation and intonation practice	LAB-Additional practice tests for targeted improvement
SLO-9	Lab-Multiple listening practice tests & Reviewing answers and identifying areas for improvement	LAB- Practice on reading different passages.	Basic Proof-reading techniques & Lab-Strategies for expanding vocabulary	LAB- Practicing Speaking About Familiar Topics and Personal Experiences & Reviewing answers and receiving constructive feedback	LAB-Additional practice tests for targeted improvement
SLO-10	Lab-Multiple listening practice tests & Reviewing answers and identifying areas for improvement	Review of the practice & Discussing test strategies	LAB- Multiple writing practice & LAB-Multiple writing practice	LAB- Practicing Speaking About Familiar Topics and Personal Experiences & Reviewing answers and receiving constructive feedback	. Feedback and discussion on practice performance

SLO-11	Full-length mock test simulating the actual IELTS Listening exam	Full-length mock test simulating the actual IELTS Reading exam	LAB-Multiple writing practice & LAB-Practice on Self Error Analysis by Basic proof-reading techniques	Full-length mock test simulating the actual IELTS Speaking exam	Final Mock test for all skills
SLO-12	Detailed analysis and feedback	Detailed analysis and feedback	Full-length mock test simulating the actual IELTS Writing exam & Detailed analysis and feedback	Detailed analysis and feedback	Comprehensive analysis of performance in the final mock tests & Individualized feedback and guidance for improvement
Assessment	Continuous Learning	Assessment - 1	Continuous Learning Assessment - 2		
	Continuous Learning Assessment - 3				

Resources	
"IELTS Trainer" series by Cambridge English	IELTS 14 General Training Student's Book with Answers with Audio
Barron's IELTS Superpack	Collins Vocabulary for IELTS

Rationale (CLR) *The purpose of learning this course is to:*

		Depth				Attainment			PLO														
CLR-1	This outcome ensures that students acquire the necessary skills to independently engage with diverse English language materials, fostering continuous improvement beyond the course.	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-2	Developing strong speaking skills is crucial for engineers, as it enhances their ability to convey technical information, collaborate in international teams, and present findings confidently.																						
CLR-3	Engineers often need to review technical documents, research papers, and manuals. This outcome ensures students can extract key information efficiently from complex texts																						
CLR-4	Clear and concise written communication is essential for engineers. This outcome equips students to convey complex technical information effectively in written form.																						
CLR-5	The IELTS exam requires a unique set of test-taking skills. This outcome ensures that students are well-prepared to navigate and succeed in the exam environment.																						
CLR-6	Mock tests provide a valuable opportunity for students to apply their knowledge and skills in a realistic exam scenario, helping to build confidence and identify areas for improvement before the actual exam.																						

Outcomes (CLO) *At the end of this course, learners will be able to:*

		Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaborating Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy, Accountability	Environmental Action	Community Engagement
CLO-1	Students will demonstrate enhanced language learning skills, including effective vocabulary acquisition, comprehension, and self-directed learning strategies.	✔	✔	-	2	85	75	3	-	-	1	-	3	-	2	2	1	2	3	3	-	-
CLO-2	Students will achieve proficiency in spoken English, demonstrating the ability to articulate ideas clearly, express opinions, and engage in effective communication.	✔	✔	✔	2	85	75	3	2	1	2	2	3	-	1	2	1	2	3	3	2	1
CLO-3	Students will demonstrate advanced reading skills, including skimming, scanning, and critical analysis of diverse texts, with a focus on technical content relevant to engineering.	✔	✔	✔	3	85	75	3	1	3	1	3	3	-	1	1	2	1	3	3	1	3
CLO-4	Students will exhibit proficient writing skills, producing well-structured essays, reports, and technical documents that adhere to IELTS writing criteria.	✔	✔	✔	3	85	75	3	3	2	3	3	3	-	2	3	3	3	3	3	3	2
CLO-5	Students will master effective test-taking strategies specific to the IELTS exam, including time management, question analysis, and strategic utilization of resources.	✔	✔	✔	3	85	75	3	3	2	3	3	3	-	3	3	3	3	3	3	3	2
CLO-6	Students will demonstrate proficiency in the IELTS exam through successful completion of mock tests, reflecting their ability to apply learned skills in a simulated exam setting.																					

