



SNDT Women's University, Mumbai

**Bachelor of Science
(Resource Management & Interior Design)**

**B.Sc. (Resource Management & Interior
Design)**

As Per NEP - 2020

**Syllabus
(2024-2025)**

**Credit structure For Under Graduate Programmes in Humanities, Science and Technology and Interdisciplinary Studies Faculties
(2024 May as per GR dated 13/03/2024)**

[illegible]

Terminologies

Abbreviation	Full-form	Remarks	Related to Major and Minor Courses
Major (Core)	Main Discipline		
Major (Elective)	Elective Options		related to the Major Discipline
Minor Stream	Other Disciplines (Inter/Multidisciplinary) not related to the Major	either from the same Faculty or any other faculty	
OEC	Open Elective Courses/Generic		Not Related to the Major and Minor
VSC	Vocational Skill Courses		Related to the Major and Minor
SEC	Skill Enhancement Courses		Not Related to the Major and Minor
AEC	Ability Enhancement Courses	Communication skills, critical reading, academic writing, etc.	Not Related to the Major and Minor
VEC	Value Education Courses	Understanding India, Environmental science/education, Digital and technological solutions, Health & Wellness, Yoga education, sports, and fitness	Not Related to the Major and Minor
IKS	Indian Knowledge System	I. Generic IKS Course: basic knowledge of the IKS II. I. Subject-Specific IKS Courses: advanced information about the subject: part of the major credit	Subject Specific IKS related to Major
OJT	On-Job Training (Internship/Apprenticeship)	corresponding to the Major Subject	Related to the Major
FP	Field projects	corresponding to the Major Subject	Related to the Major
CC	Co-curricular Courses	Health and Wellness, Yoga education sports, and fitness, Cultural Activities, NSS/NCC and Fine/Applied/Visual/ Performing Arts	Not Related to the Major and Minor
CE	Community Engagement and service		Not Related to the Major and Minor
RP	Research Project	corresponding to the Major Subject	Related to the Major

Programme Template

Degree		B.Sc
Programme		BSc in Resource Management and Interior Design
Preamble (Brief Introduction to the programme)		<p>Resource Management and Interior Design course aims to provide students with a thorough understanding of the concepts, creativity, aesthetic sense, and technical skills needed to design visually appealing, practical, and sustainable interior and exterior spaces. It also focuses on other aspects of course like efficient management of time, money, spaces, resources and knowledge of smart materials, current trends, fashion to successfully implement creative and people-centered design solutions. The field also incorporates technology, services, ergonomics, consumer theories, landscaping, professional communication skills and traditional and conventional practices in designing.</p> <p>On completion of the course the student will have the complete knowledge, technical skills and enhanced abilities needed to excel in creating safe, functional, and aesthetically appealing indoor and outdoor environment to improve quality of life and cater to the changing requirements of the society. Today there is a growing demand for professionals with expertise in space planning, material selection, construction, and renovation projects, designing offices, hotels, stores, etc. Thus, opening a wide variety of professions avenues for the students.</p>
Programme Specific Outcomes (PSOs)		After completing this program, Learner will be able to
	1.	Illustrate and implement the fundamental elements and principles of design ensuring a coherent and visually compelling artistic outcome
	2.	Demonstrate the strong buying abilities when choosing products and services from the market.
	3.	Understand the intricacy of visual aesthetics while designing spaces.
	4.	Analyze the needs of users considering cultural and social factors.
	5.	Understand the needs of proficiency in multiple perspectives for product and space design.
	6.	Critically analyze original concepts and innovations that will strengthen the ability to design spaces and products.
	7.	Analyze the ergonomic aspects of different job tasks and their potential impact on health.
Eligibility Criteria for Programme		<p>A candidate to be eligible for admission for the three/four years course leading to Degree of Bachelor of Science</p> <ul style="list-style-type: none"> Must have passed the High School Certificate (Std. XII) examination conducted by different Divisional Boards of the Maharashtra (or any other State) Board of Secondary and Higher Secondary Education

		<ul style="list-style-type: none"> • Must have passed Higher Secondary School Certificate (standard XII) examination with Minimum Competency based Vocational Courses(MCVC) conducted by the different Divisional Boards of the Maharashtra (or any other State) Board of Secondary and Higher Secondary Education or • Equivalent
Intake		30 students

