

SEMESTER I

Theory: Major 1 Resource Management Concepts And Contexts (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
4.5	I	823201	Resource Management Concepts And Contexts	2	2	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives: 1. Gain the knowledge of Management. 2. Know the different demands in life and career to set goals and achieve their targets. 3. Understand and analyze family values, goals, and major responsibilities to foster a healthy home environment.				
Course Outcome: At the end of the course, students will: 1) Correlate the major responsibilities of the family for a healthy life. 2) Understand the different demands in life and career to set goals and achieve their targets. 3) Formulate and execute an event.				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Characteristics Of Management, Misconception In Management, Obstacles in the Improvement of Management.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning Regular lectures, demonstrations, Exercises on observation and
Unit-II	Factors Motivating Management Process -Values – Meaning, Sources, Characteristics and Classification. Standard - Meaning and Types. Attitude for the development of a healthy life aspect –Educational attitude, Social attitude, Religious attitude, Cultural attitude, Recreational attitude.	8		
Unit-III	Goals- Definition of goal and goal setting, goal attributes, goal areas, the role of goal setting in an individual,	7		

	role of goal setting in family life, types of goals, benefits of goals.			follow up with group Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows.
Unit-IV	Introduction to Family Responsibilities -Definition and Significance, Evolution of family roles and responsibilities, Types of Family Responsibilities-Philosophy, Growth and Development Of Family Members, Management of the home, Physical activities in the Home, Participation of family in local and National Affairs.	8		
References:	1. Vargese; Home Management, Wiley Eastern Ltd., Bombay 2. Swanson Betty, Introduction to Home Management. 3. Bhargava, B. (2005). Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers 4. Deacon, R. F., and Firebaugh, F.M. (1975). Home Management: Contexts and Concepts. Boston: Houghton Mifflin Company. 5. Fitzsimmons, C. (1950).The Management of Family Resources. California: W. H. Freeman Co.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

Practical: Major I Resource Management Concepts And Contexts (P)

Level	Sem	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
4.5	I	823202	Resource Management Concepts And Contexts	2	2	2Hrs	External-25 Marks Internal-25 Marks

Course Objectives:

- 1) Guide students in identifying, analyzing, and understanding the core values and goals that drive individual and family decision-making.
- 2) Help students recognize and categorize their personal roles and major responsibilities within the family structure.
- 3) Provide students with hands-on experience in applying management principles (planning, executing, and evaluating) through real-world event coordination.

Course Outcome: Students will be able to –

- 1) Clearly identify and articulate the underlying values and short-term/long-term goals of themselves and their families.
- 2) List and evaluate their specific family responsibilities, enabling them to contribute more effectively to home management.
- 3) Successfully plan, execute, and critically evaluate a specified event from start to finish.

List of Practical in Resource Management Concepts And Contexts (P)	
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| 1) Find out the Goals of the Students And their families. |
| 2) Find out the values of the family. |
| 3) List out your family responsibilities. |

SEMESTER II

Theory: Major 2 - Fundamentals of Resource Management (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
4.5	I	823208	Fundamentals of Resource Management	2	2	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives:

1. Introduce the fundamentals of home management and resources
2. Develop decision-making skills.
3. Build practical management and event execution capabilities

Course Outcome:

At the end of the course, students will:

1. Apply the knowledge to the decision-making process.
2. Use human resources intentionally.
3. Formulate and execute an event

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Resource Management : Meaning and definition, Need and importance of resources, Classification of resources, Characteristics of resources, Ways of improving the use of resources, Factors affecting family resource management	7		Demonstration, Class room study ● Self-study ● Experiential learning ● Assignment designing ● Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with
Unit-II	Home Management process - Definition, importance and meaning of management process Steps Of Home Management Process - Planning, Controlling, Evaluation	8		

Unit-III	Decision-making Process – Meaning, importance, and steps of decision making, Types of decision, Factors affecting decision making, Characteristics of decision.	7		group Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows.
Unit-IV	Home Maker As Manager-Planner, Decision maker, Director, Teacher, Motivator, Evaluator, Consumer -buyer, coordinator Qualities of an efficient Home Manager- Intelligence, understanding, imagination, judgment, perseverance, adaptability, and self-management. Misconceptions and Obstacles Home Management to Good Management	8		
References:	1. Vargese; Home Management, Wiley Eastern Ltd., Bombay 2. Swanson Betty, Introduction to Home Management. 3. Bhargava, B. (2005). Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers 4. Deacon, R. F., and Firebaugh, F.M. (1975). Home Management: Contexts and Concepts. Boston: Houghton Mifflin Company. 5. Fitzsimmons, C. (1950).The Management of Family Resources. California: W. H. Freeman Co. 6. Gandotra,V., and Jaiswal, N.(2008). Management of Work in Home, New Delhi: Dominant Publishers and Distributors.(ISBN No. 81-7888-526-3) 7. Grandjean, E., and Kroemer, K.H.E. (1999). Fitting the Task to the Human - A Text Book of Occupational Ergonomics, New York: Taylor and Francis 8. Gross.I.H., Crandall, E. W. and Knoll, M. M.(1980). Management for Modern Families.New Jersey: Prentice Hall Inc. 9. Gross.I.H., and Crandall, E. W. (1967).Management for Modern Families. Delhi: Sterling Publishers. 10. Koontz, H., and O'Donnel C. (2005), Management – A Systems and Contingency Analysis of Managerial Functions. New York: McGraw-Hill Book Company			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

Practical: Fundamentals of Resource Management (P)

Level	Sem	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
4.5	II	823209	Fundamentals of Resource Management	1	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

- 1) Understand resource categorization.
- 2) Develop practical management skills.
- 3) Foster problem-solving abilities.

Course Outcome: Students will be able to -

- 1) Accurately list and differentiate between human and non-human resources available to a family.
- 2) Successfully plan, execute, control, and evaluate an independent project or event from start to finish.
- 3) Analyze a specific lifestyle problem and formulate actionable ways to improve the use of resources to achieve healthier outcomes.

List of Practical in Fundamentals of Resource Management (P)

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- 1) Enlist human and Non-human resources of the family.

2 Resource utilization-Planning, Controlling, Evaluation for any one project

3 Identify a problem – Find out ways of improving the use of resources for healthy life aspects.

SEMESTER III

Theory: Major 3 - Fundamentals of Interior Design (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	III	823216	Fundamentals of Interior Design	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives: 1. Understand the basic concepts and scope of interior design. 2. Gain knowledge of design elements and principles and their application in functional interiors. 3. Learn about the various components of interior spaces, including colour and colour schemes furnishings, accessories, and finishes.				
Course Outcome: 1. At the end of the course, students will: 2. Identify different structural and decorative designs 3. Justify design concepts and apply appropriate materials 4. Propose design solutions based on Form, function, user perception and behaviour				
Unit	Content	Hrs	Weight age of Marks Allotted	Incorporation of Pedagogy
Unit-I	Foundation of Design -Introduction to interior design and decoration-importance scope and Aspects Difference between Interior design and decoration Role of the designer and decorator Definition and classification of design - Structural and decorative, Classification of decorative design: Naturalistic, stylized, geometric	7		Demonstration, Class room study Self-study Experiential learning Assignment designing

Unit -II	Elements and Principles of Design - Elements of Design – characteristics of each element and their use in designing Principles of Design -- Meaning, types and significance in designing	8		Participative learning Demonstrations Group Discussions Case studies,
Unit -III	Colour and Colour Application: Psychological impact of colour – warm, cool and neutral colours, Prangs and Munsells colour systems ,Introduction to Concept of colour - Dimensions of colour –Hue, value, intensity, Effects of Hue Effects of light, form, surface qualities, distances and scales on colour Colour Schemes ,Colour Schemes for different residential rooms	7		ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows
Unit -IV	Components of Interior Space Furniture: Types, selection criteria, arrangement Furnishings: Curtains, cushions, upholstery, carpets . Accessories: Decorative and functional accessories Basic space planning techniques, Circulation and functional zoning in residential interiors, Design process: Concept development, client needs.	8		