Assessment

Level of Thinking		Continuous Learning Assessment (CLA) (60% weightage)						Final Assessment (40 % weightage)	
		CLA – 1 (20 %)		CLA – 2 (20 %)		CLA – 3 (20 %)			
		Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
7	Remember		40%		40%		30%		40%
8	Understand								
9	Apply		40%		40%		40%		40%
10	Analyze								
11	Evaluate		20%		20%		30%		20%
12	Create								
	Total	100 %		100 %		100 %		100 %	

Strategies

Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations	✓	Clarification/Pauses	✓	Good Health & Well Being	✓
Presentation Tools		Group Discussion	✓	Quality Education	✓
Learning Management System		Hands-on Practice	✓	Gender Equality	✓
Computer Aided Design Tools		Debate	✓		
Assessment Tools		Interactive Lecture	✓		
		Brainstorming	✓		

Designers

Professional Experts		Higher Institution Experts		Internal Experts	
1	Dr Mangayarkarasi, Dean Academics, Ethiraj College for Women, Chennai	1	Dr Antony Sami, Prof & Head, Department of English, Loyola College, Chennai	1	Dr.Kavitha Nair, Hod English, SRMIST
2	Dr C Amutha Charu Sheela, Assistant Professor, SVCE	2	Dr S Soundararaj, Prof & Head, Department of English, Anna University	2	S.Srisaileeswari, Assistant professor, SRMIST

Code	24IDA110P	Title	PERSONAL GROWTH AND DEVELOPMENT	Category	A	Ability Enhancement courses	L 2	T 0	P 4	C 4

Course Offering Department	Design	Pre-requisite Courses	Nil	Co-requisite Courses	Nil	Progressive Courses	Nil	Data Book Codes/Standards	Nil