Structure with Course Titles

B.Sc. Resource Management & Interior Design

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester I					
10030801	Design and Aesthetics – Theory -I	Major (Core)	2	50	50	0
		Major (Core)	2	50	0	50
		Major (Core)	2	50	50	0
10430811		OEC	4	100	50	50
10630801	Application of Design and Aesthetics (Pr)	VSC S1	2	50	50	0
10730801	Professional Communication and Presentation – I (Pr)	SEC	2	50	50	0
	English - I	AEC (English)	2	50	0	50
	Inception of India Knowledge System	IKS (Generic)	2	50	0	50
		VEC	2	50	0	50
	Co-curricular activity	CC	2	50	50	0
			22	550	300	250
	Semester II					
10730801	Design and Aesthetics – Theory - II	Major (Core)	2	50	0	50
		Major (Core)	2	50	50	0
		Major (Core)	2	50	0	50
		VSC S2	2	50	0	50
		VSC S3	2	50	0	50
10730801	Principles of Management (Theory)	OEC	4	100	50	50
20730801	Basics of Content Writing (Theory)	SEC	2	50	50	0
2.8	English -II	AEC (English)	2	50	50	0
20930811	Inclusive Design (Theory)	VEC	2	50	0	50
	Co-curricular activity	CC	2	50	50	00
			22	550	250	300

Exit with UG Certificate with 4 extra credits (44 + 4 credits)

Syllabus Structure

Semester I

1.1 Major (Core)

Course Title	Design and Aesthetics – Theory -I
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Apply the elements and principles of design.
	2. Develop the skills to appreciate the aesthetics of art and design with reference to interior design.
	3. Demonstrate the skills in applying the art principles in various areas of Home Science.
	4. Design and experiment different types of arts and crafts.
Module 1 (Credit 1) – Basics of Art and Design (Theory)	
Learning Outcomes	After learning the module, learners will be able to
	1. Define & critically weigh design and differentiate between the types of designs.
	2. Organize the various elements of design to create different types of designs & apply the concept of Optical Illusion in interior design
Content Outline	<p>1. Introduction to Art and Aesthetics</p> <ul style="list-style-type: none">• Definition and Concept of Art and Aesthetics <p>2. Concept of Art and Design</p> <ul style="list-style-type: none">• Definition and Concept of Design• Types of Design – Structural and Decorative Design• Requirements of a Good Design <p>3. Basic Elements of Art and Design</p> <ul style="list-style-type: none">• Introduction, types, importance• Point & Line• Space• Shape & Form• Colour• Texture• Light• Pattern <p>4. Optical Illusion</p> <ul style="list-style-type: none">• Concept of Illusion and Optical illusion• Application in interior design
Module 2 (Credit 1) – Introduction to Colour Theory	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand the basic principles of colour theory

	2. Analyze the psychological and physiological effects of colour.
	3. Create effective colour schemes and compositions for various applications.
Content Outline	<ol style="list-style-type: none"> 1. Colour Wheel <ul style="list-style-type: none"> • Introduction to colour wheel • Classification of Colours (Warm & Cool Colours/ Advancing and Receding Colours) 2. Colour Harmony <ul style="list-style-type: none"> • Colour Schemes: Monochromatic, Analogous, Complementary, Split Complementary, and Triad. • Properties/Dimensions of colour theory 3. Psychological and Physiological effects of Colour <ul style="list-style-type: none"> • Psychological Effects of Colour: How different colours affect mood and emotions, Colour preferences and personality. • Physiological Effects of Colour -How colour affects visual perception and eye strain, • The role of colour in spatial perception and environment design. • Colour in Marketing and Branding: How businesses use colour to influence consumer behaviour. 4. Application of Colour in Art and Design <ul style="list-style-type: none"> • Techniques for creating harmony and contrast in visual compositions. • Colour theory in painting, graphic design, and interior design.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Collect pictures/make innovative presentations for the basic elements of arts from natural/ manmade objects.
2. Draw/collect pictures indicating use of optical illusion created through art elements.
3. Creative preparation of colour wheel.
4. Creative preparation of chart for colour schemes.
5. Draw sketches/collect pictures for types of space- positive and negative space.
6. Draw designs using the techniques of enlargement and reduction.
7. Creating symmetrical and asymmetrical designs based on pure geometrical forms.
8. Draw a single design using three mediums- pencil, ink and colour.
9. Create a simple design and use two different colour harmonies by drawing the same design twice.