References:	Ramsey, C. G., & Reeve, H. (n.d.). <i>Architectural graphic standards</i> (11th ed.). Paperback Publishers. Drpic, I. D. (1988). <i>Sketching and rendering of interior space</i>. Watson-Guptill. Mitton, M. (2007). <i>Interior design visual presentation: A guide to graphics, models and presentation techniques</i> (3rd ed.). Wiley. Yanes, M. D., & Dominquez, E. R. (2005). <i>Freehand drawing for architects and interior designers</i>. W. W. Norton & Company. Kliment, S. (1984). <i>Architectural sketching and rendering: Techniques for designers and artists</i>. Watson-Guptill. Gandotra, V., Shukul, M., & Jaiswal, N. (2010–2011). <i>Introduction to interior design & decoration</i>. Dominant Publishers and Distributors. Kasu, A. A. (2005). <i>Interior design</i>. Ashish Book Centre. Goldstein, H., & Goldstein, V. (1967). <i>Art in everyday life</i>. Oxford and IBH Publishing Co. Mullick, P. (2016). <i>Textbook of home science</i> (4th ed.). Kalyani Publishers. Seetharaman, P., & Pannu, P. (2010). <i>Interior design and decoration</i>. CBS Publishers & Distributors Pvt. Ltd.
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions

Practical : Fundamentals of Interior Design (P)

Level	Semester	Course code	Course Name	Credit s	Teaching Hours/ Week	Exam Duration	Maximum marks
5.0	III	823217	Fundamentals of Interior Design	2	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

- 2) Train students in applying principles such as balance, harmony, rhythm, contrast, emphasis, and proportion in design.
- 3) Visually recognize and understand the basic elements of interior design
- 4) Applying principles such as balance, harmony, rhythm, contrast, emphasis, and proportion in design.

Course Outcome:

- 1) Appreciate growth and development of interior design and decoration in India
- 2) Enabling students distinguish between Interior decoration and Interior design
- 3) Analyze place of elements and principles in interior designing

List of Practical in Fundamentals of Interior Design (P)

Basic Application of Design - Structural and decorative design Basic Application of principles of design in interior Design. - Balance, rhythm, emphasis, harmony, proportion.

Theory: Major 4 - Furnishing and Sustainable Decor (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	III	823218	Furnishing and Sustainable Decor	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

- 1) Familiarize students with the variety, functionality, and aesthetic value of soft furnishings in interior spaces.
- 2) Develop a deep understanding of sustainable materials, green design principles, and the environmental impact of interior décor choices.
- 3) Equip students with the knowledge required to select, evaluate, and maintain furnishing fabrics based on durability, functionality, and sustainability.

Course Outcome: At the end of the course, students will-

- 1) Students will be able to identify, classify, and select appropriate furnishings and window treatments for diverse interior needs.
- 2) Students will be able to integrate the principles of sustainability (Reduce, Reuse, Recycle, Upcycle) into real-world interior décor planning.
- 3) Students will be able to critically evaluate fabrics and décor accessories, prioritizing organic, low-impact, and ethically sourced materials.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	· Role of Furnishings: Importance of furnishings in enhancing aesthetics, acoustics, and comfort in interior spaces. · Types of Soft Furnishings: Cushions, throws, rugs, carpets, and bedding. · Window Treatments: Classification and functional/aesthetic value of curtains, drapes, blinds (roller, Roman, Venetian), and shades. · Hardware and Trims: Curtain rods, tracks, finials, pelmets, valances, and decorative trims.	7		Demonstration, Class room study ● Self-study ● Experiential learning ● Assignment designing ● Participative learning Regular lectures, demonstrations, Exercises on

Unit-II	· Understanding Sustainability: Definition, need, and importance of sustainable practices in interior design. · The Circular Economy in Design: Application of the 3 Rs (Reduce, Reuse, Recycle) and the concept of Upcycling in home décor. · Energy Efficiency through Furnishings: Using window treatments, rugs, and tapestries for thermal insulation and natural light optimization. · Indoor Air Quality (IAQ): Impact of synthetic furnishings on IAQ (VOC emissions) and the benefits of natural alternatives.	8		observation and follow up with group Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows.
Unit-III	· Fabric Basics: Natural vs. synthetic fibers; Introduction to weaves and knits used in furnishings. · Properties of Upholstery: Durability (rub count), colorfastness, flammability, and maintenance requirements. · Sustainable Textiles: Characteristics and benefits of eco-friendly fabrics (Organic cotton, hemp, bamboo, jute, linen, and recycled polyester). · Traditional & Handloom Textiles: Role of indigenous and heritage textiles in promoting sustainable livelihoods and décor.	7		
Unit-IV	· Sustainable Accessories: Selecting décor items made from reclaimed wood, terracotta, bamboo, cane, recycled glass, and metal. · Ethical Sourcing: Understanding fair trade, local sourcing, and the carbon footprint of interior products. · Care and Maintenance: Eco-friendly cleaning agents and methods for extending the lifespan of soft furnishings. · End of Life: Responsible disposal and recycling of old furniture and fabrics.	8		
References:	1. Bonda, P., & Sosnowchik, K. (2014). Sustainable Commercial Interiors. John Wiley & Sons. 2. Godsey, L. (2017). Interior Design Materials and Specifications (3rd ed.). Fairchild Books.			

	3. Willbanks, A., et al. (2013). Textiles for Residential and Commercial Interiors (4th ed.). Fairchild Books. 4. Dennis, L. (2010). Green Interior Design. Allworth Press. 5. Fuad-Luke, A. (2009). The Eco-Design Handbook: A Complete Sourcebook for the Home and Office. Thames & Hudson. 6. Moxon, S. (2012). Sustainability in Interior Design. Laurence King Publishing.
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions

Theory: Major III - Indian Knowledge System related to Interiors (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	III	823219	Indian Knowledge System related to Interiors	2	2	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives:

1. Understand the basic concepts and scope of interior design, incorporating foundational wisdom from the Indian Knowledge System (such as *Vastu Shastra* and traditional spatial planning).
2. Gain knowledge of design elements and principles and their application, drawing inspiration from Indian classical architecture, heritage arts, and crafts.
3. Explore various components of interior spaces, integrating modern needs with vernacular furniture, regional Indian textiles, and traditional functional zoning.

Course Outcome: At the end of the course, students will:

1. Appreciate the historical growth, traditional wisdom, and development of interior design and decoration in India.
2. Identify different structural and decorative designs, distinguishing between Western modernism and Indian traditional aesthetics (such as naturalistic and geometric Indian motifs).
3. Analyze the place of design elements and principles through the lens of Indian heritage.

Unit	Content	Hrs	Weight age of Marks Allotted	Incorporation of Pedagogy
Unit-I	Importance, scope, and aspects of interior design and decoration, with a focus on the historical evolution of interior spaces in ancient India. Introduction to basic principles of Vastu Vidya , its relevance in modern design. Difference between interior design and decoration; Role of the designer and decorator in preserving cultural heritage. Structural and decorative design, exploring examples from traditional Indian architecture (e.g., carved pillars, arches). Classification of decorative design (Naturalistic, stylized, geometric) highlighting traditional Indian arts like Mandala, Rangoli, and regional motifs (Paisley, Lotus).	7		Demonstration, Class room study ● Self-study ● Experiential learning ● Assignment designing ● Participative learning ● Demonstrations ● Group Discussions ● Case studies,
Unit -II	Meaning, characteristics, and application of line, form, shape, size, colour, light, pattern, texture, and space. Exploring textures through Indian vernacular materials (mud, terracotta, stone) and light play through traditional <i>Jalis</i> (lattice screens). Analyzing rhythm, harmony, and	8		● ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows

