Programme Handbook B.Des Interior Architecture School of Design Sushant University

(\*Applicable to students admitted in the academic year 2023- 2024)

### Programme Handbook - Bachelor of Design - Interior Architecture (B.Des IA)

(\*Applicable to students admitted in the academic year 2023- 2024)

#### PRELIMINARY DEFINITIONS AND NOMENCLATURE

In this document, unless the context otherwise requires:

- 1. "**Programme**" means Degree Programme, that is Bachelor of Design, Degree Programme (B.Des)
- "Discipline" means specialization or branch of Bachelor of Design, Degree Programme (B.Des), like Product Design, Interior Architecture, etc.
- 3. "**Course**" means a theory or practical subject that is normally studied in a semester, like Principles of design.
- 4. **"Director, Academic Affairs"** means the authority of the University who is responsible for all academic activities of the Academic Programmes for implementation of relevant rules of this Regulations pertaining to the Academic Programmes.
- 5. "Dean/Director" means head of the School conc/erned.
- 6. **"PD"** means Programme Director of the respective programme of the School concerned.
- 7. **"Controller of Examinations (COE)"** means the authority of the University who is responsible for all activities of the University Examinations.
- 8. **"SU/ University"** means Sushant University (Erstwhile Ansal University)
- "MSE"- Mid-Semester Evaluation, "ESE"- End Semester Examination, "SGPA"- Semester Grade Point Average, "CGPA"-Cumulative Grade Point Average, "TDCC"- Trans Disciplinary Certificate course.

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#### **1. ADMISSION**

**1.1. Candidates seeking admission to the first semester** of the eight semester B.Des Degree Programme: Should have passed (with 50% marks) the Higher Secondary Examinations of (10+2) Curriculum (Academic Stream) prescribed by the State/Central Examination Boards or any examination of any other recognized body.

#### 1.2. Lateral entry admission

The candidates who possess the Diploma in Design awarded by the State Board of Technical Education, or its equivalent are eligible to apply for Lateral entry admission to the third semester of B.Des.

**1.3.** Migration/Transfer of candidates pursuing B.Des from another University approved by UGC shall be granted as per the approval of the School level lateral admissions and Migration Committee (LAMC) in the appropriate semester as per credit mapping with appropriate remedial courses undertaken.

**1.4.** All Migration/Transfers are subject to the approval of the Vice Chancellor of SU.

#### **2. STRUCTURE OF PROGRAMME**

#### 2.1. Credits requirement

Minimum credit requirement is 200 credits for a student to be eligible to get an Undergraduate Degree in Design (any specialisation among ID, IA, PD, CD, FT, UX).

#### 2.2. Categorization of Courses

B.Des Programme will have a curriculum with syllabi consisting of theory and practical courses that shall be categorized as follows:

SI.	Category	Suggested breakup of Credits (Total 200)
1	Core Courses	126
2	Discipline Specific Electives (DSE)	30
3	Generic Electives I (GE I)	6
4	Generic Electives II (GE II)	4
5	Dissertation/Internship	25
6	Skill Enhancement Course (SEC)	3
7	Ability Enhancement Course (AEC)	4
8	Service Learning/Community Service Based Course	2
	Total	200

#### 2.3.1 Induction Programme

An induction programme with two weeks duration will be conducted before the commencement of I semester class as per the school curriculum or preference. The following physical activities shall be completed during the induction programme-.

#### I. Physical fitness and Health

- Physical fitness Activities
- Sports/Games Related

#### II. Culture

- Learning an art form
- Heritage
- Intangible Cultural Heritage

#### III. Literature & Media

 Literature, Cinema and Media • Group reading of classics

#### **IV. Social Service**

- Social Awareness
- Social Service

#### V. Self-Development

- Spiritual, Mindfulness & Meditation
- Religion and Interfaith
- Human Values
- Behavioural and Interpersonal skills
- Lectures

#### VI. Nature

- Nature Club
- Environment Protection (noncredit course)

#### VII. Innovation

#### 2.3.2. Other Courses

- Constitution of
   India
- Universal Human Values
- Indian Traditional Knowledge
- Learning an art form

#### 2.4. Bridge/Capstone Courses

A bridge/capstone program with minimum two weeks duration will be conducted before the commencement of 1st semester class as per the school curriculum keeping in mind the background of majority of the inducted students. The courses offered under the Capstone Programme would be pertaining to basic skills, extra courses to understand existing skill-set in the current batch of students and also build a conversational bridge between the faculty team and new students. This is also seen as an excellent opportunity to encourage comradeship among the students who come from different education backgrounds, cities and work ethics. Some of the courses can be offered in tandem with selected immediate seniors or second year students who then become informal mentors to the new batch.

Following is a list of suggested subjects indicative of -.

#### I. Learning From Art

- 1. Art appreciation`
- 2. World around us (in art)

#### II. Representation skills

- 1. How Design is communicated
- 2. Understanding digital representation
- 3. Tools and techniques of expressing ideas
- 4. Mood boards and other presentation methods

#### III. Personal Development

- 1. Time management and School culture at SoD
- 2. Developing an attitude for Design
- 3. Physical fitness

#### IV. Design Aptitude

- 1. Critical Thinking and making
- 2. Social issues and the designer's role
- 3. Universal Human Values

#### 2.5. Number of courses per Semester

Each semester curriculum shall normally have a blend of core courses not exceeding 22 credits and Employability Enhancement Course(s) not exceeding 5 credits. Each Employability Enhancement (EE) Courses may have credits assigned as per curriculum. Throughout the course of the four years, the programme will have at least one professional internship not less than 25 credits as a continuous in eighth semester.

#### 2.6. Credit Assignment

Contact period per week	Credits
1 Lecture period	1
1 tutorial Periods	1
2 Laboratory Periods (also for EE Courses	
like Seminar/project work/case study/etc.)	1

Each course is assigned certain number of credits based on the following:

#### 2.7 Industrial Training / Internship

**2.7.1.** The students are required to undergo Industrial training for a period (15 Weeks) as specified in the Curriculum during eighth semester. The semester-long internship has to be undertaken continuously as per the requirements of the programme. Other summer or winter internships may be encouraged to keep students connected to the industry standards; however, they may not be compulsory.

**2.7.2.** The students may undergo Internship at Research organization / University/Industry (after due approval from the Dean/Director) for the period prescribed in the curriculum during eighth semester, in lieu of Industrial training. The students shall be permitted to carry out their internship during the eighth Semester. The report of which under the industry as well as faculty mentor to be submitted and presented at the end of eighth Semester.

#### 2.8. Industrial Visit

Every student is required to go for at least one Industrial Visit every semester starting from the first semester of the Programme. The Deans/Directors shall ensure that necessary arrangements are made in this regard. Industrial visits may be undertaken in groups with other disciplines, under the guidance of a faculty mentor or individually as per the requirements of the curriculum and the content of a particular subject.

#### 2.9. Massive Open Online Courses

Students may be permitted to credit one online course under Massive Open Online Course (which are provided with a certificate) subject to a maximum of two credits. The approved list of online courses will be provided by the concerned department from portals like Swayam, NPTEL, edX, Udemy before the commencement of every semester. The credit attained through MOOC course has to be transferred to the marksheet of their respective semester and will be a compulsory course to meet the programme requirements. In a scenario, where the complete assessment is not done by the MOOC platform the school may conduct its own exam for evaluation of the respective course. The details regarding online courses taken up by students should be sent to the Controller of Examinations one 8month before the commencement of End Semester Examination.

#### 2.10. Medium of Instruction

The medium of instruction is English for all courses, examinations, seminar presentations and project / thesis / dissertation reports.

#### **3. ATTENDANCE REQUIREMENTS FOR COMPLETION OF THE SEMESTER**

**3.1.** A student who has fulfilled the following conditions shall be deemed to have satisfied the requirements for completion of a semester.

Every student is expected to attend all classes of all the courses and secure 100% attendance. However, in order to make provision for certain unavoidable reasons such as Medical / participation in sports, the student is expected to attend at least 75% of the classes.

Therefore, **he/she shall secure not less than 75%** (after rounding off to the nearest integer) of overall attendance.

**3.2.** However, a student who secures attendance between 65% and 74% in the current semester due to medical reasons (prolonged hospitalization / accident / specific illness) / participation in sports events may be permitted to appear for the current semester examinations subject to the condition that the student shall submit the medical certificate/ sports participation certificate attested by the Dean/Director. The same, after approval of the VC shall be forwarded to the Controller of Examinations for record purposes.

**3.3.** Except special circumstances as mentioned in clause 3.2, students who secure less than 75% attendance in all the courses of the semester and students who do not satisfy the other requirements as specified by their respective programme shall not be permitted to write the University examination at the end of the semester. They are required to repeat the incomplete semester in the summer exams, as per the norms prescribed and duly notified by the Controller of Examinations.

#### **4. FACULTY MENTOR**

To help the students in planning their courses of study and for general advice on the academic programme, the Dean/Director of the Department will attach a certain number of students to a teacher of the Department who shall function as Faculty mentor for those students throughout their period of study. The Faculty Mentor shall advise the students in registering and reappearing of courses, authorize the process, monitor their attendance and progress and counsel them periodically. If necessary, the Faculty Mentor may also discuss with or inform the parents about the progress / performance of the students concerned or address their concerns if any.

The responsibilities for the faculty mentor shall be:

To act as the channel of communication between the Dean/Director and the students of the respective group.

To collect and maintain various statistical details of students.

To inform the students about the various facilities and activities available to enhance the student's curricular and co-curricular activities.

To guide student enrolment and registration of the courses.

To authorize the final registration of the courses at the beginning of each semester.

To monitor the academic and general performance of the students including attendance and to counsel them accordingly.

#### **5. PROGRAMME COMMITTEE**

**5.1.** Every Programme shall have a Programme Committee consisting of teachers of the programme concerned, student representatives and chaired by the Dean/Director. It is like a 'Quality Circle' (more commonly used in industries) with the overall goal of improving the teaching-learning process. The functions of the Programme committee include-

- Solving problems experienced by students in the classroom and in the laboratories.
- Informing the student representatives, the academic schedule including the dates of assessments and the syllabus coverage for each assessment.
- Informing the student representatives, the details of

regulations regarding weightage used for each assessment. In the case of practical courses (laboratory/ project work / seminar etc.) the breakup of marks for each exercise / module of work, should be clearly discussed in the Programme committee meeting and informed to the students.

- Analysing the performance of the students of the respective Programme after each test and devising the ways and means of solving problems, if any.
- Identifying the weak students, if any, and requesting the teachers concerned to provide some additional help or guidance or coaching to such weak students.

**5.2.** The Programme committee shall be constituted within the first week of each semester by the Dean/Director.

**5.3.** At least 4 student representatives (usually 2 boys and 2 girls) shall be included in the Programme committee depending upon the strength of the programme. In case any of the designated student representatives are unavailable for the meeting due to unavoidable reasons, they may depute any of their classmates to represent them.

**5.4.** The Chairperson of the programme committee (Programme Director) shall invite the faculty mentor(s) to the programme committee meetings. In case any faculty member is unable to attend, they may have access to the recording and minutes of the proceedings and their issues may be addressed in absentia.

**5.5.** The Programme Director is required to prepare the minutes of every meeting, submit the same to the Dean/Director within two days of the meeting and arrange to circulate it among the students and faculty members concerned.

**5.6.** The first meeting of the Programme committee shall be held within two weeks from the date of commencement of the semester, in order to inform the students about the nature and weightage of assessments within the framework of the regulations. Two or three subsequent meetings shall be held in a semester at suitable intervals. The Programme Committee shall put on the Notice Board the cumulative attendance particulars of each student at the end of every such meeting to enable the students to know their attendance details. During these meetings the student members representing the respective class, shall meaningfully interact and express the opinions and suggestions of the other students of the class in order to improve the effectiveness of the teaching-learning process.

**5.7** The recorded minutes of the meeting shall be made available to all members of the committee and the students in the class.

#### 6. COURSE COMMITTEE FOR COMMON COURSES

Each common theory course offered to more than one discipline or group, shall have a "Course Committee" comprising all the teachers teaching the common course with one of them nominated as Course Coordinator. The nomination of the Course Coordinator shall be made by the Dean/ Director depending upon whether all the teachers teaching the common course belong to a single department or to several departments. The 'Course committee' shall meet in order to arrive at a common scheme of evaluation for the test and shall ensure a uniform evaluation of the tests. Wherever feasible, the course committee may also prepare a common question paper for the internal assessment test(s).

#### 7. EXAMINATION SYSTEM

**7.1.** The academic performance of students is adjudged by the aggregate of continuous mid Semester Evaluation (MSE) and the End Semester Examination (ESE).

**7.2.** Each course, both theory and practical (including project work & viva voce Examinations) shall be evaluated for a maximum of 100 marks.

The weightage of End Semester Jury (ESE) to Mid Semester Evaluation (MSE) of all courses except TDL/Soft-Skills courses is 60% to 40%.

The weightage of End Semester Jury (ESE) to Mid Semester Evaluation (MSE) of TDL/TDC and Soft-Skills courses is 40% to 60%.

7.3. Industrial training shall be part of the course concerned.

**7.4.** The University examination (theory and practical) of 2 hours duration shall ordinarily be conducted twice in December and May for Odd and Even semester respectively.

#### End Semester Examination question paper pattern is given below:

A question paper for theory examinations of a course unit of any programme will be of 2 hours' duration with maximum marks 60/50 (weightage 60%) and

will have three parts; Part A, Part-B and Part-C. (The duration of practical examinations will be as required and the value addition courses will have different format).

### Part-A: 28 Marks (students are advised to devote approximately 50 minutes to 60 minutes out of total 2 hours on this part)

In this section, a student is required to answer 4 out of 5 given questions. Each question will be of 7 marks. These questions may include short numerical problems or theory questions to assess students' understanding of concepts and frameworks.

If needed in this part, a question might be designed to have maximum two sub- parts (a) and (b) with weightage of 3 and 4 or 4 and 3 marks respectively to enable testing on more concepts and frameworks.

### Part-B: 20 Marks (students are advised to devote approximately 30 minutes to 40 minutes out of total 2 hours on this part)

In this part, a student is required to answer any 2 out of 3 given questions. Each question will have a weightage of 10 marks and may include long theory questions or numerical problems requiring students to apply the concepts to a given situation or in a given context and analyse a situation.

If a faculty feels that a question in this section needs to have sub-parts, there may be maximum two sub- parts provided that sub-part (a) involves understanding of a concept through a numerical or a theory question and sub- part (b) is application/ analysis of the concept used in sub-part (a).

## Part-C: 12 Marks (students are advised to devote approximately 20 to 30 minutes out of total 2 hours on this part)

This part will be compulsory without any choice and will have a weightage of 12 marks. This may be a case study, a hypothetical problem or a situation seeking a possible solution(s), students' response to a situation based on general awareness of the broad discipline of study etc. The objective is not only to judge the skills of students to apply the concept to a particular situation or context but also to assess his/her analytical ability and how a student make realistic assumptions and can ascribe meaning to data (given in the question paper or to be assumed). The students will also be tested on

integrative and evaluative skills by making them apply more than one concept together in a given situation or the context.

#### End Semester jury is given below:

A jury for studio and practical for examinations of a course unit of any programme will be of 1 hours' duration with maximum marks 60 (weightage 60%). (The duration of practical examinations will be as required and the value addition courses will have different format).

**7.5.** The University examination for project work/dissertation shall consist of evaluation of the final report submitted by the student or students of the project group (of not exceeding X students) by an external examiner and an internal examiner, followed by a viva-voce examination conducted separately for each student by a committee consisting of the external examiner, the supervisor of the project group and an internal examiner.

**7.6.** For the University examination in both theory and practical courses including project work/Dissertation the internal and external examiners shall be appointed by the Dean/Director in consultation with the Controller of Examinations.

#### 8. PROCEDURE FOR AWARDING MARKS FOR INTERNAL ASSESSMENT

#### 8.1. Internal Assessment

For all theory and practical courses, the distribution of marks for various **components for the Internal Assessment** is shown below in the table:

#### 8.1.1 For a course of 100 marks containing only Theory Component

Mid	Quiz(s)/	Assignment(s)	Attendance	Total
Semester	Presentation (s)			
Examination				
20	15	10	5	50

#### 8.1.2. For a course of 100 marks containing only Lab Component

Mid	Lab/ practical	Assignment(s)/	Attendance	Total
Semester	performed &	Quiz (s)		
Examination	Lab report			
20	15	10	5	50

#### 8.1.3. For a course of 100 marks containing both theory and Lab Component:

Theory (25)					
Mid	Quiz(s)/	Attendance	Total		
Semester	Presentation				
Examination	(s)/Assignmen				
	t				
10	10	5	25		
Lab (15)	Lab (15)				
Mid	Lab/ practical	Total			
Semester	performed &				
Examination	Lab report				
As 10	5	15			

#### MID SEMESTER EVALUATION (40) – Theory (25 Marks) + Lab (15 Marks)

END SEMESTER EXAMINATION (60)	
Theory (35)	Lab (25)

#### 8.2. TDCC Courses

For Inter disciplinary/trans disciplinary certificate courses the External Assessment Marks will be 40 and Internal Assessment will be 60.