Title & Content	Introduction to the Art of Living	Mindfulness and Self-awareness	Personal Growth and Development	Relationships and Communication	Living a Purposeful Life
Duration (hour)	12	12	12	12	12
SLO-1	Understanding the holistic approach of the "Art of Living" encompassing physical, mental, emotional, and spiritual well-being	Introduction to Mindfulness: Understanding the concept of mindfulness and its importance in cultivating self-awareness and emotional well-being.	Goal Setting and Achievement: Understand the importance of setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals aligned with personal values and aspirations.	Understanding Interpersonal Dynamics: Exploration of power dynamics within relationships Analysis of communication patterns and their impact on relationships	Values Clarification: Reflecting on personal values, beliefs, and priorities to gain clarity on what truly matters and provides meaning and fulfillment in life.
SLO-2	Tracing the origins and evolution of the Art of Living across diverse cultures and traditions	Mindfulness Techniques: Learning various mindfulness exercises such as mindful breathing, body scan, and mindful eating to develop present-moment awareness.	Strategic Planning: Develop strategies and action plans to effectively work towards the attainment of set goals.	Developing Effective Communication: Acquiring active listening skills to enhance understanding and empathy	Passion and Purpose: Exploring interests, passions, and talents to uncover one's unique purpose and calling in life.
SLO-3	Examining foundational philosophies such as mindfulness, gratitude, compassion, and their role in the Art of Living.	Mind-Body Connection: Exploring the interconnectedness of the mind and body and how mindfulness practices can positively impact physical health and emotional balance.	Overcoming Obstacles: Identify common obstacles and challenges encountered in personal growth journeys and learn resilience-building techniques to overcome them.	Conflict Resolution Techniques: Learning negotiation skills to find mutually beneficial solutions	Visioning: Creating a compelling vision for a fulfilling life that aligns with personal values, aspirations, and goals.
SLO-4	Studying prominent individuals who have shaped the Art of Living, including their teachings, practices, and contributions	Meditation Practices: Introduction to different meditation techniques including breath awareness, loving-kindness, and body scan meditation, and their applications for enhancing mental clarity and resilience.	Building Resilience: Cultivate resilience by understanding the power of mindset shifts and adaptive coping mechanisms in navigating setbacks and failures.	Cultivating Empathy and Compassion: Exploring the concept of empathy and its role in building meaningful relationships	Intention Setting: Setting clear intentions and goals aligned with one's vision for living a purposeful and meaningful life.
SLO-5	Assessing the significance of the Art of Living amidst contemporary challenges and lifestyle trends.	Emotional Intelligence: Understanding the fundamentals of emotional intelligence and its significance in fostering self-awareness and building healthier relationships.	Growth Mindset: Foster a growth mindset that embraces challenges as opportunities for learning and development, nurturing a belief in one's capacity for growth.	Establishing Healthy Boundaries: Defining the concept of healthy boundaries and their significance in relationships	Authentic Living: Practicing authenticity by aligning actions, choices, and behaviors with core values and beliefs, and living in integrity with oneself and others.
SLO-6	Identifying practical strategies for integrating Art of Living principles into daily life.	Emotion Regulation Skills: Developing practical strategies to identify, understand, and regulate emotions effectively for improved self-management and interpersonal communication.	Creativity Enhancement: Explore exercises and practices that stimulate creativity, encourage divergent thinking, experimentation, and risk-taking.	Building Assertiveness Skills: Developing assertiveness techniques to express needs and opinions confidently	Reflective Practice: Cultivating a habit of regular reflection and self-assessment to ensure alignment with one's values, purpose, and vision, and to make adjustments as needed on the journey of living a purposeful life.
SLO-7	Cultivating self-awareness and introspection as essential components of the Art of Living.	Integration into Daily Life: Learning to integrate mindfulness practices into daily routines to manage stress, enhance focus, and cultivate a greater sense of inner peace and balance.	Innovation Cultivation: Cultivate an environment conducive to innovation by promoting creativity and supporting novel ideas and approaches.	Analyzing case studies to understand real-life applications of relationship dynamics and communication strategies	Mindfulness Integration: Integrating mindfulness practices to enhance self-awareness, reduce stress, and foster a deeper connection with oneself and others

SLO-8	Understanding the benefits of gratitude and compassion for personal growth and interpersonal relationships.	Stress Management Techniques: Exploring mindfulness-based stress reduction (MBSR) techniques and their applications for reducing stress and promoting overall well-being.	Lifelong Learning: Embrace a mindset of continuous learning and self-improvement, exploring diverse avenues for acquiring new knowledge and skills.	Self-awareness and Reflection: Promoting self-awareness to recognize personal communication patterns and relationship dynamics	Goal Alignment: Aligning short-term goals and daily activities with long-term vision and purpose to maintain focus and direction in life.
SLO-9	Learning strategies for managing stress, anxiety, and adversity effectively	Enhancing Self-awareness: Utilizing reflective practices to deepen self-awareness, identify thought patterns, and understand underlying beliefs and behaviors.	Exploration of Learning Channels: Discover various learning channels including formal education, self-study, mentorship, and experiential learning.	Mindfulness Practices: Incorporating mindfulness techniques to improve communication and relationship skills	Resilience Building: Developing resilience to overcome challenges and setbacks encountered on the path to living a purposeful life.
SLO-10	Exploring the role of mindful communication in fostering authentic connections and resolving conflicts.	Personal Growth and Development: Understanding the role of self-reflection in fostering personal growth and development, and establishing a regular practice for continuous improvement.	Reflective Practice: Engage in regular self-assessment and reflection to track progress, celebrate achievements, and identify areas for further development.	Promoting a sense of community and belonging to enhance personal growth and development	Meaningful Relationships: Cultivating and nurturing relationships that support and enrich one's journey towards a purposeful life.
SLO-11	Integrating physical, mental, emotional, and spiritual practices to promote holistic well-being.	Cultivating Compassion and Empathy: Exploring how mindfulness practices can cultivate compassion and empathy towards oneself and others, enhancing interpersonal connections and social harmony.	Feedback Integration: Incorporate feedback mechanisms to leverage insights for personal growth and improvement.	Identifying strategies for adapting communication style based on cultural and situational factors	Gratitude Practice: Incorporating gratitude rituals to cultivate appreciation for life's blessings and enhance overall well-being.
SLO-12	Recognizing the importance of community support and social connections for overall well-being.	Integration and Application: Applying mindfulness and self-awareness practices in real-life situations to navigate challenges, foster resilience, and lead a more meaningful and fulfilling life.	Integration of Learnings: Integrate lessons learned into daily life, fostering a sustainable culture of growth and development.	Integration and Action Plan: Integrating knowledge and skills acquired throughout the module into daily life	Contribution and Service: Engaging in acts of service and contributing to the well-being of others as a means of living out one's purpose and making a positive impact on the world.
Assessment	Continuous Learning Assessment - 1			Continuous Learning Assessment - 2	
	Continuous Learning Assessment - 3				