References:

1. Agan T. (1970). The Houses, its plan and use, Oxford and IBM, New Delhi.
2. Ahmed K. (1995). Interior Design- An introduction to art, craft, science, techniques, and profession, Ingra Publications Pvt. Ltd, Mumbai.

3. Bevin M.E. (1985). Design through discovery, Rinchart and Winston, New York.
4. Bhatt N.D. (1985). Elementary Drawing, Anan Charotar Publishing House.
5. Bhatt P. & Shamita G. (1990). Foundation of Art and Design, Lakhani Book Depot, Mumbai.
6. Collingwood R.G. (1958). The Principles of Art, Oxford University Press, London.
7. Craig & Rush. (1980). Homes with Character, D.C. Health & Co.
8. Dandekar H.D. and Krishnamurti C.E. (1960). Anchine drawing, Oxford University Press, London.
9. Donald Anderson. (1961). Elements of Design, Holt, Rinchat and Winston, New York.
10. Dorothy S. (1964). Introduction to Home Furnishing, The McMillan Company, New York.
11. Faulker R. & Faulker S. (1968). Inside Today's Home, Holt, Rinchat and Winston, New York.
12. Faulker, Ziegfeld, and Hill. (1955). Art today, Itenry Holt.
13. Frances O. (1967). Art and Design in home living, McMillan Company, New York.
14. Garreston Frouz. (1975). Theory and Practice of Colour, Studio Vista Publishers, London.
15. Goldstein and Goldstein (1953). Art in everyday life, McMillan Company, New York.
16. Grames M. (1951). The art of colour and Design, Mcgraw Hill Book Co., New York.
17. Lewis D.S., Jean O.B and Ester F.S. (1969). Housing and Home Management, The McMillan Company, New York.
18. Morris W. (1989). Design and patterns Bracker Books, London
19. Morton R. (2009). The Home and its Furnishing, McGraw Hill Book Company, Inc., New York.
20. Morton G. M. (1964). The arts of costume and personal appearance, John Wiley and Sons, New York.
21. Mueller C. G., Mae Rudolfetal (1967). Light and vision – Life Science and Library, Time life International, Netherlands.
22. Rowland K. (1965). The shapes we need vol. 2/3, Grinnnd Co., London.

1.4 Open Elective Courses/ Generic (OEC)

Course Title	
Course Credits	4
Course Outcomes	After Completion of this course the learners will be able to,
Module 1 (Credit 1) -	
Learning Outcomes	After learning the module, learners will be able to,
Content Outline	
Module 2 (Credit 1) -	
Learning Outcomes	After learning the module, learners will be able to,
Content Outline	
Module 3 (Credit 3) -	
Learning Outcomes	After learning the module, learners will be able to
Content Outline	
Module 4 (Credit 4) -	
Learning Outcomes	After learning the module, learners will be able to

Content Outline	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

References:

1.5 Vocational Skill Courses (VSC)

Course Title	Application of Design and Aesthetics (Practical)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Apply the elements and principles of design.
	2. Develop the skills to appreciate the aesthetics of art and design with reference to interior design.
	3. Demonstrate the skills in applying the art principles in various areas of Home Science.
	4. Design and experiment different types of arts and crafts.
Module 1 (Credit 1) – Application of Design	
Learning Outcomes	After learning the module, learners will be able to
	1. Create and formulate functional and decorative designs
	2. Differentiate & interpret the space and scale with different types of geometric patterns
	3. Create and formulate functional and decorative designs
Content Outline	<ol style="list-style-type: none">1. Application of Lines in Creating Designs<ul style="list-style-type: none">• Vertical• Horizontal• Diagonal• Curved lines2. Types of Space<ul style="list-style-type: none">• Positive space• Negative space3. Understanding Scale<ul style="list-style-type: none">• Enlargement• Reduction4. Creating Geometrical Designs<ul style="list-style-type: none">• Symmetrical design• Asymmetrical design
Module 2 (Credit 1) - Design Creation	
Learning Outcomes	After learning the module, learners will be able to
	1. Experiment with different mediums to create varied designs
	2. Select and apply different textures in a single design & experiment with various colour combination
	3. Develop innovative ideas and demonstrate skills in creating enriching art and craft design or artifacts