	proportion in the context of classical Indian temples, stepwells, and traditional residential layouts.		
Unit -III	Indian Colour Psychology: Psychological impact of colour (warm, cool, and neutral) connected to Indian cultural significance (e.g., significance of Turmeric yellow, Indigo blue, Kumkum red, and <i>Navarasa</i> aesthetics). Traditional Dyes: Introduction to India's heritage of natural and vegetable dyes.	7	
Unit -IV	Components of Interior Space Furniture: Types, selection criteria, and arrangement. Integration of traditional Indian seating and furniture (e.g., <i>Baithak</i> , <i>Charpai</i> , <i>Diwan</i>) made from indigenous materials like cane, bamboo, and carved wood. Furnishings & Accessories: Curtains, cushions, upholstery, carpets. Decorative and functional accessories (featuring local pottery, brassware, and terracotta.)Space Planning: Basic space planning techniques and the design process (Concept development, client needs). Traditional Zoning: Circulation and functional zoning in residential interiors,	8	
References	1. Ramsey, C. G., & Reeve, H. (n.d.). Architectural graphic standards (11th ed.). Paperback Publishers. 2. Drpic, I. D. (1988). Sketching and rendering of interior space. Watson-Guptill. 3. Mitton, M. (2007). Interior design visual presentation: A guide to graphics, models and presentation techniques (3rd ed.). Wiley. 4. Yanes, M. D., & Dominquez, E. R. (2005). Freehand drawing for architects and interior designers. W. W. Norton & Company. 5. Klimment, S. (1984). Architectural sketching and rendering: Techniques for designers and artists. Watson-Guptill. 6. Gandotra, V., Shukul, M., & Jaiswal, N. (2010–2011). Introduction to interior design & decoration. Dominant Publishers and Distributors. 7. Kasu, A. A. (2005). Interior design. Ashish Book Centre.		
Model Questions :	Long Type - 2 Questions Short Type - 2 Questions		

SEMESTER IV

Theory: Major 5 - Housing and Interior Enrichment (T)

Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	IV	823225	Housing and Interior Enrichment	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives :

- 1) Understand the fundamental meaning, need, and social importance of housing for a family.
- 2) Familiarize students with the factors influencing house planning, including site selection, orientation, and ventilation.
- 3) Impart knowledge on the dimensions of colour and the application of colour schemes in interior decoration.

Course Outcome: at the end of the course students will be able to:

- 1) Evaluate the essential factors and structural requirements necessary for selecting a site and planning a residential house.
- 2) Apply the principles of house planning (circulation, privacy, flexibility) to create functional layouts for different residential spaces.
- 3) Develop and apply appropriate colour schemes for specific rooms based on the hue, value, and intensity of colours.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit 1	Meaning of housing Need of housing for family- Protection, Stability, Favourable atmosphere Social, Prestige, Expression Entertainment, Rest, Development of social qualities Storage Culture, and protection Factors influencing while planning house- selection of site ,selection of land., orientation structure of the house, Proper Ventilation,	7		● Demonstration ● Class room study ● Experiential learning ● Assignments ● Participative learning

	Arrangement Of water, Arrangement Of Electricity, Sanitation Facility			● Regular lectures ● Skill workshops
Unit II	House Planning-Types Of house plans Principles Of house Planning-Grouping of rooms, Orientation, Circulation, Flexibility, Privacy Spaciousness, Services, Aesthetics Economy, Light and ventilation. Planning different Residential Spaces- Living Room, Dining Room, Bedroom Kitchen, Store Room, Toilet, Passage, Staircase	8		
Unit III	Basics of design compositions Objective Of Design Types Of Design Structural And Decorative Introduction To Interior Designing Objectives Of Interior Decoration Elements Of Design Line, Shape,, Texture, Colour, Pattern, Light, And Space Principles Of Design Proportion, Balance, Harmony, emphasis, Rhythm	7		
Unit IV	Important and three dimensions of colour -Hue, Value, And Intensity. Classification of colours colour schemes, and their use in interior decoration color schemes for different rooms	8		
References:	1. आधुनिक गृहव्यवस्थापन- वसु, महाजन, किताब महल, नागपूर, 2. गृहार्थशास्त्र भाग-१- मुन्शी, जठार, पिंपळापुरे कंपनी लिनागपूर. 3. कुटुंबनिवास-लिमये, मुन्शी, कोल्हे, तारणेकर, इंदापचार (म.वि.प्र.नि.मंडळनागपूर) 4. आधुनिक गृहकला- डॉ. सौ क्षमा लिमये 5 Art in Every day life-Goldstein & Goldstein 6. Home furnishing-Anna Rutt 7. Build your own home R.S.Deshpande United Book Co., Pune 8. Modern Ideal Home for India - R.S.Deshpande United Book Co.,Pune. 9. Foundation of Art & Design- Bhatt P.D. & Goyenka S. Lakhani Book Depo.- Bombay,			

Theory: Major 6 - Home Appliances (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	IV	823227	Home Appliances	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives: 1. Introduce students to the various base materials, finishes, and insulating materials used in manufacturing household appliances. 2. Teach the classification, selection criteria, safe usage, and maintenance protocols for both electrical and non-electrical household equipment. 3. Familiarize students with the operation and specific applications of modern kitchen, laundry, cleaning, heating/cooling, and entertainment appliances.				
Course Outcome: At the end of the course, students will: 1. Recognize base materials, finishes, and insulating materials used in the construction of household equipment 2. Analyze principles underlying the operation, use, care, and storage of household equipment. 3 Choose criteria for the selection and buying of appropriate equipment for the home and suitable material for functionality.				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Materials used for household appliances Importance of learning household appliances and new Trends in it. Material used for household equipment. Base materials: Aluminium, Iron, Steel, Copper, Brass, Glassware, Plastic & Potteries Finishes: Mechanical and Applied Insulating, materials: Mica, Fiberglass, Puff, Mineral, wool, Rock wool, Plastic, foam, Rubber, etc.	7		Demonstration, Class room study ● Self-study ● Experiential learning ● Assignment designing ● Participative learning Regular

Unit-II	Selection, use, care, and maintenance of various appliances-Electrical and non – electrical appliances, Classification of household equipment in terms of -Portable and Non-Portable Electrical-Motor driven and heating Food-related-(cooking, cleaning, serving, preparation)	8		lectures, demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows.
Unit-III	Kitchen Appliances: Refrigerators – Freezer, Ovens (Electric, Gas, Microwave) Cooktops (Electric, Gas - Dishwashers - Food Processors - Blenders, Coffee Makers Toasters, Rice Cookers, Mixers, Juicers	7		
Unit-IV	Laundry Appliances: Washing Machine, Dryers, Irons Cleaning Appliances: Vacuum Cleaners, Carpet Cleaners, Air Purifiers Heating and Cooling Appliances: Air Conditioners, Ceiling Fans, Space Heaters Entertainment Appliances: - Televisions, Home Theater Systems, DVD, Sound Systems	8		
References:	1)Household Electricity and Appliances-S.C. Bhargava,BS Publications / BSP Books 2)Home Appliances: Selection, Use and Repair Hardcover Jeanette T. Adams – Import, 1 June 1980 3)Electrical Home Appliances with Electric Wiring (in HINDI)- S.Kumar Jain .Amit Aggarwal Bhartiya Technical Publications (India) 4) B.L.Theraja- A Text book on Electrical Technology, S.Chand& Co., 5)A.K.Theraja.-A Text book on Electrical Technology, 6) , M.G.Say, ELBSEdn- Performance and design of AC machines 7) Handbook of Repair & Maintenance of domestic electronics appliances; BPB Publications 8) S.P.Bali Pearson- Consumer Electronics, 9)K.P.Anwer-Domestic Appliances Servicing, Scholar Institute Publication			

Model Questions:	Long Type - 2 Questions Short Type - 2 Questions
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Theory: Major 7 - Event Management (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	IV	823228	Event Management	3	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. Familiarize students with the basic concepts, types, and the overall scope of the event management industry.
2. Equip students with the knowledge required to conceptualize an event, analyze its feasibility, and develop a comprehensive budget.
3. Teach the essential components of event logistics, marketing, sponsorship, and on-ground team management.