Resources	
"The Art of Happiness" by Dalai Lama and Howard C. Cutler	Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life" by Jon Kabat-Zinn
Man's Search for Meaning" by Viktor E. Frankl	Nonviolent Communication: A Language of Life" by Marshall B. Rosenberg

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Rationale (CLR)	The purpose of learning this course is to:	Depth				Attainment			Program Learning Outcomes (PLO)															
		1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CLR-1	Understand the holistic approach of the Art of Living.																						
CLR-2	Understand the concept of mindfulness																						
CLR-3	Understand Personal Growth and Development																						
CLR-4	Learn the Importance of Relationships and Communication																						
CLR-5	Learn the meaning of Living a Purposeful Life																						

Outcomes (CLO)	At the end of this course, learners will be able to:	Conceive	Design	Implement	Operate	Level of Thinking	Expected Proficiency (%)	Expected Attainment (%)	Problem Solving	Critical Thinking	Creativity	Communication Skills	Analytical Reasoning	Research Skills	Collaborating Skills	Leadership Qualities	Learning to Learn	Digital Technology	Multicultural Inclusivity	Value Inculcation	Autonomy, Accountability	Environmental Action	Community Engagement
CLO-1	Develop the holistic approach of the Art of Living.	✔	✔		-	2	85	75	3	-	-	1	-	3	-	2	2	1	2	3	3	-	-
CLO-2	Develop the concept of mindfulness	✔	✔	✔	-	2	85	75	3	2	1	2	2	3	-	1	2	1	2	3	3	2	1
CLO-3	Analyze Personal Growth and Development	✔	✔	✔	✔	3	85	75	3	1	3	1	3	3	-	1	1	2	1	3	3	1	3
CLO-4	Recognize the Value of Communication and Relationships	✔	✔	✔	✔	3	85	75	3	3	2	3	3	3	-	2	3	3	3	3	3	3	2
CLO-5	Discover What It Means to Lead a Purposeful Life	✔	✔	✔	✔	3	85	75	3	3	2	3	3	3	-	3	3	3	3	3	3	3	2

Assessment

Level of Thinking	Continuous Learning Assessment (CLA) (60% weightage)						Final Assessment (40 % weightage)	
	CLA – 1 (20 %)		CLA – 2 (20 %)		CLA 3 20 %			
	Theory	Practice	Theory	Practice	Theory	Practice	Theory	Practice
13 Remember		40%		40%		40%		40%
14 Understand								
15 Apply		40%		40%		40%		40%
16 Analyze								
17 Evaluate		20%		20%		20%		20%
18 Create								
Total		100%		100%		100%		100%

Strategies

Technology		Pedagogy / Andragogy		Sustainable Development	
Simulations		Clarification/Pauses	✔	Good Health & Well Being	✔
Presentation Tools		Group Discussion	✔	Quality Education	✔
Learning Management System		Hands-on Practice	✔	Gender Equality	✔
Computer Aided Design Tools		Debate	✔		
Assessment Tools		Interactive Lecture	✔		
		Brainstorming	✔		

Designers

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