Content Outline	<ol style="list-style-type: none"> 1. Use of Various Medium to Create Designs <ul style="list-style-type: none"> ● Pencil medium ● Pen & Ink medium ● Colour – pencil, water colour, crayons, etc. 2. Creating Textures <ul style="list-style-type: none"> ● Create a texture collage using various materials 3. Colour Schemes <ul style="list-style-type: none"> ● Colour harmonies: Monochromatic, Achromatic, Chromatic colour schemes 4. Innovative Design Creation and Exhibition <ul style="list-style-type: none"> ● Paintings / pot painting / 3D murals/Stain Glass Painting (innovative work)
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Collect pictures/make innovative presentations for the basic elements of arts from natural/ manmade objects.
2. Draw/collect pictures indicating use of optical illusion created through art elements.
3. Creative preparation of colour wheel.
4. Creative preparation of chart for colour schemes.
5. Draw sketches/collect pictures for types of space- positive and negative space.
6. Draw designs using the techniques of enlargement and reduction.
- 7.
8. Creating symmetrical and asymmetrical designs based on pure geometrical forms.
9. Draw a single design using three mediums- pencil, ink and colour.
10. Create a simple design and use two different colour harmonies by drawing the same design twice.

References:

1. Agan T. (1970). The Houses, its plan and use, Oxford and IBM, New Delhi.
2. Ahmed K. (1995). Interior Design- An introduction to art, craft, science, techniques, and profession, Ingra Publications Pvt. Ltd, Mumbai.
3. Bevin M.E. (1985). Design through discovery, Rinehart and Winston, New York.
4. Bhatt N.D. (1985). Elementary Drawing, Anan Charotar Publishing House.
5. Bhatt P. & Shamita G. (1990). Foundation of Art and Design, Lakhani Book Depot, Mumbai.
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7. Craig & Rush. (1980). Homes with Character, D.C. Heath & Co.

8. Dandekar H.D. and Krishnamurti C.E. (1960). *Anchine drawing*, Oxford University Press, London.
9. Donald Anderson. (1961). *Elements of Design*, Holt, Rinchat and Winston, New York.
10. Dorothy S. (1964). *Introduction to Home Furnishing*, The McMillan Company, New York.
11. Faulker R. & Faulker S. (1968). *Inside Today's Home*, Holt, Rinchat and Winston, New York.
12. Faulker, Ziegfeld, and Hill. (1955). *Art today*, Itenry Holt.
13. Frances O. (1967). *Art and Design in home living*, McMillan Company, New York.
14. Garreston Frouz. (1975). *Theory and Practice of Colour*, Studio Vista Publishers, London.
15. Goldstein and Goldstein (1953). *Art in everyday life*, McMillan Company, New York.
16. Grames M. (1951). *The art of colour and Design*, Mcgraw Hill Book Co., New York.
17. Lewis D.S., Jean O.B and Ester F.S. (1969). *Housing and Home Management*, The McMillan Company, New York.
18. Morris W. (1989). *Design and patterns* Bracker Books, London
19. Morton R. (2009). *The Home and its Furnishing*, McGraw Hill Book Company, Inc., New York.
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1.6 Skill Enhancement Courses (SEC)

Course Title	Professional Communication and Presentation – I (Practical)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Develop the terminology and vocabulary that are appropriate for your line of work.
	2. Examine, recognize, and effectively summarize a range of textual materials
	3. Critically argue on the shortcomings of listening habits and making use listening strategies according to the needs
Module 1 (Credit 1) - Professional Communication Overview	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply the foundational principles of professional communication, including written, nonverbal, and spoken communication
	2. Examine and assess various communication philosophies and how they affect the development of business contacts and a productive workplace
Content Outline	<ol style="list-style-type: none">1. Introduction to Professional Communication<ul style="list-style-type: none">• Definition and importance,• Types of professional communication: verbal, written, and non-verbal,• Barriers to communication and• Understanding the role of culture in professional communication2. Written Communication Skills<ul style="list-style-type: none">• Principles of effective business writing,• Email etiquette and best practices,• Drafting professional letters and memos.3. Verbal Communication Skills<ul style="list-style-type: none">• Public speaking fundamentals• Overcoming the fear of public speaking• Techniques for effective presentations and speeches• Developing interpersonal communication skills4. Non-Verbal Communication and Listening Skills<ul style="list-style-type: none">• Understanding the importance of body language in communication• Strategies for effective non-verbal communication in a professional setting,• Active listening techniques and their role in effective communication• Exercises and role play to practice non-verbal communication and listening skills
Module 2 (Credit 1) - Professional Presentation Skills	
Learning Outcomes	After learning the module, learners will be able to
	1. Master the techniques of making powerful and captivating presentations