Course Outcome: Students will be able to-

- 1) Identify different types of events and apply the fundamental principles of management to plan them effectively.
- 2) formulate accurate event budgets and create strategies to secure funding and sponsorships.
- 3) Manage the logistical execution of an event and conduct a thorough post-event evaluation and financial settlement.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Definition, nature, and scope of events; The 5 C's of Event Management (Conceptualization, Costing, Canvassing, Customization, Carrying out).Corporate events (seminars, conferences, product launches), Social events (weddings, parties, galas), and Mega-events (sports, festivals). Qualities, roles, and responsibilities of an event manager; Building an event team.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing

Unit-II	Setting goals and objectives; Feasibility study (SWOT analysis for events); Creating a master event timeline. Basics of event budgeting; Estimating income and expenditure; Creating contingency funds. Identifying potential sponsors; Types of sponsorships; Creating a sponsorship pitch and proposal.	8		● Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows
Unit-III	Target audience identification; Using traditional media, PR, and digital/social media marketing for event promotion. Venue selection criteria; Layout and spatial planning; Managing licenses, permissions, and vendor contracts. Guest management and registration; Technical requirements (audio/visual, lighting); Crowd control and crisis management.	7		
Unit-IV	Dismantling and vendor settlements; Thanking sponsors, guests, and the team. Methods of collecting feedback (surveys, social media sentiment); Evaluating event success against initial goals. Risk management; Occupational health and safety standards; Ethical practices in the event industry.	8		
References:	1)Wagen, L. V. D., & White, L. (2018). Event Management: For Tourism, Cultural, Business and Sporting Events. Cengage Learning. 2) Silvers, J. R. (2012). Professional Event Coordination (2nd ed.). John Wiley & Sons. 3) Bowdin, G., Allen, J., O'Toole, W., Harris, R., & McDonnell, I. (2010). Events Management (3rd ed.). Routledge. 4) Goldblatt, J. (2013). Special Events: Creating and Sustaining a New World for Celebration (7th ed.). John Wiley & Sons. 5) Chaturvedi, A. (2009). Event Management: A Professional and Developmental Approach. Global India Publications.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

SEMESTER V

Theory: Major 8 - Furniture and Furnishing (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	V	823234	Furniture and Furnishing	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

- 1) Introduce the fundamental role of furniture in interior spaces and the ergonomic considerations in its selection.
- 2) Familiarize students with the various materials, construction techniques, and finishes used in furniture manufacturing.
- 3) Provide comprehensive knowledge of soft furnishings, including window treatments, floor coverings, and upholstery fabrics.

Course Outcome: At the end of the course, students will:

- 1) Classify different types of furniture and evaluate their suitability based on ergonomic and functional requirements.
- 2) Analyze and identify various base materials, joints, and finishes used in furniture construction.
- 3) Select appropriate soft furnishings (curtains, blinds, carpets) tailored to the specific functional and aesthetic needs of different rooms.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to Furniture: Importance and role of furniture in interior design. Types of furniture: Built-in, Movable, Modular, and Antique. Ergonomics in furniture design: Standard dimensions for various human activities (sitting, sleeping, working). Factors influencing the selection of furniture (comfort, utility, aesthetics, budget).	7		Demonstration, Class room study ● Self-study ● Experiential learning ● Assignment designing ● Participative learning Regular lectures,

Unit-II	Base materials: Solid wood, Engineered wood (plywood, MDF, particleboard), Metals, Plastics, and Cane/Bamboo. Furniture construction: Basic wood joints (mortise and tenon, dovetail, etc.). Finishes: Paints, varnishes, polishes, laminates, and veneers.	8		demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows.
Unit-III	Window treatments: Types of curtains, draperies, blinds, and valances. Hardware and fixtures. Floor coverings: Hard vs. soft coverings. Types of carpets and rugs (woven, tufted), selection, and installation. Upholstery: Types of fabrics, stuffing materials, and selection criteria for different uses.	7		•
Unit-IV	Principles of furniture arrangement for different spaces (Living Room, Dining Room, Bedroom). Creating functional traffic patterns (circulation) around furniture. Care and maintenance: Cleaning and preserving wood, metal, leather, and fabric ,furnishings Sustainable and eco-friendly trends in furniture.	8		
References:	1.Ching, Francis D.K. – Interior Design Illustrated. John Wiley & Sons. (Excellent for understanding space planning, furniture arrangement, and ergonomics). 2.Postell, Jim. – Furniture Design. John Wiley & Sons. (Covers base materials, joints, and the manufacturing process of furniture). 3.Faulkner, Ray & Faulkner, Sarah. – Inside Today's Home. Rinehart Publishing. (A classic text covering furniture selection, arrangement, and interior principles). 4.Mitton, Maureen & Nystuen, Courtney. – Residential Interior Design: A Guide to Planning Spaces. John Wiley & Sons. 5.Rutt, Anna Hong. – Home Furnishing. John Wiley & Sons. (Highly recommended for understanding window treatments, carpets, and upholstery). 6.Willbanks, Amy & Oxford, Nancy. – Textiles for Residential and Commercial Interiors. Fairchild Books. (Detailed guide on upholstery fabrics, maintenance, and textile properties). 7.Goldstein, Harriet & Goldstein, Vetta. – Art in Everyday Life. Macmillan. (Great for the aesthetic selection of furnishings and colour integration).			

Theory: Major 9- Traditional and Contemporary Interiors (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	V	823236	Traditional and Contemporary Interiors	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To trace the evolution of interior design from traditional, historical roots to present-day contemporary styles.
2. To familiarize students with the distinct characteristics, motifs, color palettes, and materials used in traditional Indian and Western interiors.
3. To develop an understanding of contemporary design philosophies, including minimalism, open-concept living, and the use of modern, sustainable materials.

Course Outcome: At the end of the course, students will:

- 1) Identify and define the core characteristics, architectural elements, and historical significance of various traditional interior styles.
- 2) Analyze the principles of contemporary design and differentiate it from modern and traditional design movements.
- 3) Evaluate and select appropriate materials, furniture, and finishes specific to either a traditional or contemporary design scheme.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Traditional Indian Interiors: Characteristics of Indian vernacular architecture and interiors. Regional styles: Rajasthani (Havelis), Maharashtrian (Wadas), South Indian (Chettinad and Kerala styles). Traditional materials: Carved wood, stone, mud, terracotta, brass, and copper. Traditional motifs, floor art (Rangoli/Kolam), and ethnic textiles.	7		Demonstration, Class room study ● Self-study ● Experiential learning ● Assignment designing ● Participative learning Regular lectures, demonstrations, Exercises on observation and

Unit-II	Traditional Western Styles: Overview of classical Western styles: Victorian, Colonial, and Renaissance interiors. Characteristics of antique furniture (cabriole legs, heavy carvings, ornate upholstery). Traditional Western color palettes, heavy drapery, wall paneling, and classical moldings (cornices, skirting).	8		follow up with group Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows. •
Unit-III	Contemporary Interiors: Definition of Contemporary design (vs. Modern design). Core principles: Minimalism, clean lines, open floor plans, and neutral color palettes with bold accents. Contemporary materials: Glass, exposed concrete, steel, engineered stone, and sustainable/eco-friendly alternatives. The role of natural light, smart home technology, and integrated lighting in contemporary spaces.	7		
Unit-IV	Fusion and Transitional Spaces: Defining the "Transitional" style: Blending the old with the new. Eclecticism in interior design: Rules for mixing patterns, textures, and eras without creating visual clutter. Upcycling and repurposing traditional furniture in contemporary settings. Current global trends in residential and commercial interior design.	8		