#### 8.3. Internship/Project Work

**8.3.1.** Here the Internal Assessment based on project prepared and submitted will be 40 and the External Assessment based on Viva-voce/presentation will 60.

**8.3.2.** If a student fails to submit the project report on or before the specified deadline, he/ she is deemed to have failed in the Project Work and shall reregister for the same in a subsequent semester.

#### 8.4. Seminar Papers – Not Applicable

The seminar / Case study is to be considered as purely INTERNAL (with 100% internal marks only). Every student is expected to present a minimum of 2 seminars per semester before the evaluation committee and for each seminar, marks can be equally apportioned. The three-member committee appointed by the Dean /Director will evaluate the seminar and at the end of the semester the marks can be consolidated and taken as the final mark. The evaluation shall be based on the seminar paper (40%), presentation (40%) and response to the questions asked during presentation (20%).

#### 8.5. Attendance and Assessment Record

Every teacher is required to upload on ERP the 'ATTENDANCE AND ASSESSMENT RECORD' which consists of attendance marked in each lecture or practical or project work class, the test marks and the record of class work (topic covered), separately for each course. The teacher is also expected to safely keep excel of the attendance and the assessments. The University or any inspection team appointed by the University may verify the records of attendance and assessment of both current and previous semesters.

#### 9. EXAM REGULATIONS

**9.1. Requirements for appearing for End Semester Examinations**- A student shall normally be permitted to appear for the End Semester Examinations for all the courses registered in the current semester (vide clause 9.10) if he/she has satisfied the semester completion requirements.

**9.2.**-The students-will be graded under absolute 10-point **Grading Scheme** as given below:

Grade	Range	Grade Point Attached
0	>=95	10
A+	>=85	9
Α	>=75	8
B+	>=70	7
В	>=60	6
С	>=50	5
D	>=40	4
F	<40	0
AB		0

#### 9.3. Passing Criterion

A student has to fulfil the following conditions to pass any B.Des academic programme:

A student should earn minimum "D" grade in all courses separately. However, he/she can improve his/her grade ("D" grade onwards) by re-appearing. To pass a course, student must obtain 40% marks in the aggregate of Mid Semester Evaluation (MSE) & End Semester Examination (ESE). In order to pass a particular course, student must appear in the Final examination irrespective of the marks obtained in the Mid Semester Evaluation. For successful completion of a programme, the student should secure a minimum Cumulative Grade Point Average (CGPA) of 4.0 at the end of final year of the Programme.

#### 9.4. Promotion to Next Year

The promotion rules are applicable only for under-graduate programs across the university.

The promotion rules for B.Des are as under:

- The students will not be debarred from going to the 2nd year, irrespective of their result of the 1st year.
- They will be promoted to 3rd year only if at least 60% of the courses prescribed in the 1st year (excluding TDL & Soft Skills) are clear.
- 3. Similarly, the conditions for promotion to 4th year will be clearing a minimum of 60% courses in 2nd year.
- 4. Finally, the students will become eligible to earn the degree only if they fulfil the passing criterion.

#### 9.5. Exam Duration

All End Semester Examinations (ESE) would be of two hours duration unless specified otherwise.

#### 9.6. Re-Appearing

There is a provision for re-appearing in the examination (without attending the course-work again) for a course. Re-appearing in examination will be in following cases:

- A student who fails to meet passing criteria in a course shall be eligible to re-appear in the examination of such course as and when scheduled, with a view to improve the performance.
- A student who fails to appear in the examination shall be eligible to subsequently re-appear in the examination when scheduled for the next batch of students.

- The latest result obtained by the student in reappear courses is considered final and the same will be considered for calculating his/her SGPA and CGPA.
- 4. There is no provision of re-appear in the Mid Semester Evaluation (MSE). Students who have not passed a course need to take the re-appear of the End Semester Examination (ESE). The previous internal marks shall be carried forward.
- 5. A student who has to re-appear in ESE in terms of provisions made above shall be examined as per the syllabus in the scheme of teaching applicable at the time of his/her joining the concerned programme. However, in cases where only some minor modifications have been made in the syllabus of the course(s) and the Dean/Director of the concerned Department certifies the same, the examination may be held in accordance with the revised syllabus.

#### 9.7. Improvement of Score

If a student has poor performance in a number of courses in a particular term, he may at his option, take only one academic break for one year, and reregister for both the semesters of that academic year in the next academic year on payment of prescribed fee. Such a student may have the option of repeating any or all the courses in the semester(s) and retain the credits already earned by him in other course(s). A student shall be allowed to improve his SGPA and CGPA by re-appearing in the Examination(s) in the Courses of his choice when these examinations are held in normal schedule in which case his Mid

Semester Evaluation (MSE) shall be carried forward. However, permission will not be granted to improve internal assessment. The best of the marks obtained in that subject(s) shall be taken into consideration for calculating the SGPA and CGPA and eligibility for award of a degree. A student, who has failed to meet the passing criteria (required CGPA), have the option to reappear in the Final Examination (End Semester Examination) of those courses in which he/she desires to improve his/her performance in order to secure the minimum CGPA, when these examinations are scheduled for next batch of students. Improvement is only possible in courses which have a written theory exam component in the ESE (VIVA, Jury and submission-based ESE cannot be taken for improvement). Improvement in the score of courses completed by a student prior to his lateral entry in the University shall not be allowed.

#### 9.8. Methods for Redressal of Grievances in Evaluation

#### Rechecking/Re-Evaluation of Answer Books of ESE:

- Students are entitled to ask for re-checking or reevaluation of any of his/her paper(s) on the payment of prescribed fee within the stipulated time as notified by the Controller of Examinations.
- If the re-evaluated/ re-checked marks are less than the earlier obtained marks, the same less marks will be treated as final.

#### 9.9. Disciplinary Control of Students in Examinations

- The student shall maintain proper discipline and orderly conduct during the examinations. They shall not make use of any unfair or dishonest means or indulge in disorderly conduct in the examinations.
- No student will be allowed to appear in the Examination unless he/she is carrying his/her ID Card and Admit Card during End Semester Examination. All the students reappearing in End Term Examination will be allowed with the valid admit card.
- If a student is found in possession of written/printed matter related to the subject of examination on anything (such as mobile phone,

piece of paper or cloth, scribbling pad etc.), other than the answer book, any other response sheet specifically provided by the University to the students, it will be treated as act of unfair means and such cases will be forwarded to Unfair Means Committee.

#### 9.10. Duration of the Programme

The minimum period required for completion of a programme shall be as specified in the Scheme of Teaching and Examination and Syllabi for a programme approved by the Academic Council on the recommendations of the Board of Studies.

The maximum number of years within which a student must pass the credit requirements for award of a degree is as follows:

i. For 3/4 years Programs = n+2 years

The maximum permissible period includes academic break, if availed by the student.

#### 9.11. Grade sheet

After results are declared, Grade Sheets will be issued to each student which will contain the following details:

The list of courses registered during the semester and the grade scored. The Grade Point Average (GPA) for the semester. The Cumulative Grade Point Average (CGPA) of all courses enrolled from first semester onwards would be shown on the final semester grade sheet.

The Semester performance of a student is indicated as "Semester Grade Point Average (SGPA)". The SGPA is weighted average of Grade Points of all letter grades awarded to a student for all the Courses in the semester. The formula for Computing SGPA is given below:

Grade	points secured in the Semester
S GPA=	

Associated Credits in the Semester

The overall performance of a student in all the previous Semester(s) including the current Semester is indicated as "Cumulative Grade Point Average (CGPA)". The Cumulative Grade Point Average (CGPA) is the weighted average of grade points of all letter grades awarded to a student for all the courses in the previous Semester(s) including the current Semester. The formula for computing CGPA is given below:

	Cumulative Grade points secured in all the previous Semester(s) including the Current
Semester	
CGPA=	
	Associated Credits in the previous Semester(s) including the current Semester
CGPA to F	Percentage Conversion Formula is given below:
Percentag	ge (%) = CGPA (X) 10

#### 9.12. Eligibility for the Award of the Degree

A student shall be declared to be eligible for the award of the Bachelor of Design, Degree Programme (B.Des) Degree provided that the student has:

- Successfully gained the required number of total credits as specified in the curriculum corresponding to the student's programme within the stipulated time.
- 2. Successfully passed all the Courses as per curriculum.
- Successfully completed the Programme requirements, appeared for the End-Semester examinations and passed all the subjects prescribed.
- 4. The award of Degree must be approved by the Academic Council of SU.

#### 9.13 Declaration of Result

The university shall strive to declare the results of every examination conducted by it within a period of thirty days from the last date of the examination for that particular programme/course and shall in any case declare the results latest within a period of forty-five days from such date

#### 9.14 Convocation

Convocation of the university shall be held every academic year for conferring degrees, diplomas, certificates and shall be conducted as specified in the Act/Statues. The dates for the convocation (normally within six months) shall be notified well in advance to all the students.

#### **10. PROVISION FOR AUTHORISED BREAK OF STUDY**

**10.1**. Students who apply for Academic Break and the case is recommended by the Deans/Directors for justifiable reasons to be recorded, can be granted academic break of one year to the students, if approved by the Vice Chancellor, under the following circumstances:

- a. The student has been continuously ill.
- b. Career advancement
- c. Justified personal reasons.

**10.2.** The student who is granted academic break shall not be required to pay the academic fee for that year. However, on re-joining, he/she will pay the fee applicable to the batch he/she joins.

#### **11. DISCIPLINE**

Every student is required to observe discipline and decorous behaviour both inside and outside the University and not to indulge in any activity which will tend to bring down the prestige of SU. The disciplinary committee of the University enquires into acts of gross indiscipline and notify the University about the disciplinary action taken against the student.

#### **12. REVISION OF REGULATIONS, CURRICULUM AND SYLLABI**

School of Design, SU may from time-to-time revise, amend or change the Regulations, Curriculum, Syllabus and scheme of examinations as proposed by the BOS and approved by the Academic Council.

#### **13. EXTRA/ CO-CURRICULAR ACTIVITIES OF THE SCHOOL**

The School may have activities like Physical Activities (Sports), Cultural, literature and Media, Social Service Scheme (NSS), Self-Development such as

Yoga and Human Values, Nature Club, Yoga, etc. focusing on the holistic development of its students.

# APPENDIX A COURSE DESCRIPTION Programme Handbook Bachelor of Design, Interior Architecture [B.Des] School of Design Sushant University

(\*Applicable to students admitted in the academic year 2023-2024)

#### **15. COURSE DESCRIPTION**

#### 15.1. About the Program- B.Des., Interior Architecture

The curriculum develops a professional mind set through a well-designed pedagogical structure. Inculcating critical thinking and teamwork as basic graduate attributes with adherence to the moral and ethical code of conduct to perform equally well in the areas of employability and entrepreneurship, are part of PSOs (Program Specific Outcomes). Courses such as Structures Materials & Construction, Interior Services, Applied Design and Sustainability in Contemporary Practice help in gaining knowledge regarding contemporary developments, smart materials, cutting edge technology, state of the art advancements, etc. in the field of interiors and construction to develop an intuitive and innovative approach.

Students are encouraged for higher degree of research, studies, explorations and to develop novel prototypes and products. Courses such as History of the Arts, Materials & Construction and Workshop imbibe a sense of appreciation towards history, culture, tradition, craftsmen, artists and guide the students in developing collaborative approach to protect and prosper the identity and authenticity of the design community. Soft Skills, Practice Management & Enterprise and Internship inculcate the habits of constructive criticism, self-evaluation and lifelong learning through cross-collaboration, design studio culture and hands-on working.

#### 15.2. Graduate Attributes

1. Visionaries

Actively engage students in leadership in a global environment/ context throughout the department, college, university, and profession.

2. Human centric

Sensitivity towards human behaviour in built environment and commitment to the health, safety and welfare of the public.

- 3. Research Oriented Conducting design inquiry through evidence and design research.
- 4. Inquisitive A culture of inquiry, collaboration, and cross-disciplinary endeavours.
- 5. Inclusive

Emphasis on understanding regional cultural sensitivity and global diversity at the same time.

#### 15.3. Program Educational Objectives (PEO's)

- 1. Visionaries | Actively engage students in leadership in a global environment/ context
- **2.** Research Oriented | Conducting design inquiry through evidence and design research
- **3.** Inquisitive | A culture of inquiry, collaboration, and cross-disciplinary endeavors
- **4.** Human centric | Sensitivity towards human behavior and commitment to the health, safety and welfare of the public
- **5.** Learning Real-time | Enabling interaction with environment to equip students to adapt and respond to 'situations' rather than simulations
- **6.** Inclusive | Emphasis on understanding regional cultural sensitivity and global diversity at the same time

#### 15.4. Program Outcomes (POs)

#### 1. PO1 - Knowledge & Expertise of Design field

Developing a professional attitude through interaction with academia and industry experts. Acquire knowledge of design thinking, practice of robust design process involving critical thinking and team-work. And develop sensitivity to moral and ethical code of conduct as a professional equipped to perform equally well as an employee or an entrepreneur.

#### 2. PO2 - Research

Develop knowledge of conceptual frameworks that motivate interdisciplinary research and design in human-cantered design, and inform interior design process with the same. Knowledgeable regarding contemporary developments, smart materials, cutting edge technology, state of the art advancements, etc. to develop an intuitive and innovative approach towards the field of design.

#### 3. PO3 - Information and digital literacy

Develop an aptitude for problem solving and opportunity inquiry with a thorough research process. Developing knowledge of design process, research as a method of creative problem solving and inducing innovation. Developing intellectual property through original research, publishing articles in high impact factor journals, conference proceedings, patents

#### 4. PO4 - Problem Solving

Evaluate and understand human needs as a basis for designing. Adopt a systems approach to design, develop, innovate and implement integrated systems that include people, technology, information, energy and resources taking into account global, environmental, human, social and economic contexts.

#### 5. PO5 - Communication and presentation skills

Inculcating the habits of constructive criticism, self-evaluation and lifelong learning through cross-collaboration, design studio culture, hands-on working. Identify the need for and continue to develop skills and knowledge to embrace changes or disruptions in society and the design profession.

#### 6. PO6 - Behavioural skills, Teamwork and leadership

Imbibing appreciation of versatility of history, culture, tradition, crafts, arts, technology, artists. Communicate effectively in oral, written, and visual forms, while scaling communications to audience needs and socio-technical contexts.

#### 7. PO7 - Globalization

Imbibing appreciation of versatility of history, culture, tradition, crafts, arts, technology, artists. Communicate effectively in oral, written, and visual forms, while scaling communications to audience needs and socio-technical contexts.

#### 8. PO8 - Ethical, Social and professional understanding

The ten work ethic traits: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect and teamwork are defined as essential for student success and are listed below.

#### 9. PO9 - Employability, Entrepreneurship

Developing skills that fulfil the industry requirements and are at par with market demand. Imbibing entrepreneurship skills as well that enable to set up and run own establishment and take it further.

#### 10. PO10- Lifelong learning

The list of beneficial lifelong learning skills one can have is broad and diverse, and it pays to develop them constantly. Such skills transform our future for the better because they come from what is best in us. Mastering beneficial lifelong learning skills helps us work, learn, and live better.

#### 11. PO11- Organizational behaviour

At its core, organizational behaviour analyses the effect of social and environmental factors that affect the way employees or teams work. The way people interact, communicate, and collaborate is key to an organization's success.

#### 12. PO12- Finance and marketing

Imbibing financial aspects such as analytical thinking. It refers to looking at and understanding a situation to interpret it and deriving an intelligent and thoughtful response. Also integrating marketing skills to promote the work and business better. PSOs (Program Specific Outcomes)

PSO-1	Developing a professional mind set by a well-designed pedagogical structure. Inculcating critical thinking and teamwork as basic graduate attributes with adherence to the moral and ethical code of conduct to perform equally well in the areas of employability and entrepreneurship.
PSO-2	Gaining updated knowledge and understanding regarding contemporary developments, smart materials, cutting edge technology, state of the art advancements, etc. in the field of interior and construction to develop an intuitive and innovate approach and contribution towards the field of design.
PSO-3	Approaching problem solving attributes through a strong research background. Attaining adequate scholarly knowledge by exposing students for referring to editorials, volumes, papers, journals, and authentic e-platforms. Encouraging prospective graduates for higher degree of research, studies, explorations and develop prototypes and products.
PSO-4	Imbibing a sense of appreciation towards different history, culture, tradition, craftsmen, artists alike and developing collaborative approach to protect and prosper the identity and authenticity of design community.
PSO-5	Inculcating the habits of constructive criticism, self-evaluation and lifelong learning through cross-collaboration, design studio culture, hands-on working. Acknowledging the betterment of the society by working for the needy and the under privileged through the Social drives and programmes.
PSO-6	Imbibing a sense of appreciation towards different history, culture, tradition, craftsmen, artists alike and developing collaborative approach to protect and prosper the identity and authenticity of design and architecture community.

