**School of Architecture and planning**

**University of Management and technology**

**Course Outline (on OBE)**

**Bachelor of Interior Architecture**

**UMT’s Vision**

**Our Vision is... Learning**

It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight to unfold new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

**Our Mission is.... Leading**

We aspire to become a learning institution and evolve as the LEADING COMMUNITY for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Mission of the School**

The mission of the School is to provide the best leadership in the fields of the built environment; particularly in the development, management and innovation in the fields of architecture, urban planning and related specializations and sub-specializations

**Mission of the Department**

At the Department of Architecture our mission is to challenge the participants to develop their abilities in solving complex problems by thinking creatively & informed decision making as a core of their professional schooling. Offering them a diverse interdisciplinary and meticulous program of studies led by an adroit faculty in a comprehensive studios or class environment and preparing them for leadership roles in the field of Architecture, Construction, Landscape, Built Environment and community development.

**Course Outline**

**Course Code: CourseTitle: FOUNDATIONSTUDIO– II**

|  |  |
| --- | --- |
| Program | BS. Interior Architecture |
| Credit Hours | 0+6 |
| Duration | 15 Weeks + Examination |
| Prerequisites | Design Studio-I |
| Resource Person |  |
| Counseling Timing  (Room# ) | As per timetable |
| Contact |  |

**Chairman/Director signature………………………………….**

**Dean’s signature…………………………… Date………………………………………….**

**Program Educational Objectives (PEOs):**

**PEO-1**: Able to interpret and elaborate on design knowledge effectively utilizing communication, graphical, and computer skills to convey design content comprehensively.

**PEO-2**: Possess strong analytical skills and ability to evaluate design challenges critically, proposing innovative solutions that address functional, aesthetic, and contextual considerations.

**PEO-3**: Able to apply principles of interior architecture in professional settings, showcasing creativity, technical proficiency, and adherence to ethical standards.

**Program Learning outcomes (PLOs)**

**PLO 1:** Design Fundamentals: Develop the ability to conceive and execute innovative and aesthetically pleasing interior spaces that meet both functional requirements and artistic standards.

**PLO 2:** Design Development and Analysis: Integrate knowledge from various disciplines to analyze complex design problems and demonstrate proficiency in conceptualizing and developing design solutions through various stages.

**PLO 3:** Technical and Technological Competence: Acquire a comprehensive understanding of construction methods, materials, and building systems coupled with expertise in utilizing industry-standard software and tools for design, drafting, modeling, and rendering, to produce precise and detailed technical drawings and specifications.

**PLO 4**: Effective Communication and Visual Representation: Enhance ability in expressing design concepts and solutions through verbal and written communication, while adeptly employing visual representation tools like sketches, renderings, and digital models.

**PLO 5:** Sustainability and Environmental Responsibility: Demonstrate a commitment to sustainable design practices by understanding and applying principles of environmental stewardship, energy efficiency, and resource conservation in interior architecture projects.

**PLO 6:** Professional Readiness: Prepare for professional practice in interior architecture by imparting knowledge of ethical, legal, and business aspects, while fostering skills in project management, client communication, collaboration with other design professionals, and adherence to industry standards.

**Course Description**:

Drawing Techniques-I is an introductory course designed to develop fundamental drawing skills and techniques. Students will explore various drawing materials and methods, focusing on observation, representation, and expression. The course aims to build a strong foundation in drawing that will be essential for further study in visual arts.

**Course learning outcomes (CLO’s)**

After studying this course, the students will be able to:

1. Demonstrate perception of spaces w.r.t human scale and proportions. (C2)
2. Interpretation of data relevant to the design brief. (C5)
3. Formulate the functional relationship of spaces and propose solution to the design brief. (P6)

**Course learning outcomes (CLO’s)**

|  |  |  |  |
| --- | --- | --- | --- |
| **CODE** | **NAME** | **CLO** | **CLO Type** |
| 123.1 | 123.C1 | Demonstrate perception of spaces w.r.t human scale and proportions. (C2) | C2 |
| 123.2 | 123.C2 | Interpretation of data relevant to the design brief. (C5) | C5 |
| 123.3 | 123.C3 | Formulate the functional relationship of spaces and propose solution to the design brief. (P6) | P6 |

**Mapping of CLO’s to Program’s Learning outcomes (PLO’S)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester** | **Course Code** | **Title** | **Course Learning outcomes** | **PLO 1: Design Knowledge** | **PLO 2: Design Analysis and development** | **PLO3: Design Tools and technologies** | **PLO 4: Communication Skills** | **PLO 5** **Ethical, cultural, and sustainable principles** | **PLO 6: Project Management** |
| **2nd** |  | **FOUNDATION STUDIO – II** | Demonstrate perception of spaces w.r.t human scale and proportions. (C2) | √ |  |  |  |  |  |
| Interpretation of data relevant to the design brief. (C5) | √ |  |  |  |  |  |
| Formulate the functional relationship of spaces propose solution to the design brief. (P6) |  | √ |  |  |  |  |
|  |  |  |  |  |  |  |