References:	1.Pile, John F. – A History of Interior Design. Laurence King Publishing. (An excellent global overview of how interior styles have evolved from antiquity to the modern era). 2.Sethi, Sunil. – Indian Interiors. Taschen. (A highly visual guide showcasing palaces, havelis, and traditional Indian homes). 3.Pramar, V.S. – Design Fundamentals in Architecture. Somaiya Publications. (Good for understanding the structural and traditional roots of Indian architecture). 4.Jain, Kulbhushan & Jain, Minakshi. – Architecture of the Indian Desert. Aadi Centre. (Specific insights into traditional Western Indian regional styles and materials). 5.Massey, Anne. – Interior Design Since 1900. Thames & Hudson. (Brilliant for understanding the shift from traditional to modern and contemporary styles). 6.Ching, Francis D.K. – Interior Design Illustrated. John Wiley & Sons. (Core text for understanding contemporary space planning and modern spatial relationships). 7.Conran, Terence. – Contemporary: Architecture and Interiors of the 1950s to the 1990s. (Great for understanding the foundations of late 20th-century and current contemporary trends). 8.Agrawal, Satish chandra. – Interior Decoration. Dhanpat Rai & Sons, Delhi. 9.Deshpande, R.S. – Build Your Own Home. United Book Corporation, Pune. Helpful for adapting these styles into standard Indian residential layouts).
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions

Theory: Major 10 - Ergonomics and Human Factors (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	V	823237	Ergonomics and Human Factors	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives

1. Familiarize students with the fundamental principles of ergonomics and the relationship between the human body, the tasks performed, and the surrounding environment.
2. Develop an understanding of human body dimensions, functional movement, and correct postural alignment during daily living and occupational tasks.
3. Teach students how to evaluate and manipulate environmental factors (light, sound, climate) to enhance comfort, efficiency, and safety in interior spaces.

Course Outcome: Students will be able to –

- 1) Utilize static and dynamic human measurements to specify proper dimensions for furniture, cabinetry, and interior layouts.
- 2) Identify biomechanical stress and evaluate the physiological cost of work to recommend healthier working postures and routines.
- 1) Integrate human factors and environmental controls to design efficient, fatigue-reducing residential and commercial spaces.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Definition, history, and scope of ergonomics and human factors; The man-machine-environment system. Importance of ergonomics in interior space planning, home management, and occupational health. Principles of designing for the user; Understanding physiological and psychological limitations.	7		Demonstration, Class room study ● Self-study ● Experiential learning ● Assignment designing ● Participative learning Regular lectures,
Unit-II	Anthropometry- Definition and types (Static/Structural and Dynamic/Functional dimensions); Percentiles and their application in design. Understanding human joints, levers, and range of motion; Muscle fatigue and recovery. Analysis of standing, sitting, lifting, and reaching postures; Impact of incorrect posture on the musculoskeletal system;	8		demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lessons and

	Principles of healthy body mechanics.			documentary film shows.
Unit-III	Visual Environment- Natural and artificial illumination; Glare, contrast, and color rendering; Ergonomic lighting for specific tasks (e.g., reading, cooking).Noise measurement; Effects of noise on performance and health; Acoustic control in interior spaces. Factors affecting thermal comfort (temperature, humidity, air movement); Ventilation; Impact of climate on human efficiency.	7		
Unit-IV	Work Physiology- Energy expenditure during various household and occupational tasks; The physiological cost of work; Techniques for fatigue reduction. Spatial Layouts- Applying ergonomic principles to specific functional zones (e.g., the ergonomic work triangle in kitchens, optimizing study/computer workstations).Tools and Equipment Ergonomic design of hand tools, household appliances, and everyday objects to minimize repetitive strain injuries.	8		
References:	1) Panero, J., & Zelnik, M. (1979). Human Dimension & Interior Space: A Source Book of Design Reference Standards. Watson-Guptill. 2) Grandjean, E., & Kroemer, K.H.E. (1999). Fitting the Task to the Human - A Text Book of Occupational Ergonomics (5th ed.). Taylor and Francis. 3)Bridger, R. (2008). Introduction to Ergonomics (3rd ed.). CRC Press. 4)Gandotra, V., & Jaiswal, N. (2008). Management of Work in Home. Dominant Publishers and Distributors. 5) Kroemer, K. H. E., Kroemer, H. B., & Kroemer-Elbert, K. E. (2001). Ergonomics: How to Design for Ease and Efficiency (2nd ed.). Prentice Hall. 6)Steidel, C. E., & Pheasant, S. (2005). Body space: Anthropometry, Ergonomics and the Design of Work (3rd ed.). CRC Press.			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

Theory: Major Elective (A) Applied Art And Design (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	V	823238 (A)	Applied Art And Design	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To understand the fundamental difference between fine art and applied art, emphasizing the integration of aesthetics and utility.
2. To provide a deep understanding of the elements and principles of design as they apply to functional objects and visual compositions.
3. To explore the rich heritage of traditional Indian arts and crafts and their modern applications in interior and lifestyle design.

Course Outcome: At the end of the course, students will:

1. Differentiate between fine and applied arts and apply core design elements to everyday functional objects.
2. Analyze and utilize color theories and design principles to create visually harmonious compositions.
3. Identify key traditional Indian crafts and evaluate their cultural significance and contemporary design applications.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to Applied Art: Definition and scope of Applied Art. Distinction between Fine Art (art for art's sake) and Applied Art (art for utility). Role of applied art in enhancing the aesthetic value of interior spaces and everyday life. Elements of Design: Line, Form, Texture, Pattern,	7		Demonstration, Class room study ● Self-study ● Experiential learning ● Assignment designing ● Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions,

	Light, and Space in 2D and 3D art.			case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows.
Unit-II	Color Theory and Composition: The Color Wheel (Primary, Secondary, Tertiary colors).Dimensions of Color: Hue, Value, Intensity/Chroma. Color Schemes: Monochromatic, Analogous, Complementary, Triadic.Principles of Design: Balance, Proportion, Rhythm, Emphasis, Harmony.Psychological effects of color in applied design.	8		
Unit-III	Traditional Indian Arts and Crafts:Regional folk arts: Warli (Maharashtra), Madhubani (Bihar), Kalamkari (Andhra Pradesh). Traditional 3D crafts: Terracotta pottery, Wood carving, Brass and Bell metal work (Dhokra). Textile arts: Block printing, Tie and dye (Bandhani), Batik. Integrating traditional crafts into modern contemporary interiors.	7		

Unit-IV	Contemporary Applied Art Techniques: Introduction to 2D graphic motifs, signage, and visual communication in spaces. Surface ornamentation: Applique, embroidery, and fabric painting. Sustainable Art: Upcycling and repurposing waste materials (papier-mâché, plastic, scrap metal) into functional decor. Trends in eco-friendly and sustainable applied arts.	8		
References:	1. Goldstein, Harriet & Goldstein, Vetta. – Art in Everyday Life. Macmillan. (A foundational text for understanding how art principles apply to daily environments). 2. Bhatt, P.D. & Goenka, S. – Foundation of Art and Design. Lakhani Book Depot, Bombay. (A standard reference in Indian universities for design theory). 3. Graves, Maitland. – The Art of Color and Design. McGraw-Hill. (Excellent for detailed color theory and composition mechanics). 4. Chattopadhyay, Kamaladevi. – Handicrafts of India. Indian Council for Cultural Relations. (The definitive guide to understanding regional Indian crafts, textiles, and pottery). 5. Ranjan, Aditi & Ranjan, M.P. – Handmade in India: A Geographic Encyclopedia of Indian Handicrafts. Abbeville Press. (An incredible visual and theoretical resource for traditional Indian applied arts). 6. Jaitly, Jaya. – The Craft Traditions of India. Lustre Press. 7. Murphy, Carolyn. – The Art of Textile Block Printing. 8. Gillow, John & Barnard, Nicholas. – Traditional Indian Textiles. Thames & Hudson. (Highly recommended for the practical units involving Batik, Tie & Dye, and Block printing).			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

Practical: Major Elective (A) Applied Art And Design (P)

Level	Sem	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.5	V	823239 (A)	Applied Art And Design	1	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

- 1) To provide hands-on training in various 2D and 3D applied art techniques.
- 2) To develop the technical skills required to manipulate colors, textiles, and sustainable materials into functional art pieces.
- 3) To foster creative problem-solving by designing aesthetic accessories for interior environments.