#### Examination Scheme for all Theory Papers:

Components	Mid-term Examination	Final Internal Assessment	End-Term Exam	Total
Weightage	20	30	50	100

#### Clubs At SoD (2023)

• The **Dance Club** at SoD takes immense pride in being able to express their emotions and spirits through the art of choreography. Teamwork and individual performances bring out the best values in the students.

• The **Theatre Club** at SoD carries a dynamism in its existence. It is a platform to highlight the values of the society through a participatory approach.

• The **Photography Club** of SoD aims at encouraging the budding cohorts of photographers to develop an eye for detail. The students showcase their work on social media and exhibitions.

• The **Music Club** at SoD displays a wide range of musical genres such as jazz, rock, pop, grunge, rap etc. that are pursued passionately by the students.

• The **Art Club** of SoD is a platform to actively create marvelous art pieces outside the classroom both for internal events as well as exhibitions.

• The **Literature Club** at SoD is the place for writers to unleash their passion for writing. There is a diversity in the form of expression: poems, prose, research writing and so on.

• The **Sports Club** of SoD aims to achieve excellence in sports. Participation in different sports fosters leadership, teamwork, discipline, and confidence in the students.

#### PROGRAMME STRUCTURE OF THE RESPECTIVE PROGRAM

S.No	Nature	Color Code
1	Courses with focus towards promoting Employability	
2	Courses with focus towards promoting Entrepreneurship	
3	Courses with focus towards promoting Skill Development	
8	Courses with focus towards promoting Employability, Entrepreneurship & Skill Development	

#### SEMESTER I (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entr epreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
Core Courses	·			·			·
23BCF-1P05	Materials & Exploration I	Employability/Skill Development/Entre preneurship	1	1	2	3	
23BCF-1P06	History of Art & Design I *	Skill Development	2	1	0	3	
23BCF-1P02	Storytelling & Creative Writing	Employability/Skill Development/Entre preneurship	1	1	0	2	-
23BCF-1P03	Visualization & Representation *	Employability/Skill Development/Entre preneurship	1	2	2	4	
23BCF-1P04	Contextual Studies I	Employability/Skill Development/Entre preneurship	1	2	2	4	
Skill Enhancen	nent Course (SEC)						
23BCF-1P01	Expression in Color & Light	Skill Development	1	1	0	2	
Ability Enhanc	ement Course (AEC)						
21ENG11	English Communication/Mo dern Indian Language *	Skill Development	1	0	2	2	
						20	

#### SEMESTER II (Common Foundation Programme)

Course Code	Course Title	Employability/ Skill Development/ Entrepreneurs hip	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
<u>Core Courses</u>					•	+	
23BCF-2P01	Film, Media and Culture	Employability/ Skill Development/ Entrepreneurs hip	1	1	0	2	
23BCF-2P03	Image Making & Representation *	Employability/ Skill Development/ Entrepreneurs hip	1	2	2	4	
23BCF-2P04	Contextual Studies II	Employability/ Skill Development/ Entrepreneurs hip	1	2	2	4	
23BCF-2P05	Materials & Exploration II	Employability/ Skill Development/ Entrepreneurs hip	1	1	2	3	-
23BCF-2P06	History of Art & Design II *	Skill Development	2	1	0	3	
Skill Enhancen	nent Course (SEC)						
23BCF-2P02	User Study & Experience	Employability/ Skill Development/ Entrepreneurs hip	1	0	2	2	
Ability Enhand	ement Course (AEC)		,	•	-	•	•
EVS2111	Environmental Science *	Skill Development	1	0	2	2	
						20	

#### SEMESTER III (Domain Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrepr eneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
<u>Core Courses</u>							
23BCF-3P04	Craft and Textile Heritage	Employability/Skill Development/Entrepr eneurship	1	1	2	3	
23BCF-3P03	Brand Identity Design	Employability/Skill Development/Entrepr eneurship	1	1	2	3	
23BCF-3P02	Design Analysis and Applications I	Employability/Skill Development/Entrepr eneurship	1	2	2	4	
23BCF-3P01	Digital Design & Presentation I	Employability/Skill Development/Entrepr eneurship	1	2	2	4	
23DEL-3P04 23DEL-3P05 23DEL-3P06	Discipline Specific Elective II *	Employability/Skill Development/Entrepr eneurship	1	1	0	2	
Skill Enhanceme	nt Course (SEC)						
23BDS-3P05	Foreign Language/MOOC *	Skill Development	1	1	0	2	
Ability Enhance	ment Course (AEC)						
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I *	Employability/Skill Development/Entrepr eneurship	1	1	0	2	
Generic Elective	<u>s I (GE I)</u>						
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepr eneurship	1	0	2	2	
						22	

#### SEMESTER IV (Domain Foundation Programme)

Course Code	Employability/Skill Course Title Development/Entrep reneurship \		Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses				
Core Courses	Core Courses										
23BCF-4P04	Packaging Design	Employability/Skill Development/Entrep reneurship	1	1	2	3					
23BCF-4P05	Theatre Art Costumes	Employability/Skill Development/Entrep reneurship	1	1	2	3					
23DEL-4P01 23DEL-4P02 23DEL-4P03	Discipline Specific Elective III *	Employability/Skill Development/Entrep reneurship	1	1	2	3					
23BCF-4P02	Design Analysis and Applications II	Employability/Skill Development/Entrep reneurship	1	2	2	4					
23BCF-4P03	Spatial & Furniture Analysis	Employability/Skill Development/Entrep reneurship	1	2	2	4					
Skill Enhancem	ent Course (SEC)										
23BCF-4P01	Digital Design & Presentation II	Employability/Skill Development/Entrep reneurship	1	1	2	3					
Generic Electives I (GE I)											
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrep reneurship	1	0	2	2					
						22					

#### SEMESTER V (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepr eneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses			
<u>Core Courses</u>	Core Courses									
23BIA-5P01	IA Spatial Design Studio I	Employability/Skill Development/Entrepre neurship	1	1	4	4				
23BIA-5P02	Building Systems I	Employability/Skill Development/Entrepre neurship	1	1	2	3				
23BIA-5P03	Form, Structure & Materials I	Employability/Skill Development/Entrepre neurship	1	1	2	3				
23BIA-5P04	Computer Aided Design I	Employability/Skill Development/Entrepre neurship	1	2	0	3				
23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV *	Employability/Skill Development/Entrepre neurship	1	1	0	2				
23BIA-5P05	Facade Design & Techniques	Employability/Skill Development/Entrepre neurship	1	1	2	3				
23BDS-5P06	Internship Evaluation *	Employability	0	2	0	2				
Generic Electives I (GE I)										
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepre neurship	1	0	2	2				
						22				

Course Code	Course Title	Employability/Skill Development/Entr epreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses			
Core Courses										
23BIA-6P01	IA Spatial Design Studio II	Employability/Skill Development/Entre preneurship	1	1	4	4				
23BIA-6P02	IA Spatial Design Studio III	Employability/Skill Development/Entre preneurship	1	1	2	3				
23BDS-6P03	Certification Course *	Employability/Skill Development/Entre preneurship	1	1	4	4				
23BIA-6P04	Computer Aided Design II	Employability/Skill Development/Entre preneurship	1	2	0	3				
23DEL-6P01 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V *	Employability/Skill Development/Entre preneurship	1	1	2	3				
23BDS-6P05	Practice Management	Employability/Skill Development/Entre preneurship	1	2	0	3				
Generic Elect	<u>Generic Electives I (GE I)</u>									
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entre preneurship	1	0	2	2				
Total						22				
Claim credits medal/Natior	for Scopus/ABDC/L nal level champions	2								

#### SEMESTER VI (Specialization)

#### SEMESTER VII (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepr eneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practica I (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses	
<u>Core Courses</u>								
23BIA-7P01	Thesis - Spatial Design	Employability/Skill Development/Entrepre neurship	3	4	10	12		
23BIA-7P02	Exhibition/Pavilion Design	Employability/Skill Development/Entrepre neurship	1	2	2	4		
23BIA-7P03	Portfolio & Presentation	Employability/Skill Development/Entrepre neurship	1	1	2	3		
23BIA-7P04	Thesis Report	Skill Development	1	2	0	3		
Generic Electives I (GE I)								
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepre neurship	1	0	2	2		
						24		
# SEMESTER VIII (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepren eurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practica I (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
Core Courses							
23BDS-8P01	Internship (12 weeks) *	Employability	0	0	12 weeks	20	
						20	

Note: (\* represents the subjects common among all B.Des programmes)

**SYLLABUS** 

**SEMESTER I** 

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus				
23BCF-1P01	LTP: 1-1-0	B.Des CF				
Expression in Col	or & Light	Version: 2023				

The main objective of this course is introduction to colour theory emphasizing role of colour principles and light in design process. Various exercises are used to help students effectively communicate with colour, using the opportunity to reflect on inclusiveness and accessibility since people perceive colour and light differently. The units of the subject are designed to develop basic skills and confidence of playing with colours through colour-mixing exercises, understanding of hue, value and saturation, tints, tones and shades and understanding light at different times during the day,

	Mapping between COs and POs	
	Course Outcomes (COs)	Mapped Programme
	Develop and demonstrate basic understanding of basic colour	
CO1	theory, colour analysis and colour and light control.	PO4, PO5, PO7, PO10
CO2	Explore numerous concepts and ideational/iterative experimentations that apply basic theories of color and identify and create colour schemes	PO1, PO2, PO3, PO4, PO5, PO7, PO10
CO3	Develop an ability to handle the color mixing and application techniques	PO1, PO2, PO4, PO5, PO7,PO10
CO4	Know how to use the color wheel, color combinations, complimentary and harmonizing color schemes	PO1, PO2, PO3, PO4, PO5, PO7, PO10
CO5	Understand and apply color principles and analyze emotional aspects of color in design practice	PO1, PO2, PO3, PO4, PO5, PO7, PO10

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	н	L	L	М	L		м			н		
CO 2	н	L	L	М	L		м			н		
CO 3	н	L	L		L		м			н		
CO 4	н	L	L	М	L		м			н		
CO 5	н	L	L	М	L		м			н		

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSO's

(COs)	Program Outcomes (POs)										Pro	gram Spec (PS	ific Outc Os)	omes				
	PO 1	PO2	PO 3	РО 4	PO5	PO 6	PO 7	РО 8	РО 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	Н	L	L	М	L		М			Н			М	М	Н			
CO2	Н	L	L	М	L		М			Н			Н	Н				
CO3	Н	L	L		L		М			Н			Μ	М	Н	L		М
CO4	Н	L	L	М	L		М			Н								
CO5	Н	L	L	М	L		М			Н								

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

## Scheme:

This course is comprised of about 30 contact hours divided into 15 lectures and 15 tutorials hours spread over 15 weeks of semester.

## **Course Contents:**

## Module 1: Introduction to colour theory and light

- Identifying fundamental colour concepts
- Understand additive and subtractive ways of colour reproduction
- Creating grayscale chart using black and white poster colours only
- Colour wheel: primary, secondary and tertiary colours using poster colours
- Colour wheel and its use
- Munsell diagram: hue, tint, tone, value, chroma
- Understanding behaviour of light

## Module 2: Influence of colour interaction on colour perception

- Exercises on different types of colour schemes and their applications.
- Exercises on harmonising colours
- Colour Communication
- Colour observations in daily surroundings and understanding their impact on our daily lives
- Understanding the impact of colours and light in cinema.

## Module 3: Colour and light as an integral part of composition

- Identifying and understanding the use of cool colours and warm colours in a composition
- Using colours to attract and lead the eye rhythmically across and through a designed image
- Identifying and creating colour schemes/palettes inspired from nature.
- Capturing same scenes under different lighting conditions

# Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about colours. A few presentations and videos would also be shared in order to get a broader perspective of colour in design. All assignments will be application-based keeping user-centric approach.

- Goethe, J. W., & Eastlake, C. L. (1970). Theory of colours. Cambridge, Mass: M.I.T. Press.
- Eckstut, A., & Eckstut, J. (2013). The secret language of color: Science, nature, history, culture, beauty of red, orange, yellow, green, blue, and violet. New York: Black Dog & Leventhal.
- Bachmann, U. (2011). Colour and light. Sulgen: Niggli.

- Anderson, F. E. (2006). Colour: How to use colour in art and design. London: Laurence King. 5. Feisner, E. A., & Reed, R. (2014). Color studies. New York: Fairchild Books.
- De, B. E. (2015). Serious creativity: Using the power of lateral thinking to create new ideas, Harper Business
- Itten, J., & In Birren, F. (2003). The Elements of color. New York [N.Y.: John Wiley & Sons.
  8. Albers, J. (2013). The interaction of color, New Haven: Yale University.
- King, D. B., & Wertheimer, M. (2008). Max Wertheimer & Gestalt theory. New Brunswick, NJ: Transaction Publ.
- Smith, R. (2009). The artist's handbook. London: Dorling Kindersley.
- Berger, J. (2012). Ways of seeing: Based on the BBC television series with John Berger. London: British Broadcasting Corp.
- McAlhone, B., Stuart, D., Quinton, G., & Asbury, N. (2016). A smile in the mind: Witty thinking in graphic design.
- Ray, A. (2012). Color In Design [MOOC]. NPTEL. <u>https://nptel.ac.in/courses/109/104/109104075</u>

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-1P02	LTP: 1-1-0	B.Des CF
Storytelling & Crea	tive Writing	Version: 2023

Human beings share their life experiences through stories. Stories are not just used for entertainment but also for making sense of life and events that happen around us. Stories are used not just in Films but also for talking about product experiences and personas. In this course students will learn the skill of narrating stories through a sequence of visual images.

	Mapping between COs and POs	
		Mapped
	Course Outcomes (COs)	Programme
	course outcomes (cos)	Outcomes
	Elements and Structure of a story	PO1, PO3, PO4,
CO1		PO5, PO7,
		PO10
CO2	Visual narratives and storyboarding to show passage of time	PO1, PO2, PO3,
	and character experiences.	PO4, PO5, PO7,
		PO10
CO3	Importance of Storytelling in design.	PO1, PO2, PO3,
		PO4, PO5, PO7,
		PO10

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
Course Outcomes	PO1	DO3	002	DO4			0.07	500		0040	0011	0042
	101	FUZ	PU3	P04	PO5	PO6	P07	P08	PO9	PO10	P011	PO12
CO 1	н	FUZ	L	L	L L	PO6	<b>РО7</b> М	PO8	PO9	н	P011	P012
CO 1 CO 2	H H	M	L	L L	L L	P06	M L	P08	PO9	н Н	POII	P012

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSO's

(COs)	Program Outcomes (POs)										Pro	gram Spec (PS	ific Outc Os)	omes				
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	_	L	L	L		M		5	H			М	М				
CO2	Н	М	L	L	L		L			Н				Н				
CO3	Н	М	L	М	М		L			Н			М		Н	L		М

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

## Scheme:

This course is comprised of about 30 contact hours divided into 15 lectures and 15 tutorials hours spread over 15 weeks of semester.

## **Course Contents:**

#### Module 1: Elements and Structure of Story

Understanding the 3-act narrative arc of beginning, middle and end; Conflictresolution situations in a story

Understanding, characters and settings, intentions and motivations.

#### Module 2: Creating Visual Narrative

Creating a storyboard through multiple tools and mediums.

#### Module 3: Project

Plotting user journeys in form of visual narratives and writing through personal stories.

#### Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and put his or her abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of visualization tools. All assignments will be application-based keeping user-centric approach.

#### Text & References:

Case Studies and TeDX Videos as guided by mentor.

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-1P03	LTP: 1-2-2	B.Des CF
Visualization & Rep	presentation	Version: 2023

The objective of the course is to develop the basic fundamentals of drawing based on direct observation and more of free hand sketching; the students will develop hand, eye and mind coordination, to make drawings more accurate. They are trained to 'see' rather than simply 'look', in order to develop their observation skills. Students will be enable to Organize and Visualize collected information.

	Mapping between COs and POs	
		Mapped
	Course Outcomes (COs)	Programme
	course outcomes (cos)	Outcomes
	Students to gain understanding of Hand, Eye & Mind	PO1, PO3, PO5,
CO1	Coordination.	PO10
CO2	The students develop their visualization and observation	PO1, PO3, PO5,
	through techniques.	PO10
CO3	Enhances the ability of looking an object deeply and portray	PO1, PO3, PO5,
	that in their own.	PO10
CO4	Demonstrate their imagination through various techniques like	PO1, PO3, PO4,
	frottage and illustrations etc.	PO5, PO10
CO5	Understanding the importance of drawing through direct	PO1, PO3, PO4,
	observation, by rendering landscape, objects etc. in the same.	PO5, PO10

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	Н		L		L					Н		
CO 2	Н		L		М					Н		
CO 3	Н		L		М					Н		
CO 4	Н		L	М	М					Н		
CO 5	Н		L	М	М					Н		

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)										Pro	gram Spec (PS	ific Outc Os)	omes				
	PO	РО	PO	PO	PO5	PO	PO	PO	PO	PO	PO	PO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	1	2	3	4		6	7	8	9	10	11	12						
CO1	Н		L		L					Н			М					
CO2	Н		L		М					Н					Н	М		
CO3	Н		L		М					Н								
CO4	Н		L	М	Μ					Н			Н		Н			
CO5	Н		L	Μ	М					Н								

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of about 60 contact hours divided into 15 lectures, 30 tutorials and 30 practical hours spread over 15 weeks of semester.