	<p>2. Describe the use of techniques when using multimedia tools and presentation software to enhance the attractiveness and effectiveness of presentations.</p> <p>3. Critically assess the presentations of your peers. Provide feedback to foster a collaborative learning atmosphere and continuous improvement in presentation skills.</p>
Content Outline	<p>1. Planning and Structuring Presentations</p> <ul style="list-style-type: none"> • Understanding the purpose of the presentation • Identifying the target audience and their expectations • Organizing content logically and effectively, Creating engaging introductions and conclusions <p>2. Visual Aids and Technology in Presentations</p> <ul style="list-style-type: none"> • Best practices for producing visually appealing and captivating slides • Using visual aids like slides and movies effectively fixing technological problems during presentations and improving presentations with the use of technology <p>3. Making Impactful Presentations</p> <ul style="list-style-type: none"> • Strategies for an assured and convincing deliver • During presentations, controlling anxiety and addressing unforeseen difficulties • improving body language and voice variation throughout the presentation • Promoting participation and involvement from the audience <p>4. Evaluation and Recommendations for Presentations</p> <ul style="list-style-type: none"> • Assessing and commenting on presentations given by professionals • Giving peers constructive criticism • Self-evaluation and introspection regarding individual presenting abilities

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Presentation of professional communication
2. Design a presentation on any topic of student's choice – project, company or product
3. Designing of MOOD boards, sign boards and displays

References:

1. Peter .C, (2019):"Business Communication: Developing Leaders for a Networked World" . McGraw-Hill, New York
2. Ellen. M. G and Loewy. D, (2022) "The Essentials of Business Communication" Cengage Learning, Australia
3. Locker. K and Kaczmarek. S., (2014) -"Business Communication: Building Critical Skills". ISBN-9781259089091
4. Courtland. B. and Thill. J, (2017)."Business Communication Today". Pearson Publication House, USA. ISBN 10: 0-13-589161-2 and ISBN 13: 978-0-13-589161-2

5. Murphy. H, Hildebrandt. H, and Thomas. J.(2011) - "Effective Business Communication". McGraw-Hill, New York
6. Davis. K (2011): "The McGraw-Hill 36-Hour Course: Business Communication" McGraw-Hill, New York
7. Anderson. P. V. (2018): "Technical Communication". Cengage Learning, Washington
8. Jones, R. G. Jr. (2016): "Communication in the Real World: An Introduction to Communication Studies". Saylor Foundation, USA
9. Chesebro. J. L and Goss. T.P. (2018): "Professional Communication at Work: Interpersonal Strategies for Career Success". Routledge, US
10. Joseph L. Chesebro and Timothy P. Goss (2018): "Professional Communication at Work: Interpersonal Strategies for Career Success". Routledge, USA

Semester II

2.1 Major (Core)

Course Title	Design and Aesthetics – Theory -II
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Apply the elements and principles of design.
	2. Develop the skills to appreciate the aesthetics of art and design with reference to interior design.
	3. Demonstrate the skills in applying the art principles in various areas.
	4. Design and experiment different types of arts and crafts.
Module 1 (Credit 1) – Basics of Art and Design (Theory)	
Learning Outcomes	After learning the module, learners will be able to
	1. Critically weigh and judge good and bad designs
	2. Organize the various elements of design to create different types of designs.
	3. Interpret and apply the concept of Optical Illusion in interior design
Content Outline	<ol style="list-style-type: none">1. Introduction to Art and Aesthetics<ul style="list-style-type: none">• Definition and Concept of Art and Aesthetics2. Concept of Art and Design<ul style="list-style-type: none">• Definition and Concept of Design• Types of Design – Structural and Decorative Design• Requirements of a Good Design3. Basic Elements of Art and Design<ul style="list-style-type: none">• Introduction, types, importance• Point & Line• Space• Shape & Form• Colour• Texture• Light• Pattern4. Optical Illusion<ul style="list-style-type: none">• Concept of Illusion and Optical illusion• Application in interior design
Module 2 (Credit 1) – Introduction to Colour Theory	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand the basic principles of colour theory
	2. Analyze the psychological and physiological effects of colour.