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

# Marks Evaluation Marks in percentage

Assignments 65%

Mid 15%

Final Project 20%

**Total 100%**

**Recommended Text Books:**

**Reference Books:**

1. Foundations of Landscape Architecture- Integrating Form and Space Using the Language of Site Design by Norman K. Booth
2. Time-Saver Standards for Building Types by Joseph De Chiara And John Hancock Callender
3. Site Analysis by James A LaGro. Jr.
4. Anthropology by Wulf, Christophe, 2004
5. Therapy's Big Book of Small, Cool Spaces by Maxwell Ryan Published By Potter/Ten Speed/Harmony/Rodale, 2011

**Calendar of Course contents to be covered during semester**

**Course code** - **Course title** - **Design Studio-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Course Contents** | **CLOs** | **Reference Chapter(s)** |
|  |  |  |  |
| 1 | **Study of Ergonomics/ Anthropometrics** by drawing (given in architectural standards) a variety of human postures in relation to the work environment keeping in view the standard safe clearances of circulation space.  Introduction lecture of Architect Vitruvius and Leonardo Da Vinci’s creation, Vitruvian Man in relation to proportions of a human body. | CLO 1 | Time-Saver Standards for Interior Design and Space Planning by Joseph De Chiara And Julius Panero  Chapter-1: Planning and Design of Interior Spaces: Residential Spaces  Detailed briefing of the course content and expected outcome from the students and the rules and regulations applicable to assessments. |
| 2-3 | **Use of Recyclable Materials e.g,**  **Eco-Friendly Costume Design/ installation art.**  Students will explore the concept of eco-friendly designs by creating some article using recyclable materials. By repurposing discarded items and utilizing sustainable materials, students will design e.g., costumes that are not only visually striking but also environmentally conscious. | CLO 1 |  |
| 4-5 | **Use of the concept of Biomimicry for designing of Urban Street Furniture**  Students will explore the concept of biomimicry and apply it to the design of urban street furniture. Biomimicry involves drawing inspiration from nature to solve human design challenges, often resulting in innovative and sustainable solutions. Through research, observation, and creative problem-solving, students will identify biological models in nature and translate their features and functions into design of urban street furniture. Street furniture plays a crucial role in enhancing the functionality, aesthetics, and comfort of urban environments, and students will have the opportunity to address specific urban challenges through their design proposals. | CLO 1 | Form, Space and Order” by D.K.Ching. |
| 6 | **Project 1:**  **Design a multifunctional shelter** that provides protection from the environmental elements and enhances the experience of users in an open outdoor space.  The university/community has identified a need for a shelter in a designated open space on campus/in a public area. This space is currently underutilized and lacks amenities for students/residents to gather, relax, study, or engage in outdoor activities. The shelter should serve as a focal point for social interaction, recreation, and relaxation while offering protection from sun, rain, and wind.   * Data interpretation | CLO2 |  |
| 7-8 | * Study Model * Planning | CLO3 | Model Making: A Basic Guide (Norton Professional Books for Architects & Designers) by [Martha Sutherland](https://www.amazon.com/Martha-Sutherland/e/B001IOF8CC/ref=dp_byline_cont_book_1) |
| 9 | **MID TERM WEEK** | | |
| 10 | **Project 2:**  **Design a walkway** that promotes safe, convenient, and enjoyable pedestrian movement while enhancing the visual appeal and functionality of the designated area. Site would be the UMT Road.   * Data interpretation | CLO2 | How to Design Walkways and Paths: Step-by-step Guide On How To Design Paths and Walkways To Give Your Outdoors A Wow Factor Kindle Edition by [Johnie Reeves](https://www.amazon.com/s/ref=dp_byline_sr_ebooks_1?ie=UTF8&field-author=Johnie+Reeves&text=Johnie+Reeves&sort=relevancerank&search-alias=digital-text) (Author)  Format: Kindle Edition |
| 11 | * Study Model * Layout Planning | CLO3 | Model Making: A Basic Guide (Norton Professional Books for Architects & Designers) by [Martha Sutherland](https://www.amazon.com/Martha-Sutherland/e/B001IOF8CC/ref=dp_byline_cont_book_1) |
| 12-13 | **Project 3:**  **Design an inclusive and engaging playground** that promotes physical activity, social interaction, and imaginative play for children of diverse ages and abilities.  Site Analysis; includes site plan, photographs, and analysis of existing conditions.  Preparation of User Needs Assessment Summary. | CLO2 |  |
| 14 | * Design Concept Sketches: Illustrates multiple design concepts with annotations explaining key features and play elements. * Study Model | CLO 3 | Model Making: A Basic Guide (Norton Professional Books for Architects & Designers) by [Martha Sutherland](https://www.amazon.com/Martha-Sutherland/e/B001IOF8CC/ref=dp_byline_cont_book_1) |
| 15-16 | * Layout Planning * Elevation * Sections | CLO 3 | Drawing Architecture and the Urban by Sam Jacoby |
| 17 | Final Submission  Final Viva | CLO 3 |  |