## **Course Contents:**

## Module 1: Free-Hand Basic Sketching

Sketching of lines, shapes and relative keeping hand, eye & mind coordination as priority. Analyze meanings of vertical, horizontal, diagonal lines.

## Module 2: Shape and Form

Introduction to pencil shading, understanding the role of light and dark through various rendering techniques and exploring mediums.

## Module 3: Nature Drawing

Visualizing shapes and forms in nature and portraying the same in terms of flat sketches during various mediums.

## Module 4: Perspective by Direct Observation

Understanding the methodology & importance of one-point & two-point perspective drawings using appropriate tools and measurements taking objects and views as consideration.

## Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. The students are encouraged to observe and not work only in their classrooms. A lot of work is done as part of outdoor studies, immediate surroundings and with visualizing and freehand sketching the same.

- Hope, A., & Walch, M. (1990). The color compendium. New York: Van Nostrand Reinhold.
- Daniel M. Mendelowitz and Duane A.Wakeham ., A Guide To Drawing, Thompson Wadsworth
- Betty Edwards The New Drawing on the Right Side of the Brain , Putnam Publishing Group
- Mona Brookes., Drawing for Older Children & Teens ., Jeremy P. Tarcher
- Bert Dodson., Keys to Drawing ., North Light Books
- Mona Brookes., Drawing with Children ., Jeremy P. Tarcher
- J. D. Hillberry., Drawing Realistic Textures in Pencil ., North Light Books
- Claire Watson Garcia., Drawing for the Absolute and Utter Beginner, Watson-GuptillPubns
- Kimon Nicolaides, The Natural Way to Draw : A Working Plan for Art Study ., Mariner Books
- Peter Stanyer , Terry Rosenberg., A Foundation Course in Drawing Watson., GuptillPubns

## **Reference websites:**

- http://drawsketch.about.com/od/learntodraw/ig/Learn-to-Draw-Beginner/How-to Hold-a-Pencil.htm
- <u>http://drawsketch.about.com/cs/drawinglessons/a/firstdr</u> <u>awing.htm</u>
- http://42explore.com/draw.htm
- http://campaignfordrawing.org/home/index.aspx
- http://www.linesandcolors.com/

Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-1P04	LTP: 1-2-2	B.Des CF
Contextual St	Version: 2023	

The main purpose of this course is to introduce students to enable students understand the importance of micro-level contextual challenges. It will help students to understand visual tools of design, their related theories and practical application. The focus is given to design from a visual perception, with respect to human values according to their creative skills. The students are encouraged to explore their environment and break away all pre-conceived notions about their surroundings.

The content includes expressions and explorations using basic elements like Points, Lines, Planes and Volumes; their relation in context to nature and environment; understanding of the visual relationships— balance, proportion, order, symmetry, rhythm, etc.; and the study of visual principles of composition: grids, layouts, asymmetry, balance and asymmetry.

	Mapping between COs and POs											
	Course Outcomes (COs)	Mapped Programme										
		Outcomes										
	In-depth understanding of Elements and Principles of Design.	PO1, PO3, PO7,										
CO1		PO10										
CO2	Develop an understanding of design principles into natural	PO1, PO2, PO7,										
	objects & surroundings, identify symbolic shapes & design.	PO10										
CO3	Demonstrate understanding of principles of Proportion.	PO1, PO2, PO3,										
		PO5, PO10										
CO4	Understanding the micro-level contextual challenges.	PO1, PO2, PO3,										
		PO4, PO5, PO7,										
		PO10										
CO5	To understand methodology of Problem- Solving process.	PO1, PO2, PO3,										
		PO4. PO5. PO7.										

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
Course Outcomes	P01	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12
CO 1	н		L				М			н		
CO 2	н	М					М			н		
CO 3	Н	М	М		М					Н		
CO 4	М	н	L	Н	М		М			Н		
CO 5	М	н	L	н	М		М			Н		

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)										Pro	gram Spec (PS	ific Outc Os)	omes				
	PO 1	PO 2	PO 3	РО 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	Н		L				M	-	-	Н			Н					
CO2	Н	М					Μ			Н			Н		Н	Н		
CO3	Н	М	М		М					Н								
CO4	Μ	Н	L	Н	Μ		М			Н			Н		Н			
CO5	Μ	Н	L	Н	Μ		М			Н								

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of about 60 contact hours divided into 15 lectures, 30 tutorials and 30 practical hours spread over 15 weeks of semester.

#### **Course Contents:**

#### Module 1: Elements of Design

Understanding of Basic Elements of Design such as Line, Shape, Form, etc in context to natural objects & surroundings.

#### Module 2: Principles of Design

Understanding of Basic Principles of Design and related theories such as Line, Shape, Form, etc in context to natural objects & surroundings keeping principles of Proportion in mind.

#### Module 3: Composition

Basics of Composition, Understanding balance, emphasis & contrast in terms of composition.

#### Module 4: Problem- Solving Process

Identifying a micro-level problem in context to consumer & analyzing related case studies and documenting it into a full-proof document.

#### Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

- Hope, A., & Walch, M. (1990). The color compendium. New York: Van Nostrand Reinhold.
- Itten, J., & In Birren, F. (2003). The Elements of color. New York [N.Y.: John Wiley & Sons.
- Albers, J. (2013). The interaction of color, New Haven: Yale University.
- King, D. B., & Wertheimer, M. (2008). Max Wertheimer & Gestalt theory. New Brunswick, NJ: Transaction Publ.
- Hannah, G. G. (2002). Elements of design: Rowena Reed Kostellow and the structure of visual relationships. New York: Princeton Architectural Press.
- Pentak, S., & Lauer, D. A. (2018). Design basics. Boston, MA : Cengage Learning.

- Wong, W. (1981). Principles of two-dimensional design. Hong Kong: Department of Extramural Studies, Chinese University of Hong Kong.
- Bowers, J. (2008). Introduction to two-dimensional design: Understanding form and function. Hoboken, N.J: Wiley.
- Holtzschue, L. (1994). Understanding color: An introduction for designers. New York, NY: Van Nostrand Reinhold.
- Itten, J. (2004). The art of color: The subjective experience and objective rationale of color. New York: John Wiley.
- Proctor, R. (1990). Principles of pattern design. New York: Dover Publication.
- Elam, K. (2011). Geometry of design: Studies in Proportion and Composition., New York : Princeton Architectural Press.

# Reference websites:

- <a href="http://en.wikipedia.org/wiki/Color\_theory#Color\_systems">http://en.wikipedia.org/wiki/Color\_theory#Color\_systems</a> and spaces
- <u>http://www.colorsystem.com/</u>
- <u>http://www.michaelbach.de/ot/col\_lilacChaser/index.html</u>
- <u>http://r0k.us/graphics/SIHwheel.html</u>
- <u>http://cvision.ucsd.edu/</u>

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-1P05	LTP: 1-1-2	B.Des CF
Material & Expl	oration I	Version: 2023

Material exploration and handling innovatively is the key to realization of great design ideas. The subject contents help students understand material and tools by making objects which allow them to explore forms, surfaces, textures, and patterns i.e. elements and principles of design. Students develop sensory skills with understanding of material properties by exploring different joinery, support conditions and woven surfaces under guidance. The students are introduced to different materials, tools and equipment to help them to develop the skills to handle different materials and ability to manipulate them in a variety of possibilities.

As students deepen their knowledge about materials, they work at developing and extending construction skills, enabling learners to realize final outcomes through personal projects. Experiential work shop methods are but suite for such learning when craft, print, color, etc elemental activity may be conducted.

	Mapping between COs and POs											
		Mapped										
	Course Outcomes (COs)	Programme										
	course outcomes (cos)	Outcomes										
	Students to gain understanding of Materiality and their	PO1, PO2, PO3,										
CO1	properties.	PO4, PO6, PO7,										
		PO10										
CO2	Demonstrate how behavior and characteristics of selected	PO1, PO2, PO5,										
	materials justify the form and content of your design which	PO6, PO7,PO10										
	intend to create different style of work.											
CO3	Interpret/Discuss how materials reflect our identity.	PO1, PO2, PO5,										
		PO6, PO7,PO10										
CO4	Display the importance of sustainability during selection of	PO1, PO2, PO3,										
	materials.	PO4, PO7,PO10										

CO5	Be able to Interpret and realize designs from 2D into 3D form.	PO1, PO2, PO4,
		PO6, PO7,
		PO10

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	н	L	L	М		L	М			н		
CO 2	н	М			Μ	L	М			Н		
CO 3	н	М			М	L	М			Н		
CO 4	М	М	L	L			М			Н		
CO 5	н	L		М		L	М			Н		

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)										Pro	gram Spec (PS	ific Outc Os)	omes				
	РО	РО	РО	РО	PO5	PO	РО	РО	РО	РО	РО	РО	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	1	2	3	4		6	7	8	9	10	11	12						
CO1	Н	L	L	М		L	М			Н				Н	М			
CO2	Н	М			М	L	М			Η			Н		Н	Н		
CO3	Н	М			М	L	М			Н								
CO4	М	М	L	L			М			Н			Н		Н			
CO5	Н	L		М		L	Μ			Н								

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

#### **Course Contents:**

#### Module 1: Soft Materials

Exploration of soft materials such as Paper, Clay, Fabric etc. in context to their properties and three-dimensional visualization along with possibilities.

#### Module 2: Hard Materials

Exploration of hard materials such as Wire, Metal, Wood, Stone in context to their properties and three-dimensional visualization along with possibilities.

#### Module 3: Combined Materials

Mixed media focusing upon application-based learning.

#### Pedagogy:

The course is a series of form exploration exercises focusing on understanding and exploring materials through self-explorations and self-directed learning. Though at few stages demonstrations will be given by the faculty or workshop assistant especially if using any power tools and heavy equipments, it must be done under the guidance of either of them. Personal research on the behaviour and characteristics of the materials is also very important, followed by group discussions and interactions with the course facilitator on the issues of sustainability and environmental issues. All assignments will be application-based keeping user-centric approach.

- In Benton, T., In Benton, C., In Sharp, D., & Open University. (1975). *Form and function:* A source book for the history of architecture and design 1890-1939.
- De, S. M. (2006). *Basic design: The dynamics of visual form*. London: A. & C. Black.
- Grillo, P. J. (1980). Form, function, and design. Magnolia, Mass.: P. Smith.
- McDermott, C. (1994). *Essential Design*. London: Bloomsbury.
- Powell, D. (2010). *Presentation techniques: A guide to drawing and presenting design ideas*. London: Little, Brown.

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-1P06	LTP: 2-1-0	B.Des CF
History of Art &	Version: 2023	

This module explores the relationship between Design and global art from the late eighteenth to the early-twentieth century. The intent of inculcating familiarity and sensitivity towards Modernism, its influences and impact is to rouse their curiosity in contemporary art and design. How did modern art emerge as a response to new political structures and historical and regional traditions? In studying key modernist movements across the Americas, Europe, Africa, and Asia, students will be posed with larger questions of visual culture and its relationship to mass consumption; materiality and culture; continuity of tradition and evolution of human race. Studying key historical movements of the last centuryand the influence of new materials and technology on art will help them gain an insight into the current debates in the subject.

	Mapping between COs and POs	
	Course Outcomes (COs)	Mapped Programme Outcomes
C01	Evaluate key historiographical and theoretical debates in Modernism.	PO2, PO3, PO6, PO7, PO10
CO2	Demonstrate an understanding of the social history of art and design in theeighteenth to twentieth century.	PO2, PO3, PO6, PO7, PO10
CO3	Demonstrate appropriate visual analysis and interpretation skills.	PO2, PO3, PO6, PO7, PO10
CO4	Develop cross-cultural communication	PO2, PO3, PO6, PO7, PO10

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1		Н	L			L	Μ			Н		
CO 2		Н	L			L	М			Н		
CO 3		Н	L			L	Μ			Н		
CO 4		Н	L			L	М			Н		

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	(COs) (POs)										Pro	gram Spec (PS	ific Outc Os)	omes				
	РО	РО	РО	РО	PO5	РО	PO	РО	РО	РО	PO	РО	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	1	2	3	4		6	7	8	9	10	11	12						
CO1		Н	L			L	М			Н				Н	М			
CO2		Н	L			L	М			Н			М		Н	Н		
CO3		Н	L			L	М			Н								
CO4		Н	L			L	М			Н			М		Н			
CO5																		

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

## Scheme:

This course is comprised of about 45 contact hours divided into 30 lectures and 15 tutorials hours spread over 15 weeks of semester.

#### **Course Contents:**

Module 1: Colonial World and Art and Design

Module 2: Industrial Revolution & The Aesthetic Movements (Art and Crafts, Art Nouveau)

Module 3: Early Modernism (and Art Deco) & Modernism (Impressionism. Impressionism, Expressionism, Cubism, Surrealism, AbstractArt)

**Module 4:** Socio Political Change in post colonial World, Late Modernism and its Decline & After Modernism (late 20<sup>th</sup> century)

## Pedagogy:

The teaching with an emphasis on history and theory of objects as a tool for critical thinking and critical making, the course prepares a base for the students to gain an understanding of historical facts and events that has designed our present; through research and analysis of objects, methods and practices of art and design. All assignments will be application-based keeping user-centric approach.

- Craven, R. C. (2006). *Indian art: A concise history*. London: Thames and Hudson.
- Gombrich, E. H. (1998). *The Story of Art*. London: Phaidon Press. [Available from: https://ia801601.us.archive.org/1/items/in.ernet.dli.2015.29158/2015.29158.The- Story-Of-Art.pdf]
- In Bayer, H., Gropius, W., Gropius, I., & Newhall, B. (1975). *Bauhaus, 1919-1928*. NewYork: Museum of Modern Art. [Available from: https://monoskop.org/images/8/80/Bayer\_Herbert\_Gropius\_Walter\_Gropius\_Ise\_e ds\_Bauhaus\_1919-1928.pdf]
- Mitter, Partha. The Triumph of Modernism: India's Artists and the Avant-Garde, 1922-1947. London: Reaktion, 2007.

**SEMESTER II** 

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-2P01	LTP: 1-1-0	B.Des CF
Film, Media &	Version: 2023	

The main purpose of this course is to introduce students to global cultures through cinema and media and make them sensitive to different cultural contexts through cinematic expressions.

	Mapping between COs and POs										
		Mapped									
	Course Outcomes (COs)	Programme									
	course outcomes (cos)	Outcomes									
	Critical reading of texts related to culture and social structures.	PO1, PO2, PO3,									
CO1		PO8, PO9,									
		PO10									
CO2	Ability to appreciate the narratives and forms of cinemas around	PO1, PO2, PO3,									
	the world through anunderstanding of film language and the	PO8, PO9,									
	representation of americal calcular contexts.	PO10									
CO3	Understanding the origin of various concepts, ideas and techniques	PO1, PO2, PO3,									
	in cinema.	PO8, PO9,									
		PO10									

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
Course Outcomes		000										0040
	FOI	POZ	PO3	PO4	PO5	PO6	PO7	P08	PO9	PO10	PO11	P012
CO 1	H	H	L L	PO4	PO5	PO6	PO7	P08 N	<b>РО9</b> М	<b>РО10</b> М	P011	P012
CO 1 CO 2	H	H H	L L	PO4	PO5	P06	PO7	P08 N	PO9 M	<b>РО10</b> М М	P011	P012

L= Weakly mapped M= Moderately mapped H= Strongly mapped

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	(COs) Program Outcomes (POs)										Pro	gram Spec (PS	cific Outc Os)	omes				
	PO 1	PO 2	PO 3	РО 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L					M	M	M			Н	Н	М			
CO2	L	Н	L					L	L	М								
CO3	М	L	М					L	М	М				М				

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

## Scheme:

This course is comprised of about 30 contact hours divided into 15 lectures and 15 tutorials hours spread over 15 weeks of semester.

### **Course Contents:**

#### Module 1: Reading Analysis

Reading and researching on various texts to understand context.

Module 2: Narrative Understanding and Depiction

Depicting story narrative and understanding language of the film.

Module 3: Understanding culture & its application

Understanding various cultures and its application in design.

#### Pedagogy:

The course is a series of form exploration exercises focusing on understanding and exploring materials through self-explorations and self-directed learning. Though at few stages demonstrations will be given by the faculty or workshop assistant especially if using any power tools and heavy equipments, it must be done under the guidance of either of them. Personal research on the behaviour and characteristics of the materials is also veryimportant, followed by group discussions and interactions with the course facilitator on the issues of sustainability and environmental issues. All assignments will be application-based keeping user-centric approach.

- Williams, R. (1983). *Culture and society, 1780-1950*. Columbia University Press.
- Radunović, D. (2016). Towards a Theory of Montage. Selected Works. Volume 2.
- Corrigan, T., & Corrigan, G. (1998). A short guide to writing about film (p. 194). Longman.
- Sesonske, A. (1975). Ozu, His Life and Films by Donald Richie. *The Journal of Aesthetics and Art Criticism*, *33*(4), 479-480.