	3. Create effective colour schemes and compositions for various applications.
Content Outline	<ol style="list-style-type: none"> 1. Colour Wheel <ul style="list-style-type: none"> • Introduction to colour wheel • Classification of Colours (Warm & Cool Colours/ Advancing and Receding Colours) 2. Colour Harmony <ul style="list-style-type: none"> • Colour Schemes: Monochromatic, Analogous, Complementary, Split Complementary, and Triad. • Properties/Dimensions of colour theory 3. Psychological and Physiological effects of Colour <ul style="list-style-type: none"> • Psychological Effects of Colour: How different colours affect mood and emotions, Colour preferences and personality. • Physiological Effects of Colour -How colour affects visual perception and eye strain, the role of colour in spatial perception and environment design. • Colour in Marketing and Branding: How businesses use colour to influence consumer behaviour. 4. Application of Colour in Art and Design <ul style="list-style-type: none"> • Techniques for creating harmony and contrast in visual compositions. • Colour theory in painting, graphic design, and interior design.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Collect pictures/make innovative presentations for the basic elements of arts from natural/ manmade objects.
2. Draw/collect pictures indicating use of optical illusion created through art elements.
3. Creative preparation of colour wheel.
4. Creative preparation of chart for colour schemes.
5. Draw sketches/collect pictures for types of space- positive and negative space.
6. Draw designs using the techniques of enlargement and reduction.
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8. Draw a single design using three mediums- pencil, ink and colour.
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3. Bevin M.E. (1985). Design through discovery, Rinchart and Winston, New York.
4. Bhatt N.D. (1985). Elementary Drawing, Anan Charotar Publishing House.

5. Bhatt P. & Shamita G. (1990). Foundation of Art and Design, Lakhani Book Depot, Mumbai.
6. Collingwood R.G. (1958). The Principles of Art, Oxford University Press, London.
7. Craig & Rush. (1980). Homes with Character, D.C. Health & Co.
8. Dandekar H.D. and Krishnamurti C.E. (1960). Anchine drawing, Oxford University Press, London.
9. Donald Anderson. (1961). Elements of Design, Holt, Rinchat and Winston, New York.
10. Dorothy S. (1964). Introduction to Home Furnishing, The McMillan Company, New York.
11. Faulker R. & Faulker S. (1968). Inside Today's Home, Holt, Rinchat and Winston, New York.
12. Faulker, Ziegfeld, and Hill. (1955). Art today, Itenry Holt.
13. Frances O. (1967). Art and Design in home living, McMillan Company, New York.
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15. Goldstein and Goldstein (1953). Art in everyday life, McMillan Company, New York.
16. Grames M. (1951). The art of colour and Design, McGraw Hill Book Co., New York.
17. Lewis D.S., Jean O.B and Ester F.S. (1969). Housing and Home Management, The McMillan Company, New York.
18. Morris W. (1989). Design and patterns Bracker Books, London
19. Morton R. (2009). The Home and its Furnishing, McGraw Hill Book Company, Inc., New York.
20. Morton G. M. (1964). The arts of costume and personal appearance, John Wiley and Sons, New York.
21. Mueller C. G., Mae Rudolfetal (1967). Light and vision – Life Science and Library, Time life International, Netherlands.
22. Rowland K. (1965). The shapes we need vol. 2/3, Grinnnd Co., London.

2.6 Open Elective Courses/ Generic (OEC)

Course Title	Principles of Management (Theory)
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Explain and apply the concepts, principles and functions of management.
	2. Categorize management principles in family living at micro level as well as macro level.
Module 1 (Credit 1) - Introduction to Management	
Learning Outcomes	After learning the module, learners will be able to understand the design philosophy to create products, environment and experience accessible and usable to a maximum number of people
	1. Identify and describe the main functions of management.
	2. Assess the importance of management & differentiate between various levels of management.
	3. Recognize the different roles and skills required for effective management
Content Outline	<ol style="list-style-type: none"> 1. Definition and Importance of Management <ul style="list-style-type: none"> • What is Management? • The Role of Managers in Organizations 2. Functions of management <ul style="list-style-type: none"> • Planning • Organizing • Leadership • Controlling • Evaluation 3. Levels of Management <ul style="list-style-type: none"> • Top-Level Management • Middle-Level Management • First-Line Management 4. Managerial Roles and Skills <ul style="list-style-type: none"> • Interpersonal Roles • Informational Roles • Decisional Roles
Module 2 (Credit 1) - Planning and Decision Making	
Learning Outcomes	After completing the course, it will help the students to an understanding the applications of the designs
	1. Understand the steps involved in decision-making.
	2. Comprehend the significance of planning and its process & set effective goals.