Course Outcome: Students will be able to –

- 1) Render precise color wheels and demonstrate the practical application of distinct color schemes in design compositions.
- 2) Execute traditional Indian surface ornamentation and textile techniques to create functional lifestyle products.
- 3) Design and construct 3D decorative accessories utilizing eco-friendly or upcycled materials.

List of Practical in Applied Art And Design (P)

1) Paint a standard 12-part color wheel using poster colors or acrylics. Create three distinct design compositions demonstrating different color schemes (e.g., Monochromatic, Complementary, Analogous).

2) Design and execute a functional fabric item (like a cushion cover, table runner, or tote bag) using one of the following techniques: Block Printing, Tie & Dye, or Batik.

3) Recreate traditional folk art style (such as Warli or Madhubani) and apply it to a 3D functional household object (e.g., a terracotta pot, a wooden tray, or a wall clock).

4) Design and construct a functional interior accessory (e.g., a lampshade, magazine holder, or pen stand) using strictly upcycled, recycled, or discarded materials.

Theory: Major Elective (B) Storage Design (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	V	823240 (B)	Storage Design	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To understand the fundamental principles, need, and psychological impact of effective storage in residential spaces.
2. To familiarize students with human anthropometrics and ergonomic principles as they relate to reach, accessibility, and storage heights.
3. To explore the various types of storage units, internal mechanisms, and specialized hardware used in modern cabinetry.

Course Outcome: At the end of the course, students will:

- 1) Assess and calculate the storage requirements of a household based on family size, lifestyle, and spatial constraints.
- 2) Apply ergonomic standards and anthropometric data to design accessible and user-friendly storage units.
- 3) Identify and select appropriate materials, finishes, and hardware (channels, hinges, pull-outs) for various storage applications.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Fundamentals of Storage Design: Importance and need for storage (protection, organization, aesthetics). Anthropometrics and Ergonomics: Standard human dimensions for reach, bending, and visual fields. Principles of storage: Accessibility, visibility, grouping, and frequency of use. Assessing client storage needs and inventory planning.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions, case

Unit-II	Types and Mechanisms of Storage: Classification: Built-in, freestanding, modular, and concealed storage. Storage configurations: Shelving (fixed vs. adjustable), drawers, cabinets, and walk-in vs. reach-in units. Introduction to Hardware: Types of hinges (auto-closing, concealed), drawer runners/channels (telescopic, soft-close), and specialized pull-outs.	8		studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows. ●
Unit-III	Room-Specific Storage Planning: Kitchen Storage: The work triangle, zoning (consumables, non-consumables, preparation, cooking, cleaning), base vs. wall cabinets, tall units. Bedroom Storage: Wardrobe interiors, loft storage, under-bed storage. Living and Bathroom: Display units, entertainment consoles, bathroom vanities, and linen closets.	7		
Unit-IV	Materials, Finishes, and Space Optimization: Core materials: Commercial plywood, MDF, HDF, Particle board, Wood, and Metal. Finishes: Laminates, veneers, acrylics, PU paints, and glass shutters. Space-saving strategies for compact homes: Multi-functional furniture, utilizing vertical space, and dead-corner optimization (e.g., magic corners).	8		

References:	1.Ching, Francis D.K. – Interior Design Illustrated. John Wiley & Sons. (Essential for understanding spatial relationships and ergonomic clearances). 2.Mitton, Maureen & Nystuen, Courtney. – Residential Interior Design: A Guide to Planning Spaces. John Wiley & Sons. (Contains excellent, detailed chapters specifically on kitchen and bathroom storage planning and clearances). 3.Panero, Julius & Zelnik, Martin. – Human Dimension and Interior Space. Watson-Guptill. (The ultimate definitive guide for anthropometrics and ergonomic reach, crucial for Unit I). 4.Proulx, Danny. – Building Frameless Kitchen Cabinets. Popular Woodworking Books. (Great for understanding the structural basics of modern modular storage). 5.Nylander, Jane C. – Storage Solutions (Various design publications like Taunton Press offer excellent visual guides on built-in and freestanding storage). 6.Deshpande, R.S. – Build Your Own Home. United Book Corporation, Pune. (Helpful for standard Indian room dimensions and basic storage expectations). 7.Architectural Digest India / Inside Outside (Magazines): (Highly recommended for students to study current trends in Indian modular kitchens and bespoke wardrobe designs).
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions

Practical: Major Elective (B) Storage Design (P)

Level	Sem	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.5	V	823241 (B)	Storage Design	2	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

- 1) To develop technical drafting skills required to create detailed elevations and internal sections of storage units.
- 2) To provide practical market exposure to the latest modular storage hardware, materials, and costing.
- 3) To encourage innovative thinking in designing space-saving and multi-functional storage solutions.

Course Outcome: Students will be able to –

- 1) Draft precise 2D elevations and internal sectional layouts for standard residential wardrobes and kitchen cabinets.
- 2) Conduct effective market surveys to document current trends, brands, and pricing of storage hardware and panel materials.

List of Practical in Storage Design (P)

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| 1. | 1) Visit a hardware or modular kitchen showroom. Compile a visual report with physical or printed samples/catalogs of at least 5 types of cabinet hinges, 3 types of drawer channels, and various handle profiles, including their current market rates. |
| 2. | 2) Draft a front elevation and an internal section of a standard 3-door residential wardrobe (approx. 7' x 6'), clearly indicating the dimensions for hanging space, drawers, and adjustable shelves based on ergonomic standards. |
| 3. | Draft the front elevation of a basic straight-line or L-shaped kitchen counter, indicating the placement of a sink unit, drawer systems (cutlery, cup/saucer, thali), and wall cabinets. |
| 4. | Sketch and present a concept for a multi-functional storage unit suitable for a compact apartment (e.g., a study table that folds out from a storage cabinet, or a staircase with built-in pull-out shoe racks). |

SEMESTER VI

Theory: Major 11 - Management Of Family Resources (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	VI	823247	Management Of Family Resources	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. Introduce the foundational concepts, processes, and significance of managing core family resources: time, energy, and money.
2. Equip students with the necessary tools to assess time and energy demands across different stages of the family life cycle and mitigate fatigue.
3. Familiarize students with the principles of work simplification and both formal and informal techniques for improving household efficiency.

Course Outcome :At the end of the course, students will:

- 1) Identify the resources and factors influencing the use of tools in time management in day-to day life.
- 2) Apply work simplification techniques while planning work.
- 3) Develop skills to draw a budget within the available income and to maintain accounts

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Time Management- Nature of time , importance, tools in time management. Time Management process, time demand in different stages of the family life cycle, rest periods, Importance and use of leisure time.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing
Unit-II	Energy Management- Nature of energy , importance Classification of household tasks, effort Types of fatigue, causes and remedies. Energy Management Process, Factors affecting Energy expenditure, Energy demand in different stages of the family life cycle; Energy Cost of Homemaking Activities.	8		• Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows.