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-2P02	LTP: 1-0-2	B.Des CF
User Study & Ex	Version: 2023	

Objective of the course in user study is to:

- Understand the importance of user research in integrated design.
- Learn how to conduct user research, including interviews, usability testing, and surveys.
- Analyze user research data to identify user needs and pain points.
- Use user research findings to inform design decisions.
- Create user-centered designs that are effective, efficient, and satisfying to use.

	Mapping between COs and POs										
	Course Outcomes (COs)	Mapped Programme Outcomes									
CO1	Conduct user research effectively.	PO1, PO2, PO3, PO10									
CO2	Analyze user research data to identify user needs and pain points.	PO1, PO2, PO3, PO10									
CO3	Use user research findings to inform design decisions	PO1, PO2, PO3, PO10									
CO4	Create user-centered designs that are effective, efficient, and satisfying to use.	PO1, PO2, PO3, PO10									

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	L	Н	М							М		
CO 2	L	Н	М							М		
CO 3	L	Н	М							М		
CO 4	L	Н	М							М		

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	(COs) (POs)										Pro	gram Spec (PS	ific Outc Os)	omes				
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO	PO 10	PO 11	PO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	<u> </u>	5	4		0	,	0	5	10	11	12	N/	ц	N/			<u> </u>
01	L		IVI							IVI			101		IVI			
CO2	L	н								Μ			Н				Н	
			М															
CO3	L	Н	М							М				М				
	L	н	М							М								

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of about 30 contact hours divided into 15 lectures and 15 practical hours spread over 15 weeks of semester.

#### **Course Contents:**

#### Module 1: Introduction to User Research

What is user research? Why is user research important in UX design? Different types of user research The user-centered design process

#### Module 2: Conducting User Interviews

How to prepare for a user interview How to conduct a user interview How to analyze user interview data

#### Module 3: Usability Testing

What is usability testing? How to prepare for a usability test How to conduct a usability test How to analyze usability test data

#### Module 4: Analyzing User Research Data

How to analyze user research data How to identify user needs and pain points How to use user research findings to inform UX design decisions

#### Module 5: Creating User-Centered Designs

How to create user-centered designs How to use user research findings to inform design decisions How to create prototypes and test them with users

#### Pedagogy:

All sessions are self-exploratory with few demonstrations wherever required. The students are encouraged to observe and not work only in their classrooms. A lot of work is done as extensive studio-based assignment and research based. Each student is required to do

research individually, enhancing their critical, analytical and creative thinking skills. All assignments will be application-based keeping user-centric approach.

- Nielsen, J. (2019). Designing for the digital age: 100 essential human-computer interaction principles. Morgan Kaufmann.
- Cooper, A., Reimann, R., Cronin, D., & Noessel, C. (2014). About face 3: The essentials of interaction design. Wiley.
- Abrams, J., & Nielsen, J. (2018). User experience design: A beginner's guide. A Book Apart.
- McDonough, D. (2019). The design of everyday things: Revised and expanded edition. MIT Press.
- Norman, D. A. (2013). The design of future things. Basic Books

Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-2P03	LTP: 1-2-2	B.Des CF
Image Making & Re	Version: 2023	

The students should able to visualize an image related to nature or any object and represent

- the same with their own creativity through different techniques. The objective is:
- To develop visualization skills image building exercise
- To generate and transform ideas on paper.
- To represent designs realistically.
- Introduction to various ways to realistic representation.
- Use of various rendering and multi-media applications.

	Mapping between COs and Pos										
		Mapped									
	Course Outcomes (COs)	Programme									
		Outcomes									
	Students to gain understanding of Hand, Eye & Mind	PO1, PO3, PO5,									
CO1	Coordination.	PO10									
CO2	The students develop their visualization and observation	PO1, PO3, PO5,									
	through techniques.	PO10									
CO3	Enhances the ability of looking an object deeply and portray	PO1, PO3, PO4,									
	that in their own.	PO5, PO10									
CO4	Demonstrate their imagination through various techniques like	PO1, PO3, PO4,									
	frottage and illustrations etc.	PO5, PO10									
CO5	Enhance observation skills	PO1, PO3, PO4,									
		PO5, PO10									

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	Н		L		L					Н		
CO 2	Н		L		L					Н		
CO 3	Н		L	М	М					Н		
CO 4	Н		L		L					Н		
CO 5	Н		L	М	М					Н		

L= Weakly mapped M= Moderately mapped H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	s) Program Outcomes (POs)							Program Specific Outcomes (PSOs)										
	PO 1	PO 2	PO 2	PO 4	PO5	PO 6	PO 7	PO °	PO	PO	PO 11	PO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	1	2	3	4		0	/	0	9	10	11	12						
CO1	Н		L		L					Н			Н				Μ	
CO2	Н		L		L					Η				Н				
CO3	Н		L	М	М					Н						М		
CO4	Н		L		L					Н				М			М	
CO5	Н		L	М	Μ					Н								

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of about 60 contact hours divided into 15 lectures, 30 tutorials and 30 practical hours spread over 15 weeks of semester.

## **Course Contents:**

## Module 1: Data Visualization

Visualizing the informative data in terms of visuals and info-graphics.

## Module 2: Still Life

Observing and sketching still-life examples (complex & combination of objects) using appropriate wet & dry mediums.

## Module 3: Human Anatomy

Drawing and understanding the basic human body proportions in 2d and 3d shapes.

## Module 4: Material & Textures

Drawing and rendering for realistic depiction of materials and textures.

## Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and put his or her abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of visualization tools. All assignments will be application-based keeping user-centric approach.

# Text & References:

- Victoria Vebell, Victoria Bruck., Exploring The Basics Of Drawing ., Onword Press
- Mark Christopher Weber ., Brushwork Essentials: How to Render Expressive Form and Texture with Every Stroke., North Light Books
- Bert Dodson., Keys to Drawing with Imagination: Strategies and Exercises for Gaining Confidence and Enhancing Your Creativity ., North Light Books
- Susan Piedmont-Palladino., Tools of the imagination: drawing tools and technologies from the eighteenth century to the present ., Princeton Architectural Press
- Joseph Ungar., Rendering in mixed media ., Watson-Guptil Publications
- Dick Powell ., Design rendering techniques: a guide to drawing and presenting design ideas., North Light

## **Reference websites:**

- http://drawsketch.about.com/od/learntodraw/ig/Learn-to-Draw-Beginner/How to-Hold-a-Pencil.htm
- http://drawsketch.about.com/cs/drawinglessons/a/firstdrawing.htm
- http://42explore.com/draw.htm

- http://campaignfordrawing.org/home/index.aspx
- http://www.linesandcolors.com/

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus			
23BCF-2P04	LTP: 1-2-2	B.Des CF			
Contextual St	Version: 2021				

The main purpose of this course is to introduce students to enable students understand the importance of macro-level contextual challenges. The course synthesizes training in all aspects of design and guides in the development of a design which is created due to a need-based analysis considering human values and needs of utmost importance. The course enables to understand the complete design processes and methods of delivering a design from concept to consumer. Research is all about addressing an issue, asking and answering a question or solving a problem, so the objective of this course is to introduce students to the ethical methods of exploration, conducting research, collecting information, analyzing it and documenting it appropriately in the fields of Design. It will help student to understand trends and filter them into actionable process.

Mapping between COs and POs								
	Course Outcomes (COs)	Mapped Programme Outcomes						
CO1	Understanding the macro-level contextual challenges.	PO1, PO2, PO3, PO4, PO5, PO7, PO10						
CO2	Understanding context to human values keeping environmental aspects in mind.	PO1, PO2, PO4, PO7, PO9,PO10						
CO3	To understand methodology of Problem- Solving process.	PO2, PO3, PO4, PO10						
CO4	Understand the relationship between content and it's consumer.	PO1, PO2, PO3, PO4, PO5, PO7, PO10						
CO5	To observe and understand trends and filter them into an actionable process.	PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO10						
# Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	Н	М	L	М	L		м			Н		
CO 2	Н	М		М			м		L	Н		
CO 3		М	М	н						Н		
CO 4	М	н	L	Н	М		м			Н		
CO 5	М	н	L	н	М		м	М		Н		

L= Weakly mapped M= Moderately mapped H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)										Pro	gram Spec (PS	ific Outc Os)	omes				
	PO 1	PO 2	PO 3	РО 4	PO5	PO 6	PO 7	PO 8	РО 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	Н	М	L	М	L		М			Н			М	Н			М	
CO2	Н	М		М			М		L	Н				Н				
CO3		М	М	Н						Н					М	М		
CO4	М	Н	L	Н	М		М			Н				Μ			М	
CO5	М	н	L	Н	М		М	М		Н								

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures and 30 tutorials hours spread over 15 weeks of semester.

# **Course Contents:**

# Module 1: Problem- Solving Process

Identifying a macro-level problem in context to consumer & analyzing related case studies and documenting it into a full-proof document.

# Module 2: Designing & Implementing Design Solutions

Representation of their ideas via drawings & sketches, Final Prototype along with Material Understanding keeping user as prime stakeholder.

# Pedagogy:

All sessions are self-exploratory with few demonstrations wherever required. The students are encouraged to observe and not work only in their classrooms. A lot of work is done as extensive studio-based assignment and research based. Each student is required to do research individually, enhancing their critical, analytical and creative thinking skills. All assignments will be application-based keeping user-centric approach.

# Text & References:

Various student project reports in the library & individual case studies.

# **Reference websites:**

- <a href="http://bcs.bedfordstmartins.com/resdoc5e/">http://bcs.bedfordstmartins.com/resdoc5e/</a>
- <u>http://en.wikipedia.org/wiki/Research</u>
- http://www.umuc.edu/writingcenter/onlineguide/chapter5-01.cfm

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-2P05	LTP: 1-1-2	B.Des CF
Material & Expl	oration II	Version: 2023

The objective of this course is to develop and extend construction skills, enabling learners to realize final outcomes to meet the standards of their specialized field of study. An experimental, 'hands on' approach will prove most useful to students; the skills needed to achieve these outcomes develop as a result of practice and trial and error. However, the tutors' expertise and demonstrations in the subject, supported by handouts, videos and demonstrations will also be crucial.

# **Course Outcomes:**

	Mapping between COs and POs										
	Course Outcomes (COs)	Mapped Programme Outcomes									
	Think critically about the materials and their processing stages	PO1, PO2, PO3,									
CO1	with the impact they leave on environment.	PO4, PO6, PO7,									
		PO10									
CO2	Students to gain understanding of Materiality and their	PO1, PO2, PO5,									
	properties.	PO6, PO7,PO10									
CO3	Be able to select and use appropriate hand tools, machinery and	PO1, PO2, PO5,									
	technique.	PO6, PO7,PO10									
CO4	Demonstrate an openness to collaboration and risk taking.	PO1, PO2, PO3,									
		PO4, PO7,PO10									
CO5	Interpret/Discuss how materials reflect our identity.	PO1, PO2, PO4,									
		PO6, PO7,PO10									

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO 1	н	L	L	М		L	М			Н		
CO 2	н	М			М	L	М			Н		
CO 3	н	М			М	L	М			Н		
CO 4	М	М	L	L			М			Н		
CO 5	н	L		М		L	М			Н		

L= Weakly mapped M= Moderately mapped H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)										Pro	gram Spec (PS	ific Outc Os)	omes				
	PO	РО	PO	PO	PO5	PO	РО	PO	PO	РО	PO	PO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	1	2	3	4		6	7	8	9	10	11	12						
CO1	Н	L	L	М		L	М			Н				М		М		
CO2	Н	М			Μ	L	М			Н			Н					
CO3	Н	М			Μ	L	М			Η						Н		
CO4	М	М	L	L			М			Н				Н			Н	
CO5	Н	L		М		L	М			Н								

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# Scheme:

This course is comprised of about 60 contact hours divided into 15 lectures, 30 tutorials and 30 practical hours spread over 15 weeks of semester.

# **Course Contents:**

# Module 1: Soft Materials

Exploration of soft materials such as Fabric, Leather, Natural Fibre etc. in context to their properties and three-dimensional visualization along with possibilities.

# Module 2: Hard Materials

Exploration of soft materials such as Plaster of Paris, Wood and its techniques etc. in context to their properties and three-dimensional visualization along with possibilities.

# Module 3: Combined Materials

Mixed media focusing upon application-based learning.

# Pedagogy:

The teaching of Materials is highly explorative in nature, unlike other subjects where planning and executing follows a specific structure and process, studio materials rather triggers spontaneity and experimentation with the material. However, since the subject also demands/enhance comprehensive technical aptitude, so demonstrations of tools and techniques will be given by the faculty/instructor wherever required. Other than the practical assignments, research assignment on material properties and the impact it leaves on environment is also of crucial importance. All assignments will be application-based keeping user-centric approach.

# Text & References:

- In Benton, T., In Benton, C., In Sharp, D., & Open University. (1975). *Form and function:* A source book for the history of architecture and design 1890-1939.
- De, S. M. (2006). *Basic design: The dynamics of visual form*. London: A. & C. Black.
- Grillo, P. J. (1980). Form, function, and design. Magnolia, Mass.: P. Smith.
- McDermott, C. (1994). *Essential Design*. London: Bloomsbury.
- Powell, D. (2010). *Presentation techniques: A guide to drawing and presenting design ideas*. London: Little, Brown.

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-2P06	LTP: 2-1-0	B.Des CF
History of Art &	Design II	Version: 2023

The Course objective is to introduce students to global histories through objects. The objects chosen (from the project of the British Museum) all tell a story about how their local area has interacted with the wider world. It aims to encourage people to discover the power of objects. Object lives and global histories can reveal how the traces of contact, exchange and movement of objects, cross cultural, social and political influences, mould the form and life of an object. The students will be encouraged to explore world history through objects in the classroom and visit local museums.

# **Course Outcomes:**

	Mapping between COs and POs										
-		Mapped									
	Course Outcomes (COs)	Programme									
	course outcomes (cos)	Outcomes									
CO1	Evaluate key historiographical and theoretical debates in the period before Modernism.	PO1, PO2, PO3, PO4, PO7, PO8, PO10									
CO2	Demonstrate an understanding of the social history of art and design in thetenth to twentieth century.	PO1, PO2, PO3, PO4, PO7, PO8,									
CO3	Demonstrate appropriate visual analysis and interpretation skills	PO1, PO2, PO3, PO4, PO7, PO8, PO10									

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Differmation & Digital Liter	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwor & Leadership	Globalization	Ethical, Social & Profession Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance &
CO 1	L	M	L	L			М	N	1	н		
CO 2	м	м	н	L			L	L		L		
				1								

L= Weakly mapped M= Moderately mapped H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)										Pro	gram Spec (PS	ific Outc Os)	omes				
	PO	PO	PO	РО	PO5	РО	PO	PO	PO	PO	PO	РО	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	1	2	3	4		6	7	8	9	10	11	12						
CO1	L	М	L	L			М	М		Н			Н	Н		М		
CO2	М	М	н	L			L	L		L			Н				М	
CO3	L	н	L	Μ			L	L		Н			М			Н		

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# Scheme:

This course is comprised of about 45 contact hours divided into 30 lectures and 15 tutorials spread over 15 weeks of semester.

**Course Contents:** 

Module 1: The Silk Route (400-700 AD)

Module 2: Raiders and Traders (900-1300 AD)

Module 3: Religion and symbols of God (1200 - 1400 AD)

Module 4: An introduction to some early status symbols (1200-1400 AD)

Module 5: The World of Exploration, Exploitation and Enlightenment

Module 6: The Threshold of the Modern World (1375 1550 AD)

# Pedagogy:

The teaching with an emphasis on history and theory of objects as a tool for critical thinking and critical making, the course prepares a base for the students to gain an understanding of historical facts and events that has designed our present; through research and analysis of objects, methods and practices of art and design. All assignments will be application-based keeping user-centric approach.

# Text & References:

- Craven, R. C. (2006). Indian art: A concise history. London: Thames and Hudson.
- Gombrich, E. H. (1998). *The Story of Art*. London: Phaidon Press. [Available from: https://ia801601.us.archive.org/1/items/in.ernet.dli.2015.29158/2015.29158.The- Story-Of-Art.pdf]
- MICHELL, G. (2000). *Hindu art and architecture*. London, Thames and Hudson.
- CRAVEN, R. C. (1976). A concise history of Indian art. New York, Oxford University

**SEMESTER III** 

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-3P01	LTP: 1-2-2	B.DES
DIGITAL DESIGN AND P	RESENTATION I	Version: 2023

This course is oriented towards developing skills in graphic communication. It involves combining and organizing the graphic elements of type with illustrative and photographic images, diagrams, signs and symbols. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse graphic applications. It covers the development of ideas into graphic designs and presenting them suitably to an audience.