Content Outline	<ol style="list-style-type: none"> 1. Planning – meaning, importance, characteristics and steps in planning and types of plans-mental or oral plan, written plan, detail and overall plan, single use plan. 2. Goals- Meaning, types- long term, short term, individual and group goals. 3. Decision Making -Definition and importance of decision making in management, Types of decisions-Habitual, Intellectual, Individual and Group and Decision Making Process 4. Tools for Decision Making - SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)and PEST Analysis (Political, Economic, Social, Technological)
Module 3(Credit 1) - Organizing and Staffing	
Learning Outcomes	After completing the course, it will help the students to an understanding the applications of the designs
	1. Understand the importance and process of delegation and decentralization.
	2. Apply the staffing process including recruitment, selection, and training.
Content Outline	<ol style="list-style-type: none"> 1. Organizing: Definition and Process, Types of Organizational Structures: Functional, Divisional, Matrix 2. Delegation and Decentralization - Importance of Delegation, Process of Delegation and Centralization vs. Decentralization 3. Staffing: Importance and Process , Recruitment, Selection and Training and Development 4. Managing Teams and Groups -Difference Between Teams and Groups, Stages of Team Development and Effective Team Management
Module 4 Credit 1) - Leading and Controlling	
Learning Outcomes	After completing the course, it will help the students to an understanding the applications of the designs
	1. Understand different motivational theories and their application.
	2. Recognize the importance of communication and how to overcome barriers.
	3. Comprehend the control process and utilize various controlling tools effectively.
Content Outline	<ol style="list-style-type: none"> 1. Leadership: Definition and Importance - Leadership vs. Management and Leadership Styles: Autocratic, Democratic 2. Controlling- Meaning and Introduction, Phases of controlling– energizing, checking & adjusting and Principles (factors) in controlling. Supervision- definition and types and techniques of good supervision 3. Evaluation – meaning, importance, types-general and detailed evaluation. 4. Communication - Importance of Communication in Management, Types of Communication: Verbal, Non-Verbal, Written and Barriers to Effective Communication

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Case Studies: To provide practical examples and applications.
2. Group Discussions and Activities: To encourage interaction and deeper understanding.

3. Identify and list down 3 values and 3 goals of a student followed by discussion in a class
4. Plan an activity applying management process like going for a picnic/movie/giving a birthday party and write a report for the same.
5. Identify an incident in your life where you took a right decision as well as identify an incident in your life where you took wrong decisions giving reasons
6. Identify and list down your human resources and how it helps you to make decisions.

References:

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2. Chatterjee S.S. (1980): 'An introduction to management- Its principles and techniques' World Press Pvt. Ltd, Calcutta.
3. Gross, Crandall and Knoll. (1980) Management for Modern Families. Prentice Hall Inc. ISBN: 013549477X / 0-13-549477-X
4. Deacon R.E. and Firebough F.M. (1981) Family Resource management, principles and application. Allyn Bacon. ISBN: 0205069940 / 0-205-06994-0
5. Swanson V. (1981): Introduction to Home Management. Macmillan Publishers, London.
6. Gupta, C.B. (1983) Principles and practice of Management. National Publishing House, New Delhi. ISBN: 8127200530
7. Horne, James. (1983): Financial management and policy. Prentice Hall of India Pvt. Ltd. Delhi. ISBN: 0133167615 / 0-13-316761-5
8. Chatterjee S.S. Management (1988): Introduction, its Principles and Techniques.
9. A Prentice Hall Pvt. Ltd. Calcutta. ISBN: 9788120333840
10. Nickel P. and Dorsey J.M. (1991): Management in Family Living 4th edition Wiley and Eastern, New Delhi.

2.7 Skill Enhancement Courses (SEC)

Course Title	Basics of Content Writing (Theory)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Demonstrate an understanding of diverse content types
	2. Develop proficiency in core writing skills
	3. Craft compelling content applying course concepts
	4. Create well-structured contents for blog, posts, articles, and web content.
Module 1 (Credit 1) – Fundamentals of Content Writing	
Learning Outcomes	After learning the module, learners will be able to
	1. Identify and apply fundamental principles of grammar and punctuation
	2. Demonstrate clarity and conciseness in writing
	3. Create creative headlines and introductions using proven techniques
Content Outline	<ol style="list-style-type: none">1. Introduction to content writing<ul style="list-style-type: none">• Definition and significance of content writing• Different types of content (blog posts, articles, web content, etc.)2. Essential Writing Skills<ul style="list-style-type: none">• Grammar and Punctuation• Common grammatical rules and guidelines• Writing clear and concise sentences• Tips to avoid jargons and unnecessary complexities3. Crafting Headlines and Introductions<ul style="list-style-type: none">• Techniques for creating attention-grabbing headlines• Methods of writing engaging and effective Introductions
Module 2 (Credit 1) - Developing Structured Content	
Learning Outcomes	After learning the module, learners will be able to
	1. Implement clear and effective organizational structures in writing content
	2. Use subheadings and bullet points to enhance content readability
	3. Apply common editing techniques to improve written work.
	4. Demonstrate effective proofreading skills to eliminate errors