Unit-III	Work Simplification- Work simplification – Definition, importance, Principles, formal and informal techniques of studying work simplification. Improvement in job working conditions. Mundell’s Classes of change;.	7		
Unit-IV	Money Management- Definition , Nature of money , classification & sources of family Income, factors affecting money management, Steps in the money management process Budget- importance, types, steps in making a budget, factors affecting budget	8		
References:	1) Gordon Lee (1977) : Economics for consumers, 7th Edn., D’VanNostrand Company 2) Gross Cranall and Knoll (1980) : Management for modern families, 3rd Edn. Prentice Hall Inc., New Delhi 3) Nickell, P. and Dorsey, J. (1986) : Management in Family living, 4th Edn., Wiley Eastern Ltd., New Delhi 4) Kewal Krishnan Dewey and Adarsh Chand (1981) : Modern Economic Theory, 12th Edn., Samlal Charitable Trust. 5) Fred T., Wilhems and Romon P. Heimeri (1966) : Consumer Economics, 2nd Edn., Greg Publishing Division. 6) Lawrence Gitman (1978) : Personal Finance, The Dryden Press. 7) Good year M.K. and Klohr M.C., “Managing for effective living John Wiley and Sons INC, New York 1991. 8) Marvin E. Mundel “Motion and time study principles and practices” 3rd Edition Prentice Hall Inc 1960. 9) Young Stanely, “Management, A Decision Making Approach,” Disconson publishing Co. 10) Bharathi V.V., Jacintha M. “Family Resource Management”, Discovery publishing house New Delhi			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

Practical: Major 11 - Management Of Family Resources (P)

Level	Sem	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.5	VI	823248	Management Of Family Resources	2	2	2Hrs	External-25 Marks Internal- 25 Marks

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| <p>Course Objectives:</p> <ol style="list-style-type: none">1) Develop practical skills in creating effective, personalized time management plans for individuals and families.2) Build field research and analytical skills through community surveys on household resource management practices.3) Practically apply formal work simplification techniques by mapping and evaluating standard household tasks |
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Course Outcome: Students will be able to –

- 1) Formulate practical, income-specific household budgets.
- 2) Design and implement effective time management plans for themselves and their families.
- 3) Conduct field surveys to evaluate and document the energy management, work simplification, and saving habits of middle-income households.

List of Practical in Management Of Family Resources (P)

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| 1. | Budget Planning – Preparation of budget according to Income group. |
| 2. | Preparation of time plans for self and family |
| 3. | Survey of ten housewives belonging to middle-income group on Energy management; Work simplification; Savings & Investments |
| 4. | Experiments related to work simplification techniques – Pathway chart, process chart, operation chart. |

Theory: Major 12 - Kitchen Ergonomics (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	VI	823249	Kitchen Ergonomics	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. Understand the functions, types (L-shape, U-shape, etc.), and principles of kitchen planning based on factors like orientation, ventilation, and family needs.
2. Introduce the meaning, principles, and scope of ergonomics in modern society and the man-machine environment system.
3. Analyze design criteria for workplaces, work surfaces, physical facilities, and products using an ergonomic and psychological approach.

Course Outcome-At the end of the course, students will:

1. Identify various types of kitchen layouts and apply planning principles based on socio-economic status, culture, aesthetics, and safety.
2. Explain the fundamental principles of ergonomics and their application to household occupations and man-machine systems.
3. 3) Apply anthropometric measurements to design efficient kitchen layouts, work centers, and rest-pause cycles that minimize muscular-skeletal problems and physiological stress.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	The kitchen- an important unit of a house- Functions performed Types of Kitchen – L-shape, U-shape, one wall, broken U-shape, parallel wall kitchen, etc. Principles of Kitchen Planning - Orientation and location of a kitchen, size, shape, Ventilation and light, Socio-economic status of a family, Type of a family, Culture and food habits of a family, Cost and Aesthetics, Colour and Safety	7		Demonstration, Class room study Self-study Experiential learning Assignment designing Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and learning

Unit-II	Introduction to Ergonomics Meaning, Definition, Principles of Ergonomics Scope of Ergonomics in modern society Nature of work in household and other occupations, man-machine environment system	8		experiences in terms of video Lessons and documentary film shows.
Unit-III	Ergonomic Consideration for Planning Kitchen:- Principles of kitchen storage, Storage needs – Work height of different work centers and work areas. Work centers and work height – Space, dimensions of different work centers and work areas. Kitchen Layout- Designing and Anthropometric consideration Consideration of work habits, work posture, equipment and clearance space. Problems faced by workers-fatigue, stress, muscular-skeletal problems Physiology of the human body with respect to bones, joints, and muscles, use of rest-pause to overcome problems	7		

Unit-IV	Workplace Design:- Design criteria for the workplace, work surface Design consideration, psychological aspect, ergonomics approach of workplace design, development criteria, ergonomic consideration for the design of physical facilities, ergonomic criteria for designing the product.	8		
References:	1)Veena Gandetra ,Krishna Oberoi ,Pramila Sharma (2005) Essentials of Ergonomics, Dominant Publisher , Delhi 2)Steidle and Braton Work in Home 3)Gran jeans Ettiens (1978) Ergonomics of the home tylor and franci's, London 4)Mureli KF.H (1985). Ergonomics, Champmam hall, London. 5)Grandjean F. (1968): Fitting the task of the man. A test books of accupational Ergonomics Taylor and Franci's London. 6)Pheasan Stephans- Body space, Anthropometry, ergonomics, and the Designs at work Tyfor& Francis London. 7)Wilson JR. and CorlettN ;-Evaluation of human work a practical ergonomics methodology, Tylor and Francis Londen. 8)A Stramd P. O and Radahi K.- Text book of Work Physiology. McGraw Hill, New York. 9)Davies D.R. and Shakleton V J.- Physiology of work, motunen and Co. Ltd 10)Oborne David:- Ergonomics at work John Wiley and Sons, New York			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

Theory: Major 13 - Consumer Education and Protection (T)

Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	VI	823250	Consumer Education and Protection	3	3	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives:

- 1)Familiarize students with the rights, responsibilities, and the essential role of consumers in the modern economic system.
- 2)Develop critical awareness regarding common consumer problems, including deceptive advertising, adulteration, and e-commerce frauds.
- 3) Equip students with comprehensive knowledge of consumer protection laws, standardization marks, and grievance redressal mechanisms.

Course Outcome: At the end of the course, students will be able to -

- 1) Confidently identify, articulate, and exercise their rights and responsibilities as consumers in the marketplace.
- 2) Critically evaluate marketing tactics, advertisements, and product quality to make informed purchasing decisions.
- 3) Explain the structure of consumer courts and outline the procedures for seeking justice against exploitation.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	The Consumer- Definition, concept, and characteristics of a modern consumer. Core Principles, The fundamental Rights and Responsibilities of consumers. Consumerism, Evolution, need, and importance of the consumer movement in India and globally.	7		Demonstration, Class room study ● Self-study ● Experiential learning ● Assignment designing ● Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions, case
Unit-II	Market Malpractices- Defective goods, deficiency in services, faulty weights and measures, and deceptive packaging. Misleading Information, The psychological and economic	8		

	impact of misleading advertisements and promotional gimmicks. Modern Challenges, E-commerce frauds, data privacy concerns, identity theft, and telemarketing scams.			studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows. ●
Unit-III	Standardization and Quality Control- Importance of certification marks (ISI, Agmark, FSSAI, Hallmark, BEE Star Rating). Legal Framework, Key provisions and recent amendments of the Consumer Protection Act in India. Redressal Agencies, Structure, jurisdiction, and functioning of the District, State, and National Consumer Disputes Redressal Commissions. Support Systems: Role of Non-Governmental Organizations (NGOs), consumer activists, and Alternate Dispute Resolution (ADR) methods.	7		
Unit-IV	Green Consumerism- Understanding eco-friendly products, eco-marks, and the environmental impact of daily consumption. Ethical Buying ,Supporting fair trade, avoiding exploitative brands, and understanding the carbon footprint of goods. Financial Literacy, Basics of budgeting, understanding credit card terms, loans, and avoiding predatory lending practices.	8		

References:	1)Khanna, S. R., Hanspal, S., Kapoor, S., & Awasthi, H. K. (2007). Consumer Affairs. Universities Press. 2) Aggarwal, V. K. (2021). Consumer Protection: Law and Practice. Bharat Law House. 3) Seetharaman, P., & Sethi, M. (2001). Consumerism: Strategies and Tactics. CBS Publishers and Distributors. 4)Majumdar, P. K. (2010). Law of Consumer Protection in India. Orient Publishing Company. 5) Bansal, S. (2017). Consumer Protection Act: A Guide to Consumer Rights. Taxmann Publications. 6) Desai, A. (2014). Consumer Protection and Law. Wadsworth Publishing.
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions

Theory: Major Elective (A) Family Finance (T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	VI	823251 (A)	Family Finance	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. Introduce the fundamental concepts of family income, wealth accumulation, and the importance of long-term financial planning.
2. Develop the students' ability to create, implement, and evaluate effective household budgets across different stages of the family life cycle.
3. Familiarize students with various saving instruments, investment avenues, and risk management strategies (such as life and health insurance) available to families.