#### **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Methodically investigate the design contexts, opportunities and constraints of briefs.	PO1, PO2, PO3, PO5, PO10
CO2	Understanding of factors which enhance or obstruct graphic communication.	PO1, PO2, PO3, PO5, PO10
CO3	Develop ideas into effective graphics designs for a range of applications.	PO1, PO2, PO3, PO5, PO10
CO4	Present designs to an audience clearly.	PO1, PO2, PO3, PO5, PO10

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	L	L	м		н					н		
CO2	L	L	м		н					н		
CO3	L	L	М		Н					Н		
CO4	L	L	М		Н					Н		

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)					Progra	m Ou (POs)	tcom )	es						Pro	gram Spec (PS	ific Outc Os)	omes	
	PO 1	PO	PO	PO	PO5	PO	PO	PO	PO	PO 10	PO	PO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	1	Z	3	4		D	/	ð	9	10	11	12						
CO1	L	L	М		н					Н			М	М		Н		
CO2	L	L	М		Н					Н			Н				М	
CO3	L	L	М		Н					Н			М	М		Н		
CO4	L	L	М		Н					Н								

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

## Scheme:

This course is comprised of practical demonstrations and tutorials along with lecture components. **Course Contents:** 

Students will learn how to develop and record ideas for a range of applications. These may include individual pages, book design, poster design, promotional material, informational material or packs, exhibition and display panels, website information pages, film titles, audio-visual information and multimedia material. This will involve the following modules:

#### Unit 1:

Using different ideas-generation methods, graphic media and techniques, worksheets and sketchbooks. **Unit 2:** 

Organizing a diverse amount of information (eg typographic, illustrative and photographic images, aesthetic values, and use of charts, diagrams, signs and symbols). Production methods offer different opportunities and constraints for design. Students will need to be able to recognize how differences in production methods affect their designs.

These include: Paper-based media & amp; Electronic or digital media, 3D applications.

#### Pedagogy:

Lectures, practical demonstration, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further research in given assignments. **Reference Books:** 

- Martin, D. (1995). Graphic design: Inspirations and innovations. Rockport, MA: Rockport Publishers.
- Lewis, B. (1987). An introduction to illustration. New York, NY: Apple Press.
- Wood, R. J. (1991). Handbook of illustration. London, UK: Studio Vista

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-3P02	LTP: 1-2-2	B.DES
DESIGN ANALYSIS AND	APPLICATIONS I	Version: 2023

To enable the students to

- Analyzing design elements
- Understanding design theories and principles
- Developing analytical skills
- Applying design analysis techniques
- Enhancing design decision-making

This course will help the students to empower the necessary skills and knowledge by critically analyzing the designs, make informed decisions, and continuously improve their design work. These skills will help the students to be better equipped to create impactful and user-centered designs that meet the needs and expectations of users.

#### **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Apply design analysis techniques	PO1, PO3, PO7, PO10
CO2	Conduct user research	PO1, PO2, PO7, PO10
CO3	Interpret and present design analysis data	PO1, PO2, PO3, PO5, PO10
CO4	Iterative design improvement	PO1, PO2, PO3, PO4, PO5, PO7, PO10
CO5	Apply ethical considerations & reflect on design choices	PO1, PO2, PO3, PO4, PO5, PO7

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	Н		L				м			н		

CO2	н	м				М		Н	
CO3	Н	м	м		М			Н	
CO4	н	н	L	Н	М	м		Н	
CO5	н	н	L	н	М	М		н	

L= Weakly mapped M= Moderately mapped

H= Strongly mapped

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)					Progra	m Ou (POs)	tcom )	es						Pro	gram Spec (PS	cific Outc Os)	omes	
	PO 1	РО 2	РО 3	РО 4	PO5	PO 6	РО 7	РО 8	РО 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	Н		L				М			Н			М		М			
CO2	Н	М					М			Н			Н					
CO3	Н	М	М		М					Н							Н	
CO4	Н	Н	L	Н	М		М			Н					Н			
CO5	Н	Н	L	Н	М		М			Н								

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

#### **Course Contents:**

#### Unit 1:

Introduction to Design Analysis - Understanding the role of design analysis in the design process along with principles and theories of design analysis. Importance of user-centered design and its relationship to design analysis

Unit 2:

Design Elements and Principles -Analyzing the relationship between design elements and principles **Unit 3**:

User Research Methods - Introduction to user research in design analysis and learning to plan and conduct user interviews and surveys along with usability testing and user observation techniques

#### Unit 4:

**Evaluating User Experience** 

Analyzing and evaluating the user experience in design with cognitive walkthroughs and heuristic evaluations to understand user feedback and incorporate it into design analysis.

#### Unit 5:

Data Analysis and Visualization - Interpreting and visualizing design analysis data by using data to inform design decisions and improvements.

#### Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach. **TEXT & REFERENCES** 

- 1. Hope, A., & Walch, M. (1990). The color compendium. New York: Van Nostrand Reinhold.
- 2. Itten, J., & In Birren, F. (2003). The Elements of color. New York [N.Y.: John Wiley & Sons.]
- 3. Albers, J. (2013). The interaction of color, New Haven: Yale University.

- 4. King, D. B., & Wertheimer, M. (2008). Max Wertheimer & Gestalt theory. New Brunswick, NJ: Transaction Publ.
- 5. Bowers, J. (2008). Introduction to two-dimensional design: Understanding form and function. Hoboken, N.J: Wiley.
- 6. Itten, J. (2004). The art of color: The subjective experience and objective rationale of color. New York: John Wiley.
- 7. Proctor, R. (1990). Principles of pattern design. New York: Dover Publication.
- 8. Elam, K. (2011). Geometry of design: Studies in Proportion and Composition., New York: Princeton Architectural Press.

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-3P03	LTP: 1-1-2	B.DES
Brand Identity	Design	Version: 2023

## Objectives

- Understand the importance of brand identity design.
- Learn the different elements of brand identity design.
- Be able to create effective brand identity designs.

## **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define brand identity design and explain its importance.	PO4,PO5
CO2	Identify the different elements of brand identity design.	PO1
CO3	Apply the different elements of brand identity design to create effective designs.	PO1,PO2
CO4	Conduct research on target audiences and competitors.	PO1,PO3
CO5	Develop creative concepts and ideas.	PO1,PO2,PO3,PO8
CO6	Use design software to create effective visual representations of their ideas.	PO1,PO2,PO3,PO8,PO9,PO10
CO7	Present their work to clients and stakeholders.	PO2,PO3,PO8,PO9,PO10

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1				М	М							
CO2	Н											

CO3	L	Н							
CO4	L		н						
CO5	L	L	н			н			
CO6	М	М	L			м	н	Н	
CO7		М	L			L	М	М	

L= Weakly mapped M= Moderately mapped H= Strongly mapped

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)					Progra	m Ou (POs)	tcom	es						Pro	gram Spec (PS	cific Outc Os)	omes	
	PO 1	PO 2	PO 3	РО 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	-			M	М	0	-	0		10			М		М			
CO2	Н												Н					
CO3	L	Н															Н	
CO4	L		Н												Н			
CO5	L	L	Н					Н					М					
CO6	М	М	L					М	Н	Н					Н			
CO7		М	L					L	М	М			Н			Н		

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

#### Unit 1:

Introduction to Brand Identity Design

- What is brand identity design?
- Why is brand identity design important?
- The history of brand identity design

#### Unit 2:

The Elements of Brand Identity Design

- o Brand name
- Brand logo
- Brand colors
- Brand typography
- Brand imagery
- o Brand tone of voice

# Unit 3:

Creating Effective Brand Identity Designs

- $\circ$   $\quad$  Conducting research on target audiences and competitors
- o Developing creative concepts and ideas
- o Using design software to create effective visual representations of their ideas
- o Presenting their work to clients and stakeholders

Unit 4:

#### **Case Studies**

- Studying the work of other designers
- o Analyzing successful and unsuccessful brand identity designs

## Unit 5:

#### Conclusion

- o Summary of the course
- o Discussion of the future of brand identity design

#### Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

#### **Book References**

- Aaker, D. A. (2019). Building strong brands (11th ed.). Simon & Schuster.
- Blyth, A., & Monk, C. (2018). Brand identity design: A practical guide (2nd ed.). Laurence King Publishing.
- Lupton, E. (2017). Branding: The essentials. Laurence King Publishing.
- McNamara, D. (2018). Designing brand identity. RotoVision.
- Ries, A., & Trout, J. (2017). Positioning: The battle for your mind (20th anniversary ed.). McGraw-Hill Education.

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus				
23BCF-3P04	B.DES					
Craft and Textile He	Version: 2023					

- To impart knowledge on various traditional printing techniques and basic embroideries of India
- To gain practical knowledge on different fabric development processes
- To provide a balanced mix of theory and practical knowledge tied up with several situations in craft and textile industry.
- Focus on experimental learning through understanding of basic and simple design development solutions to challenging authentic results

This course will help the students to empower the necessary skills and knowledge by critically analyzing the designs, make informed decisions, and continuously improve their design work. These skills will help the students to be better equipped to create impactful and user-centered designs that meet the needs and expectations of users.

## **Course Outcomes:**

The learning outcomes that students are expected to achieve in this course include:

- At the end of the course students will able to understand the traditional textiles of India, application of various techniques in ornamentation.
- At the end of the course students able transform their ideas into craft and textiles by studying, analyzing, & selecting the proper fabric type.

## **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme Outcomes
		(POs)
CO1	Apply design analysis techniques	PO1, PO2,PO3, PO7, PO10
CO2	Conduct user research	PO1, PO2, PO7, PO10

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	Н	L	L				М			н		
CO2	Н	М					М			Н		

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)					Progra	m Ou (POs)	tcom )	es					Program Specific Outcomes (PSOs)					
	PO 1	РО 2	РО 3	РО 4	PO5	PO 6	PO 7	PO 8	РО 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	Н	L	L				М			Н			М		М			
CO2	Н	М					М			Н			Н					

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester. **Course Contents:** 

#### **Unit 1:** Craft Heritage

Introduction to Craft Heritage, Craft Historical Evolution, Investigate the origins and evolution of numerous crafts in various countries and time periods. Crafts' Cultural Importance Investigate the links between crafts and identity, community cohesiveness, and intangible cultural heritage. Craft Techniques and Skills from the Past, Traditional craft practises such as weaving, pottery, woodwork, metallurgy, and embroidery should be studied. Examine the significance of craft groups and craftspeople in preserving and transmitting craft traditions. Examine the social and economic aspects of craft societies, such as apprenticeship systems, labour division, and gender roles. Discuss the economics of crafts, such as market trends, manufacturing models, and revenue generating.

#### **UNIT-II**-Textile Heritage

Introduction to Textile Heritage, Textile Development Throughout History, Follow the progression of textiles from ancient civilizations to the present. Examine how technical improvements, trading routes, and cultural

interactions affect textile manufacture. Artistry and Traditional Textile Techniques, Investigate traditional textile methods including weaving, dying, printing, and embroidery. Analyze the creative aspects, themes, and meaning present in traditional textiles. Examine the cultural significance and symbolism linked with textiles in various communities and countries. Investigate the importance of textiles in rituals, rites, clothing, and the construction of identity. Textile Heritage Conservation & Preservation, Investigate the problems and strategies involved in the preservation and conservation of historic textiles.

#### Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach. **TEXT & REFERENCES** 

- 1. Anne Mathew, "Vogue Dictionary of Crochet Stitches", David and Charles, London, 1989 2.
- 2. Barbara Snook, "Creative Art of Embroidery", Numbly Pub. Group Ltd, London, 1972 "
- Gail L., cc Inspirational Ideas for embroidery On clothes and accessories", Search press Ltd, 1993
- 4. Readers Digest: Complete Guide to Needle work-APH Corp, New Delhi 1996
- 5. Shailaja Naik, "Traditional Embroideries Of India", APH Publishing corporation, New Delhi, 1996 ' 38 6.
- 6. Sheila Paine: Embroidered Textile Thames & Hudson Ltd. 1990

**SEMESTER IV** 

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus				
23BCF-4P01	LTP: 1-1-2	B.DES				
DIGITAL DESIGN AND PRE	SENTATION II	Version: 2023				

To enable the students to

- create and deliver visual content using digital tools.
- create animated films, visual effects, art, 3D-printed models, motion graphics, interactive 3D applications, virtual reality, and, formerly, video games.

This course can include anything from creating a website to designing a presentation to making a video. It helps you create a portfolio by designing websites, creating presentations, or making videos. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse 3D applications. It covers the development of ideas into 3- dimensional designs and presenting them suitably to an audience.

## **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Introduction of 3D modelling on the computer through	PO3, PO5, PO10
	software.	

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

CO1	OUTCOMES	COURSE	PO Keywords
		PO1	Knowledge & Expertise of Design Field
		PO2	Research
н		PO3	Information & Digital Literacy
		PO4	Problem solving
н		PO5	Communication & presentation skills
		PO6	Behavioral Skills, Teamwork and Leadership
		PO7	Globalization
		PO8	Ethical, Social and professional understanding
		PO9	Employability, Entrepreneurship
М		PO10	Lifelong Learning
		PO11	Organizational Behavior
		PO12	Finance & Marketing

#### L= Weakly mapped

#### M= Moderately mapped

#### H= Strongly mapped

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)													Pro	gram Spec (PS	ific Outc Os)	omes	
	PO	PO	PO	PO	PO5	PO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6						
	1	2	3	4		6	7	8	9	10	11	12						
CO1			Н		Н					М			Н	М	Μ			

# Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of about 45 hours of Modules in a Semester or 3 hours per week.

#### **Course Contents:**

#### Unit 1:

Introduction to 3D Modeling –3D modeling is the process of gradually building an item by adding components to make geometric shapes.

#### Unit 2:

Rigging & Animation – Helps you to create and animate characters as well as create smooth and realistic animations.

#### Unit 3:

Environmental visualization in Game creation – game engine that allows you to create and export games. Environmental visualization is the process of creating realistic and immersive environments for video games. It is a critical part of game development, as it can help to create a sense of place and atmosphere, and immerse players in the game world

#### Unit 4:

Rendering – engine that allows you to create high-quality rendered images and videos and compositing toolset that allows you to combine images and videos to create stunning visuals.

#### Unit 5:

Motion tracking & compositing – toolset that allows you to import real-world footage and track its movement and compositing toolset that allows you to combine images and videos to create stunning visuals.

#### Unit 6:

Video editing – video editing toolset that allows you to edit and export videos.

#### Unit 7:

Simulation – Toolset that allows you to create realistic simulations of fluids, smoke, and other effects.

#### Pedagogy:

It would be a practical course with a lot of demonstrations.

#### **TEXT & REFERENCES**

- 1. Schell, J. (2008). The art of game design: A book of lenses. Amsterdam; Boston: Elsevier/Morgan Kaufmann.
- 2. Martin, D. (1995). Graphic design: Inspirations and innovations. Rockport, MA: Rockport Publishers.
- 3. Lewis, B. (1987). An introduction to illustration. New York, NY: Apple Press.
- 4. Wood, R. J. (1991). Handbook of illustration. London, UK: Studio Vista

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-4P01	LTP: 1-1-2	B.DES
SPATIAL & FURNITURE	ANALYSIS	Version: 2023

To enable the students to

- Understand anthropometry and enhance the knowledge of ergonomics to create ability to understand furniture design and to draw and render the furniture.
- To get the knowledge about the furniture used in different materials.

This course helps the student to familiarize the students about the knowledge of furniture design and various aspects involved in the Design of furniture for various spaces. Objective of this course is to develop competency to design and manufacture furniture in relation to human Forms and use it for different purpose & functionality.

## **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Explore the intersection of architecture, art, and design in this hands-on furniture design course	PO1, PO2, PO5, PO7, PO10
CO2	Understand various styles, systems, and products available in the market.	PO1, PO2, PO3, PO7, PO8, PO10
CO3	Hand-on experience on production of furniture for various classes of people with the parameters of economy and culture.	PO1, PO2, PO4, PO5, PO8, PO9, PO10, PO12

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
OUTCOMES												
CO1	Н	Н			Н		Н			Н		
CO2	Н	Н	н				Н	н		Н		
CO3	Н	Н		Н	Н			Н	Н	Н		Н

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)					Progra	m Ou (POs)	tcom )	es					Program Specific Outcomes (PSOs)					
	PO 1	РО 2	РО 3	РО 4	PO5	PO 6	PO 7	PO 8	РО 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	Н	н			н		н			Н			М	М		Н		
CO2	Н	н	Н				н	Н		Н			М		Н			
CO3	Н	н		Н	н			Н	н	Н		н		М	Н		Μ	

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

The course comprises of 60 hours of lecture, tutorial and workshop hours in a semester spread across as modules or 4 hours per week schedule.

#### **UNIT 1:**

**Importance of furniture**: study of shapes, forms finishes on furniture. Environmental conditions influencing furniture designs: Climatic, social, economic, availability of materials and construction techniques

#### **UNIT 2:**

Free Hand Sketches: Furniture used in spaces such as office, shops and restaurants etc.

#### **UNIT 3:**

**Anthropometry:** Study of Anthropometric and ergonomic data in relation to various furniture, Diagrammatic representation through charts. An exercise has to be done where actual measurements have to be taken in relation to various furniture presentations in report form.