Content Outline	<ol style="list-style-type: none"> 1. Content structure and organization <ul style="list-style-type: none"> • Importance of a clear structure in writing • Outlining and organizing ideas effectively • Enhancing readability with subheadings and bullet points • Best practices for formatting content 2. Basics of SEO (search engine optimization) <ul style="list-style-type: none"> • Understanding the basics of search engine optimization • Keyword research and integration 3. Editing and Proofreading <ul style="list-style-type: none"> • Common editing techniques • Strategies for effective proofreading
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Identify a popular content writer. Discuss their profile and uniqueness as a presentation or a project.
2. Identify key themes, recurring topics and recent trends in content writing
3. Select a topic and perform keyword research.
4. Identify key themes, recurring topics, and recent trends in content writing
5. Students to edit and proofread a given content (blog/post/article) for clarity, coherence, and correctness in class/groups.
6. Analyze a sample of the content created by any chosen writer.
7. Choose a topic within the course scope or personal interests. Write 300 – 500 words blog/post/article applying the principles of effective content writing including a headline, introduction, organized content, and a conclusion.

References:

1. Bly, R. W. (2020). The copywriter's handbook: A step-by-step guide to writing copy that sells. Holt Paperbacks.
2. Handley, A., & Chapman, C. C. (2010). Content rules: How to create killer blogs, podcasts, videos, e-books, webinars (and more) that engage customers and ignite your business. Wiley.
3. Handley, A. (2014). Everybody writes: Your go-to guide to creating ridiculously good content. Wiley.
4. Lamott, A. (1995). Bird by bird: Some instructions on writing and life. Anchor Books.
5. Pulizzi, J. (2015). Content Inc.: How entrepreneurs use content to build massive audiences and create radically successful businesses. McGraw-Hill Education.
6. Strunk, W., Jr., & White, E. B. (2000). The elements of style (4th ed.). Allyn & Bacon.
7. Zinsser, W. (2006). On writing well: The classic guide to writing nonfiction. HarperCollins.

2.9 Value Education Courses (VEC)

Course Title	Inclusive Design (Theory)
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Apply the knowledge to recognize and respect the spectrum of human diversity.
	2. Analyze the need of individual preferences and requirements
	3. Evaluate the need of various users of space
	4. Design to the need of people with diverse abilities
Module 1 (Credit 1) - Introduction, Principles of Inclusive design	
Learning Outcomes	After learning the module, learners will be able to, understand the design philosophy to create products, environment and experience accessible and usable to a maximum number of people
	1. Assess the user diversity.
	2. Examine the products being produced as a result of Inclusive design
Content Outline	<p>Introduction-</p> <ul style="list-style-type: none">proactive effort to incorporate the needs and perspectives of a broad range of users during the design process.Principles (user diversity, flexibility, customization, tolerance for error)
Module 2 (Credit 1) - Applications of Inclusive Design	
Learning Outcomes	After completing the course, it will help the students to an understanding the applications of the designs
	1. Define the benefits of Inclusive design
	2. Assess the various applications
Content Outline	<p>Applications and Benefits of Inclusive Design</p> <ul style="list-style-type: none">Built environment, Digital Interfaces, product design, transportation systemsBenefits – broader market reach, enhanced user experience, social equity, innovation

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- Students shall be made to analyze a product/service which is being used by people with different abilities.
- Students shall be made to design a product/service considering a target group.

References:

1. Clarkson, J., Keates, S., Coleman, R., & Lebbon, C. (2003). Inclusive Design: Design for the Whole Population. Springer.
2. Balaram, S. (2013). Designing for Sustainability: A Multi-Level Approach to Social Inclusion. Routledge.
3. Burton, E., & Mitchell, L. (2006). Inclusive Urban Design: Streets for Life. Routledge. (Adapted for the Indian context).