Course Outcome: At the end of the course, students will:

1. Formulate, maintain, and critically evaluate household budgets tailored to specific income groups and changing economic conditions.
2. 2) Analyze and select appropriate savings and investment portfolios to ensure financial security and combat inflation.
3. 3) Navigate the basics of the taxation system, evaluate the cost of consumer credit (loans/credit cards), and exercise their rights as informed consumers.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to Family Finance & Income: Meaning, scope, and importance of family finance .Types of family income: Money Income, Real Income (Direct and Indirect), and Psychic Income. Sources of family income (Wages, rent, interest, profits, pensions). Factors affecting family income and ways to supplement household income.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled
Unit-II	Budgeting and Financial Planning: •Family Budget: Definition, importance, and types (Surplus, Deficit, Balanced).Steps in planning and executing a family budget.Engel's Law of Consumption and its modern relevance.Financial planning across the family life cycle (Beginning, Expanding, and Contracting stages). Household account keeping and maintaining financial records.	8		

Unit-III	Savings and Investments: Meaning, need, and objectives of saving for a family. Principles of good investment (Safety, Liquidity, Profitability, and Diversification). Saving institutions and their schemes: Commercial Banks, Post Office Savings, Public Provident Fund (PPF), and Mutual Funds. Introduction to stock markets and systematic investment plans (SIP).	7		teaching and learning experiences in terms of video Lessons and documentary film shows. •
Unit-IV	Consumer Credit, Taxation, and Security: Consumer Credit: Meaning, types (Loans, Credit Cards, EMIs), advantages, and disadvantages. Risk management: Importance of Life Insurance and Health Insurance for family security. Introduction to the Indian Income Tax system: Basic tax slabs and common tax-saving investments (Section 80C). Estate planning: Importance of wills and nomination.	8		

References:	1. Kapoor, J. R., Dlabay, L. R., & Hughes, R. J. – Personal Finance. McGraw-Hill Education. (A comprehensive guide to modern personal financial planning, investments, and credit). 2. Garman, E. T., & Forgue, R. – Personal Finance. Cengage Learning. (Excellent for understanding the mathematics of finance, taxation, and risk management). 3. Gross, I. H., Crandall, E. W., & Knoll, M. M. – Management for Modern Families. Prentice Hall. (A classic textbook connecting financial management to overall family resource management). 4. Gordon, L. J., & Lee, S. M. – Economics for Consumers. Van Nostrand Company. (Focuses heavily on consumer rights, market behavior, and purchasing decisions). 5. Bharathi, V.V. & Jacintha, M. – Family Resource Management. Discovery Publishing House, New Delhi. (Highly relevant for standard Indian university syllabi covering family finance). 6. Kewal Krishnan Dewey and Adarsh Chand. – Modern Economic Theory. Samlal Charitable Trust.
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions

Practical: Major Elective (A) Family Finance (P)

Level	Sem	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
5.5	VI	823252 (A)	Family Finance	2	2	2Hrs	External-25 Marks Internal- 25 Marks

Course Objectives:

1. Provide hands-on experience in drafting, tracking, and balancing real-world household budgets.
2. Develop practical financial literacy skills through familiarization with standard banking operations and financial documentation.
3. Equip students with the analytical skills needed to conduct market research and compare different financial products and investment schemes.

Course Outcome: Students will be able to -

1. Prepare and balance detailed monthly budgets for low, middle, and high-income family scenarios.
2. Accurately execute standard banking tasks, including filling out cheques, deposit/withdrawal slips, account opening forms, and KYC documents.
3. Conduct comparative market surveys to evaluate the features, interest rates, and maturity benefits of various investment schemes (e.g., Post Office schemes, Fixed Deposits, Mutual Funds).

Major Elective-3 Family Finance (P)

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| 1. Preparation of a family budget for three different income groups (Low, Middle, High) |
| 2. Collection and filling of various banking forms (Pay-in slips, withdrawal forms, account opening forms, DD request forms). |
| 3. Market survey of Post Office saving schemes and commercial bank fixed deposit rates. |
| 4. Case study: Planning a long-term investment portfolio for a specific family goal (e.g., child's higher education or retirement). |

Theory: Major Elective (B) Entrepreneurship Management							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.5	VI	823253 (B)	Entrepreneurship Management	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objective:

- 1) To introduce the fundamental concepts, significance, and scope of entrepreneurship and its role in employment generation.
- 2) To develop the students' ability to assess personal entrepreneurial qualities and scan the business environment for viable opportunities.
- 3) To equip students with the necessary knowledge to formulate project plans, conduct market surveys, and prepare comprehensive project reports.

Course Outcome: At the end. of the course, students will be able to:

- 1) Explain the core concepts, characteristics, and socio-economic need for entrepreneurship.
- 2) Analyze the external business environment to identify, evaluate, and profile potential business opportunities.
- 3) Formulate a structured project plan, conduct market alternative surveys, and create a formal project report for a selected product or service.

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit 1	Entrepreneurship – Definition, need, scope and characteristics of entrepreneurship development and employment promotion Identification of Opportunities	7		• Demonstration • Class room study • Experiential learning • Assignments • Participative learning • Regular lectures • skill workshops
Unit II	Entrepreneur and enterprise, entrepreneurial qualities, assessing entrepreneurial qualities, environment scanning and opportunity identification. Methods source and type of opportunity, assessment criteria and profiling opportunities.	8		

Unit III	Infrastructure and support system, Industrial support agencies, Procedure and steps involved in setting up an enterprise, sources of information and industry organization.	7		
Unit 1V	Project planning and formulation of project, identification and product selection, generating project ideas, short listing, final 9 34 selection market survey, market alternatives, an overview of the future, Product development, Product Selection, Preparation of project report	8		
References:	1 .Ramachandran, Entrepreneurship Development, Mc Graw Hill 2. Katz, Entrepreneurship Small Business, Mc Graw Hill 3. Byrd Megginson, Small Business Management An Entrepreneur's Guidebook 7th ed, McGrawHill 4. Fayolle A (2007) Entrepreneurship and new value creation. Cambridge, Cambridge University Press 5. Hougard S. (2005) The business idea. Berlin, Springer 6. Lowe R & S Mariott (2006) Enterprise: Entrepreneurship & Innovation. Burlington, Butterworth Heinemann			
Model Questions:	Long Type - 2 Questions Short Type - 2 Questions			

Practical: Major Elective (B) Entrepreneurship Management (P)							
Level	Sem	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Maximum marks
5.5	VI	823254 (B)	Entrepreneurship Management	2	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives: 1) Provide practical exposure to the entrepreneurial ecosystem through direct interaction with successful entrepreneurs and industry visits. 2) Develop analytical skills for evaluating entrepreneurial competencies and business environments using SWOT analysis and case studies. 3) Guide students through the hands-on process of transforming a business idea into a formal, actionable business plan.							
Course Outcome: At the end of the course ,students will 1) Conduct a comprehensive SWOT analysis to evaluate the competencies of successful entrepreneurs and real-world enterprises. 2) Gather practical insights into the setup and operational challenges of businesses by surveying support institutions and visiting industries. 3) Synthesize theoretical knowledge and field research to draft, present, and defend a viable, structured business plan and project report.							
List of Practical in Entrepreneurship Management							
1. Interaction with entrepreneurs, Visit to industry, Project planning formulation and report preparation, Case studies.							
2. SWOT analysis with respect to entrepreneurial competencies through case profiling of successful entrepreneurs and enterprises.							
3. Survey of an institution facilitating entrepreneurship development in India							
4. Preparation of business plan.							