#### **UNIT 4:**

**Introduction to various Material and Hardware Used in Furniture:** Wood, metals used in Furniture. Types of wood based products, Methods of care and maintenance, economics of furniture, durability and usability. **UNIT 5:** 

# **Techniques of finishing the Surfaces**: Wood and Metal Paints, Polishes and varnishes etc: hand painting, brush painting, roller, spray etc.

#### **UNIT 6:**

#### Scaled Drawing:

#### Pedagogy:

The course is structured around a series of core modules through a combination of lectures, seminars, field visits, market surveys and team-based project presentations, with most of the contact hours taking place in small groups of students. Studio exercises will be intended to provide experience in both design and execution of furniture and millwork.

#### **TEXT & REFERENCES**

Text Book(s):

- 1. The Encyclopedia of Furniture, Joseph Aronson, Crown Publishers, New York
- 2. Time Saver Standards for Interior Design, Joseph De Chiara, McGraw Hill, New York

Reference Book(s):

1. Aronson, J. (1961). The encyclopedia of furniture: Third edition. New York, NY: Crown Publishers.

- 2. Quinn, B. (2006). Mid-century modern: Interiors, furniture, design details. London, England: Conran Octopus.
- 3. Postell, J. (2007). Furniture design. Hoboken, NJ: Wiley.
- 4. Lucie-Smith, E. (1985). Furniture: A concise history (World of Art). London, England: Thames and Hudson.
- 5. Blakemore, R. G. (2005). History of interior design and furniture: From ancient Egypt to nineteenthcentury Europe. Hoboken, NJ: Wiley.
- 6. Pile, J. F. (1995). Interior design (2nd ed., illustrated). New York, NY: H. N. Abrams

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-3P02	LTP: 1-2-2	B.DES
DESIGN ANALYSIS AND AP	Version: 2023	

Students will develop an advanced understanding of design analysis principles, theories, and methodologies. They will be able to apply advanced analytical techniques to evaluate and critique designs effectively. Students will develop expertise in analyzing design aesthetics and emotional responses. They will understand the psychological impact of design elements and how to manipulate them to evoke desired emotional responses and user perceptions.

The objective of the course is to build upon the foundational knowledge and skills acquired in the introductory Design Analysis and Applications course. It aims to further develop students' understanding and expertise in the critical evaluation and practical application of design concepts.

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Advanced understanding of design analysis principles and proficiency in advanced evaluation methods	PO1, PO2, PO4
CO2	Expertise in aesthetic and emotional analysis and specialization in usability testing in various contexts	PO1, PO2, PO4
CO3	Design for accessibility and inclusivity	PO1, PO2, PO4
CO4	Strategic design thinking and decision-making	PO1, PO2, PO4
CO5	Awareness of emerging trends and technologies and critical thinking and problem-solving	PO1, PO2, PO4

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12
OUTCOMES												
CO1	Н	Н		L								
CO2	Н	Н		L								
CO3	Н	М		L								
CO4	М	Н		L								
CO5	Н	L		L								

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)									Program Specific Outcomes (PSOs)								
	РО	РО	PO	РО	PO5	РО	PO	РО	PO	РО	РО	PO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	1	2	3	4		6	7	8	9	10	11	12						
CO1	н	н		L									Н	Н		Н		
CO2	н	Н		L									М		Н			
CO3	Н	М		L														
CO4	М	Н		L											М			
CO5	Н	L		L											Μ			

# Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

Unit1: Advanced Design Analysis Principles

- Advanced design analysis theories and concepts
- Critical analysis of design elements, principles, and aesthetics
- Semiotics and its application in design analysis
- Cognitive and emotional aspects of design analysis

#### Unit2: Advanced Evaluation Methods

- Eye-tracking studies and analysis
- Physiological measurements in design analysis
- User sentiment analysis and emotional response assessment
- Neurodesign and its application in understanding user experiences

#### Unit3: Data-Driven Design Decision Making

- Introduction to data analytics for design analysis
- Statistical analysis techniques for design data
- Data visualization for design insights
- Predictive modeling for design decision making

#### **Unit4:** Advanced Usability Testing

- Usability testing in mobile devices and responsive design
- Usability testing for virtual reality and augmented reality interfaces
- Advanced usability testing techniques for interactive systems
- Analyzing and interpreting usability test results

#### Unit5: Aesthetic and Emotional Analysis

- Advanced theories of design aesthetics
- Analyzing emotional responses to design
- Psychological impact of design on user experiences
- Manipulating design elements for desired emotional responses

#### **Unit6:** Design Semiotics and Communication

- Semiotic analysis of visual communication in design
- Interpretation of symbols, signs, and visual elements
- Analyzing cultural and social implications in design communication
- Nonverbal communication and its impact on design analysis

#### Unit7: Design for Accessibility and Inclusivity

- Inclusive design principles and guidelines
- Analyzing designs for accessibility barriers
- Proposing improvements for inclusive design
- User-centered design for diverse user groups

#### Unit8: Strategic Design Thinking and Decision Making

- Integrating design analysis into strategic decision-making process
- Aligning design objectives with business goals
- Market research and user insights in design analysis
- Design management and leadership in design analysis

#### Unit9: Emerging Trends and Technologies in Design Analysis

- Impact of emerging technologies on design analysis
- Analyzing data from IoT devices for design insights
- Design analysis in artificial intelligence and machine learning applications
- Ethical considerations in design analysis of emerging technologies

#### Unit10: Advanced Case Studies and Project

- Analysis of complex design problems and case studies
- Applying advanced design analysis techniques to real-world projects
- Presenting findings and recommendations based on design analysis
- Integration of design analysis with the design process

#### Pedagogy:

• The course is structured around a series of core modules through a combination of lectures, seminars, field visits, market surveys and team-based project presentations, with most of the contact hours taking place in small groups of students. Studio exercises will be intended to provide experience in both design and execution of furniture and millwork.

## **Text & References:**

- Walter, A. (2011). Designing for Emotion. New Riders.
- Lidwell, W., Holden, K., & Butler, J. (2010). Universal Principles of Design. Rockport Publishers.
- King, R., Churchill, E. F., & Tan, C. (2017). Designing with Data: Improving the User Experience with A/B Testing. O'Reilly Media.
- Goodman, E., Kuniavsky, M., & Moed, A. (2012). Observing the User Experience: A Practitioner's Guide to User Research. Morgan Kaufmann.
- Sauro, J., & Lewis, J. R. (2016). Quantifying the User Experience: Practical Statistics for User Research. Morgan Kaufmann.
- Norman, D. (2013). The Design of Everyday Things. Basic Books.
- Tullis, T., & Albert, W. (2013). Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics. Morgan Kaufmann.
- Tidwell, J. (2010). Designing Interfaces: Patterns for Effective Interaction Design. O'Reilly Media.

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BCF-4P05	LTP: 1-1-2	B.DES
THEATRE ART COST	Version: 2023	

This Course enables students to demonstrate familiarity with the fundamentals of the social/psychological aspects of why people wear clothing. Designing theatrical costumes based on historic period and character development, as well as interpretive designs, with an emphasis on clearly communicating ideas from research through drawing and fabric selection.

Projects include character analysis from a designer's viewpoint, character breakdowns, budgeting, and construction solutions.

	Course Outcomes (COs)	Mapped Programme Outcomes
C01	Students with the skills to enter the professional arena by understanding how a costume can become a viable element of the storytelling through character design.	PO1, PO2, PO5
CO2	Learn to practice the verbal and visual presentation of their ideas.	PO1, PO2
CO3	Understanding of how to break down a script and analyze each character's movies and movements and how the costume design can facilitate the story.	PO1, PO5
CO4	Developed there to learn how to assist another Artist from brainstorming to allocating tasks with team members. They will learn a mul7-pronged process that involves planning and strategy that revolves around feedback delivered collaboratively .	PO5, PO6

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

					Prog	gram	Outco	omes					Pi	ogran	n Spec	ific Ou	utcom	es
(CO s)						(P	Os)								(PS	iOs)		
	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO	PSO	PSO
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
CO 1	н	Н			Н								М	М		М		
CO 2	н	Н											М		Н			
CO 3	н				Н									Н				
CO 4					Н	н							Н		Μ			

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

## **Course Contents**

The course would be divided into 3 Phases- Pre Design, Design and Post-Design Phase.

Unit1:	
•	This is an intermediate workshop designed for students who have a basic understanding of the principles of theatrical design and who want a more intensive study of costume design and the psychology of clothing.
Unit2:	
•	Students develop designs that emerge through a process of character analysis, based on the script and directorial concept. Period research, design, and rendering skills are fostered through practical exercises.
Unit3:	
•	Instruction in basic costume construction, including drafting and draping, provide tools for students to produce final projects.
Unit4:	
•	To introduce the discipline of costume design, including character/script analysis, research, rendering, and production values.
Unit5:	
•	Correlate costume design to the literary, historical, and social/psychological aspects of the dramatic literature.

## Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further studio practice in given assignments.

## **Text & References**

- HongJian, G. A. O., & Ma, X. (2015). Research on Key Technologies of Electroluminescent Costumes' Application.
- Edwards, B. (2008). *Drawing on the artist within*. Simon and Schuster.
- Baring-Gould, S. (2017). Little Red Riding Hood (1895). In *The Trials & Tribulations of Little Red Riding Hood* (pp. 197-200). Routledge.

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus							
23BCF-4P04	LTP: 1-1-2	B.Des						
Packaging D	Version: 2023							

This course will introduce students to the principles and practices of packaging design. Students will learn about the different types of packaging, the role of packaging in marketing, and the design process. Students will also have the opportunity to create their own packaging designs.

## **Course Outcomes:**

	Mapping between COs and POs												
	Course Outcomes (COs)	Mapped Programme Outcomes											
CO1	Understand the principles of packaging design and explain its role in marketing	PO1, PO3, PO7, PO12											
CO2	Apply the design process to create effective and appealing packaging	PO1, PO2, PO3, PO4, PO7, PO10, PO12											

## Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

	Program Outcomes												Program Specific Outcomes					
(CO s)	(POs)												(PSOs)					
	PO 1	PO 2	РО 3	РО 4	PO 5	РО 6	РО 7	РО 8	РО 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO	н		н				М					н	М	н		Μ		
T																		
CO	Н	Н	Н	н			М			М		М	М		Н			
2																		

# Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12 lectures in each module.

## Unit 1: Introduction to Packaging Design:

- Overview of the importance of packaging in marketing and branding.
- Exploration of the role of packaging in product protection and user experience.
- Introduction to the elements of packaging design, such as shape, color, typography, and materials

#### Unit 2: Packaging Design Principles:

- Understanding the principles of composition and layout in packaging design.
- Analysis of successful packaging designs and their impact on consumer perception.
- Introduction to design theories and their application in packaging

## Unit 3: Structural Design and Materials:

- Exploring different packaging types, such as boxes, bottles, bags, and containers.
- Understanding the structural considerations in packaging design.
- Introduction to materials and their suitability for specific products and branding.

#### Unit 4: Graphic Design for Packaging:

- Applying graphic design principles to packaging.
- Creating compelling visuals, logos, and branding elements.

• Understanding the use of color, typography, and imagery in packaging.

#### Unit 5: Industry Trends and Professional Development:

- Staying updated on current trends and innovations in packaging design.
- Exploring career opportunities in packaging design.
- Networking with professionals in the industry and seeking feedback on portfolio.

#### Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further studio practice in given assignments.

## **Text & References**

- Heller, S., & Fernandez, T. (2018). Packaging Design: A Comprehensive Guide. Rockport Publishers.
- Mayer, R. B. (2012). Packaging Design: Successful Product Branding From Concept to Shelf. Wiley.
- Wiedemann, J., & Pentawards. (2019). The Package Design Book. Taschen.
- Ellicott, J., & Roncarelli, D. (2015). Packaging Essentials: 100 Design Principles for Creating Packages. Rockport Publishers.
- Ball, D. W. (2010). Graphics and Packaging Production. Apple Academic Press.

**SEMESTER V**
Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BIA-5P01	LTP: 1-1-4	<b>B.DES INTERIOR ARCHITECTURE</b>
IA Spatial Design S	Version: 2023	

The studio introduces students to various aspects of Interior Design project beginning with the learning from 'elements of design' completed in Foundation Year. Being an introductory studio, the students will attempt to understand human-space relationship from many perspectives: physical (anthropometrics, functional space, circulation, scale, spatial requirement and planning), phenomenological (feeling, emotion and experience of space), visual (ways of seeing and interpreting) and interactive (use and space, objects/event/spaces). Focus will be to impart an understanding of perception of interior space through architectural elements. The semester will be utilized to introduce the idea of design research (with purpose of creation), surpassing visual observation, reporting or documenting spaces/events, and developing an ability to present, represent individual ideas within a group.

	Course Outcomes (COs)	Mapped Programme
		Outcomes (POs)
CO1	Understanding and developing skills in interpreting	PO1, PO2, PO3, PO4, PO5,
	and creating a response to a Design Brief.	PO8, PO9, PO10, PO11, PO12
CO2	An understanding of relevant functions and their	PO1, PO2, PO3, PO4, PO5,
	relationship to one another.	PO8, PO9, PO10, PO11, PO12
CO3	Understanding and application of relating function to	PO1, PO2, PO3, PO4, PO5,
	form.	PO8, PO9, PO10, PO11, PO12
CO4	Basic principles of anthropometrics.	PO1, PO2, PO3, PO4, PO5,
		PO10
CO5	Using materials and lighting to create specific	PO1, PO2, PO3, PO4, PO5,
	treatments and environments.	PO8, PO9, PO10, PO11, PO12
CO6	Understanding spatial flow and circulation related to	PO1, PO2, PO3, PO4, PO5,
	domestic spaces and dwellings.	PO8, PO9, PO10, PO11, PO12
CO7	Understanding the relationship between private and	PO1, PO2, PO3, PO4, PO5,
	public.	PO8, PO9, PO10, PO11, PO12
CO8	Ability to contextualize design concepts with relevant	PO1, PO2, PO3, PO4, PO5,
	historic periods, styles, trends or works.	PO8, PO9, PO10, PO11, PO12

#### **Course Outcomes:**

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

		Program Outcomes													Program Specific Outcomes					
(CO s)		(POs)												(PSOs)						
	PO 1	PO 2	PO 3	РО 4	PO 5	PO 6	PO 7	PO 8	РО 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6		
CO 1	Н	М	М	Н	М			L	Н	М	М	М	М	Н		М				
CO 2	Н	М	М	Н	М			L	Н	М	М	М	М		Н					
CO 3	Η	М	М	Н	М			L	н	М	м	М								
CO 4	L	М	Н	Н	М					М			н	Н	н					
CO 5	Η	М	М	Н	М			L	н	М	м	М	н				н			
CO 6	Η	М	М	Н	М			L	н	М	м	М		М						
CO 7	Η	М	M	Н	M			L	Н	M	Μ	М			M					
CO 8	Η	М	M	Н	Μ			L	Н	Μ	Μ	Μ								

#### Matrix 1 - Mapping of COs with POs and PSOs

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

L= Weakly mapped M= Moderately mapped H= Strongly mapped

#### Scheme:

This course is comprised of practical demonstrations and tutorials along with lecture components.

#### **Course Contents:**

Module 1: Concept of human-space relationship
Module 2: Anthropometrics, circulation and scale
Module 3: Observing and documenting movement, space, function & enclosure
Module 4: Introduction to residential interiors, space planning, zoning, concepts
Module 5: Introduction to client profiles and mood boards
Module 6: Design Development

# Pedagogy:

The subject entails teaching through group and one on one interactions to capture the essence of movement, circulation, scale and their outcome as architectural concepts. In the spirit of providing appropriate tools and encouraging critical thinking in the students, most of the database for reference material shall be online (videos, documentaries, etc.)

Students will use various methods of learning and expressing themselves including photography, drawing, painting, model-making, sculpture, mapping, debating, structure, film making, carpentry, performance, lighting and writing. The projects will include single cell entities with defined, related, multifunctional, personal, transient or fixed functions with defined structure or enclosure.

# **Reference Books**:

- Karlen Mark, Space Planning Basics, Van Nostrand Reinhold, New York, 1992.
- Joseph D Chiara, Julius Panero, & Martin Zelnick, Time Saver Standards for Interior Design & Space Planning, 2nd Edition, Mc-Graw Hill Professional, 2001.
- Francis D. Ching & Corky Bingelli, Interior Design Illustrated, 2nd Edition, Wiley Publishers, 2004.
- Julius Panero & Martin Zelnick, Human Dimension & Interior Space: A Source Book of Design Reference Standards, Watson Guptill, 1979.

# Online sources:

- Abstract: The Art of Design Season 2 | Neri Oxman: Bio Architecture; Netflix
- Powers of Ten (1977) | Eames Office; YouTube https://www.youtube.com/watch?v=0fKBhvDjuy0
- The world is poorly designed. But copying nature helps. | Vox; YouTube https://www.youtube.com/watch?v=iMtXqTmfta0&t=305s
- Graduate School of Design Student Works; Harvard University https://www.gsd.harvard.edu/
- Volume64 CubeLab; A student-run platform challenging the normal within the 4x4x4 https://volume64blog.com/
- Under 30m<sup>2</sup>: Multifunctional Solutions in 13 Tiny Apartments; ArchDaily <u>https://www.archdaily.com/934616/under-30m2-multifunctional-solutions-in-13-</u> <u>tiny-apartments?ad\_medium=widget&ad\_name=chrome-extension</u>

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BIA-5P02	LTP: 1-1-2	B.DES INTERIOR ARCHITECTURE
Building Syster	Version: 2023	

Introducing students to the field of plumbing with technical knowledge in creating plumbing layouts. Creating Technical Drawings related to plumbing supply, drainage & specifications.

#### **Course Outcomes:**

	Course Outcomes (Cos)	Mapped Programme
		Outcomes (Pos)
CO1	Ability to analyze and understand plumbing methods	PO1, PO4, PO10
	and processes.	
CO2	Ability to make detailed electrical and plumbing	PO1, PO4, PO10
	layouts.	

# Relationship between the Course Outcomes (Cos) and Program Outcomes (Pos) / Program Specific Outcomes (PSOs)

#### Matrix 1 – Mapping of Cos with Pos and PSOs

	Program Outcomes												Program Specific Outcomes					
(CO s)		(POs)											(PSOs)					
	PO	РО	PO	PO	PO	РО	РО	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO	PSO	PSO
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
CO 1	Η			Н						М			н	Н		М		
CO 2	Н			Н						М			М		Н			

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of practical demonstrations and tutorials along with lecture components.

**Course Contents:** 

Module 1: Basics of Plumbing Systems

- Plumbing Fundamentals
- Building Water Supply systems
- Latest Technologies
- Sanitary Drainage System Design
- Wastewater storage Treatment and Disposal
- Green Options and Low Impact Development

#### Module 2: Technical Drawings & Details

- Technical Drawing –Layouts, Representation of universal symbols
- Water supply layouts of different interior schemes (Water supply design criteria for kitchens and bathrooms)
- Pipes: materials, types, sizes and joining methods
- Fittings: taps, valves, bathtubs, washbasins etc.
- Sanitary fittings: fixing methods, materials, types and standards
- Trap: type, materials, and functions
- Testing drainage pipes for leakage smoke test, water test etc.
- Bathroom interior layouts and market survey of products & selection of sanitary accessories.
- Refuse, forms of refuse garbage, house refuse its collection, storage and transport, refuse chutes etc.
- Products market survey

# Pedagogy:

Lecture sessions, tutorials, personal study, day visits. Each student is required to work outside of the lectures sessions for given assignments and doing market research.

- The Interior Design Reference & Specification Book updated & revised: Everything Interior Designers Need to Know Every Day (Chris Grimley, Mimi Love, 2018)
- The Interior Design Handbook (Frida Ramstedt, 2020)

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BIA-5P03	LTP: 1-1-2	B.DES INTERIOR ARCHITECTURE
Form, Structure & N	Version: 2023	

The objective of the course is to introduce basic structural principles, expose the students to the built form through various materials and associated construction technology that are employed in creation of interior spaces and the design of buildings. Emphasis would be given to make them specifically understand how the material properties render them for use in interior environment and technical details for their appropriate usage. Focus would be placed on understanding quality of material and execution through observation and knowledge of structural systems, elements and materials that are appropriate for the work of an Interior Designer. The course puts special emphasis on the relationship between structure and space. The course is designed to familiarize them with the process and nomenclature of building construction, and the various structural components associated with it. In addition, it would teach system and standards of creating technical and construction drawings.

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Understanding basic principle of load and force.	PO1, PO4, PO7, PO10
CO2	Understanding relevant structural systems and their	PO1, PO4, PO7, PO10
	elements.	
CO3	Knowledge of how relevant materials behave	PO1, PO2, PO3, PO4, PO7,
	structurally and basic application of materials.	PO10, PO12
CO4	Understanding of the complete repertoire of materials,	PO1, PO2, PO3, PO4, PO7,
	quality, use and fixing of each material.	PO10, PO12
CO5	Components of a building and technical nomenclature	PO1, PO2, PO3, PO4, PO7,
	associated with it.	PO10, PO12
CO6	Building standards associated with building components.	PO1, PO4, PO7, PO10
CO7	Sourcing materials.	PO1, PO3, PO7, PO12
CO8	Real cost values.	PO1, PO3, PO7, PO12

#### **Course Outcomes:**

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12
OUTCOMES												
CO1	н			н			М			М		
CO2	н			н			М			М		
CO3	Н	Μ	М	М			Н			М		L
CO4	н	М	М	М			Н			М		L
CO5	н	м	м	м			н			М		L
CO6	н			L			М			М		
CO7	н		н				н					М
CO8	н		н				н					М

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1 - Mapping of COs with POs and PSOs

(COs)		Program Outcomes (POs)									Program Specific Outcomes (PSOs)								
	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	0	0	0	0	0	0	0	0	0	0	0	0							
	1	2	3	4	5	6	7	8	9	10	11	12							
CO1	н			н			М			М					Н				
CO2	н			Н			М			М									
CO3	н	м	М	М			н			М		L				Н	Н		
CO4	н	Μ	М	М			н			М		L						Μ	М
CO5	Н	М	М	Μ			Н			М		L		М					
CO6	н			L			М			М						Н			
C07	Н		Н				Н					М							
CO8	н		н				н					М							

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# Scheme:

This course is comprised of lecture sessions and practical tutorials.

# **Course Contents:**

# Module 1: Materials

Physical and behavioral properties, tools and technology of its application in built forms.

- Mud; Bricks; Stones as structural and interior materials
- Introduction to Concrete

# Module 2: Construction

Process & Components

- Sub structure : foundation and plinth
- Masonry and masonry work techniques;
- Brick bonds -stretcher, header, English and Flemish, Arches, Lintels, Staircase, cladding,
- Flooring, ceiling.
- Corbelled, arched and opening with lintels;
- Roofing and terracing;
- External wall section;
- Loads Live, Dead
- Force, Natural, Applied
- Structural Systems Load Bearing Walls, Archs, Column + Beam, Slab + Beam, Frames, Tensile, Shell.
- Structural Materials Steel, Reinforced Concrete, Masonry, Brick, Timber

# Pedagogy:

Tutorials, interactive sessions, Case studies, Site visits and Market Survey.

The course is disseminated by adopting a combination of lecture methods, class presentation by groups of students, and self study sessions. Students are required to undertake regular visits to construction sites and maintain a sketch book of observations. Site visits to brick kilns, stone market, timber market, and other material sourcing agencies are advised along with market survey.

- Barry, R. Construction of Buildings, East West Press Pvt .ltd, New Delhi, 1999
- Mckay, W.B. ;Building Construction (vol I,II,III & IV), Orient Longman, London, 1988
- Allen, Edwards., Fundamentals of Building Construction : Materials and Methods. John Wiley & Sons, New York, 1999
- Punamia B.C. ; Building Construction , Laxmi Publication (P) Ltd, New Delhi, 1993
- Chudley, R. ; Building Construction Handbook, Butterworth Heinemann, Oxford, 1988
- Why Buildings Stand Up: The Strength of Architecture, Mario Salvadori

- Building Structures Illustrated, Francis D. K. Ching, Barry S. Onouye, Douglas Zuberbuhler
- Architecture: Form, Space, and Order, Francis D. K. Ching

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BIA-5P04	LTP: 1-2-0	<b>B.DES INTERIOR ARCHITECTURE</b>
Computer Aided E	Version: 2023	

To enable the students to

- Draft technical drawings with settings.
- Know about dimensions to a given scale.
- Make a simple working drawing of plan, elevations, cross sectional view of building.

This course is about developing skills in graphic communication. It involves combining and organizing the graphic elements of type with illustrative and photographic images, diagrams, signs and symbols. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse graphic applications. It covers the development of ideas into graphic designs and presenting them suitably to an audience.

# **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Application of drawing on the computer through software.	PO3, PO5, PO10

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12
OUTCOMES												
CO1			н		н					М		

L= Weakly mapped

M= Moderately mapped

#### H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1 - Mapping of COs with POs and PSOs

(COs)	Program Outcomes ) (POs)												Pr	ogram Spec (PS	cific Outco Os)	omes			
	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	0	0	0	0	0	0	0	0	0	0	0	0							
	1	2	3	4	5	6	7	8	9	10	11	12							
CO1			н		Н					М					Н	М	М	Μ	М

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of about 30 hours of Modules in a Semester or 2 hours per week.

#### **Course Contents:**

#### Module 1:

Inquiry tools – ID, DIST, AREA, LIST, Hatching, poly line, ploy line edit, spline, spline edit, multiline, multiline edit.

#### Module 2:

Dimensions – Linear, align, angular, radius, diameter, baseline, continue, leader. Dimension edit, Dimension styles-lines and arrows tab, fit tab, primary units, alternate units, Tolerances.

#### Module 3:

Introduction to 3D Modeling – point fixing method – absolute co-ordinate systems, relative cylindrical and relative spherical co-ordinate systems. Types of model –wire frame model, surface model and solid models.

#### Module 4:

Standard primitive tools - Box, cone, wedge, torus, cylinder, sphere. Boolean operation – union, subtract, Intersect, Interference, Extrude, Revolve.

#### Module 5:

Lighting –Types of light –point light, spot light, Distant light, Camera –free and target camera. Materials, rendering. Data exchange - import and export of models.

#### Module 6:

Using different ideas-generation methods, graphic media and techniques, worksheets and sketchbooks

#### Module 7:

Production methods offer different opportunities and constraints for design. Students will need to be able to recognize how differences in production methods affect their designs. These include:

- Paper-based media
- Electronic or digital media
- 3D applications.

# Pedagogy:

It would be a practical course with a lot of demonstrations.

- Teach yourself Auto CAD, GIBBS, BPE publication New Delhi.
- Inside Auto CAD.
- Omura, G. 2005, Mastering Auto CAD 2005 and Auto CAD LT 2005, BPB Publications, New Delhi.
- Saxena, s. (2003), a first course in computers, Vikas publishing house, New Delhi
- Martin D Graphic Design: Inspirations and Innovations (Rockport, 1995)
- Lewis B An Introduction to Illustration (Apple Press, 1987)
- Wood R J Handbook of Illustration (Studio Vista, 1991)

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BIA-5P06	LTP: 1-1-2	B.DES INTERIOR ARCHITECTURE
Facade Design & Te	Version: 2023	

The objective of Facade Design & Techniques is to provide students with a comprehensive understanding of the principles, concepts, and practical applications involved in designing and implementing innovative and sustainable building facades. Through a combination of theoretical knowledge and hands-on experience, this course aims to equip students with the necessary skills to conceptualize, analyze, and execute aesthetically appealing and technically sound facades for a variety of architectural projects.

#### **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme
		Outcomes (POs)
CO1	Demonstrate proficiency in the selection and	PO1, PO2, PO3, PO4, PO5,
	integration of suitable materials, finishes, and systems	PO12
	for different facade types.	
CO2	Apply knowledge of building science and thermal	PO1, PO2, PO3, PO4, PO5,
	performance to optimize energy efficiency and	PO12
	occupant comfort in facade design.	
CO3	Utilize digital design tools and software to develop	PO1, PO2, PO3, PO4, PO5,
	conceptual and detailed facade designs.	PO12
CO4	Evaluate and integrate sustainable design strategies,	PO1, PO2, PO3, PO4, PO5,
	such as daylighting, passive solar design, and	PO12
	renewable energy systems, into facade solutions.	
CO5	Demonstrate an awareness of ethical, social, and	PO1, PO2, PO3, PO4, PO5,
	cultural considerations related to facade design and	PO12
	its impact on the built environment.	

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
OUTCOMES												
CO1	Н	М	М	Н	М							М
CO2	Н	М	М	Н	М							М
CO3	Н	М	М	н	М							м
CO4	н	М	м	н	М							М
CO5	н	М	М	н	М							М

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1 - Mapping of COs with POs and PSOs

(COs)	Program Outcomes (POs)											Pr	ogram Spec (PS	ific Outco Os)	mes				
	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	0	0	0	0	0	0	0	0	0	0	0	0				ļ			
	1	2	3	4	5	6	7	8	9	10	11	12				Į			
CO1	н	М	М	н	М							М			Н				
CO2	н	М	М	н	М							М							
CO3	Н	М	М	н	М							М				Н	Н		
CO4	Н	М	М	н	М							М						М	Μ
CO5	н	М	М	н	М							М		М					

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# Scheme:

This course is comprised of practical demonstrations and tutorials along with lecture components.

# **Course Contents:**

Module 1: Introduction to Facade Design

- Importance and role of facades in contemporary architecture
- Historical overview of facade design

• Environmental, cultural, and contextual factors influencing facade design decisions

#### Module 2: Building Science and Performance Analysis

- Building physics and thermal performance considerations
- Energy efficiency and sustainability in facade design
- Daylighting and solar control strategies
- Acoustic considerations for facades

#### Module 3: Materials and Systems for Facades

- Overview of facade materials (glass, metal, concrete, etc.)
- Selection and integration of materials based on performance criteria
- Curtain wall systems, cladding systems, and structural considerations
- Waterproofing and weatherproofing techniques

#### Module 4: Sustainable Facade Design

- Integration of sustainable design principles in facades
- Passive design strategies for energy efficiency
- Renewable energy systems and facade-integrated technologies
- Life cycle assessment and environmental impact of facades

#### Module 5: Case Studies and Design Analysis

- Analysis of iconic facade designs
- Lessons from successful and innovative facade projects
- Evaluation of design approaches, construction techniques, and performance outcomes

#### Module 6: Concept Development and Design Process

- Ideation techniques and concept generation for facades
- Iterative design process and design thinking methodologies
- Communication and presentation skills for presenting facade designs

#### Pedagogy:

Lectures: Traditional classroom lectures will be utilized to provide students with a solid theoretical foundation in facade design principles, concepts, and techniques. Lectures will cover key topics, theories, and historical perspectives related to facades, building science, sustainable design, materials, systems, and case studies. Lectures will be supplemented with visual aids, multimedia presentations, and real-world examples to enhance understanding and engagement.

Studio Sessions: Studio sessions will form an integral part of the pedagogy, allowing students to apply theoretical knowledge to practical design exercises. These sessions will involve hands-on activities, individual and group projects, and design exercises to develop students' skills in conceptualizing, sketching, modeling, and presenting facade designs.

Site Visits and Field Trips: Visits to construction sites and field trips to architectural landmarks with exemplary facades will be organized to expose students to real-world applications of facade design principles. These visits will provide insights into the construction process, material selection, and integration of facades within the broader architectural context. Students will have the opportunity to interact with industry professionals and observe the challenges and considerations involved in implementing facades.

- "Facade Construction Manual" by Thomas Herzog, Roland Krippner, Werner Landhaus, and Karl J. Habermann
- "The Art of Building Facades: A Practical Guide to Designing Sustainable, Energy-Efficient Buildings" by Roland Krippner, Werner Lang, and Werner Sobek
- "Designing the Exterior Wall: An Architectural Guide to the Vertical Envelope" by Linda Brock and Christine Beall
- "Facade Systems: A Guide to High-Performance Building Envelopes" by Lara Menzel and Michael J. Montoya
- "Building Envelopes: An Integrated Approach" by Jenny Lovell
- "Sustainable Facades: Design Methods for High-Performance Building Envelopes" by Ajla Aksamija

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BIA-5P07	LTP: 0-2-0	B.DES INTERIOR ARCHITECTURE
<mark>Internship Evalu</mark>	Version: 2023	

The objective of the summer internship in Interior Architecture is to provide students with realworld experience and practical exposure to the field of interior architecture.

**Professional Environment Exposure:** Gain familiarity with the professional work environment, including the structure, dynamics, and expectations of an interior architecture firm. Understand the roles and responsibilities of different team members, the workflow, and the collaborative nature of working on interior design projects.

**Client Interaction and Communication Skills**: Develop effective communication skills through interactions with clients, consultants, and project stakeholders. Learn how to effectively present design ideas, interpret client requirements, and incorporate feedback into the design process.

	-
Course Outcomes (COs)	Mapped Programme
	Outcomes (POs)
Technical Proficiency: Develop proficiency in using	PO1, PO2, PO3, PO4, PO5,
relevant software applications and digital tools	PO10, PO11, PO12
commonly used in interior architecture practice and	
presentation tools.	
Communication and Presentation Skills: Enhance	PO1, PO2, PO3, PO4, PO5,
communication skills through interactions with clients,	PO8, PO9, PO10, PO11, PO12
consultants, and team members. Effectively	
communicate design ideas, both verbally and visually,	
using appropriate presentation techniques and tools.	
Client Interaction and Professionalism: Interact	PO1, PO2, PO3, PO4, PO5,
professionally with clients, consultants, and other	PO8, PO9, PO10, PO11, PO12
project stakeholders. Understand the importance of	
effective client communication, responsiveness, and	
maintaining professional conduct throughout the	
project duration.	
Industry Awareness and Networking: Gain a deeper	PO1, PO2, PO3, PO4, PO5,
understanding of the interior architecture industry by	PO10
actively engaging with professionals, attending	
industry events, and staying updated on industry	
trends and practices. Develop professional networks	
and connections within the industry.	
	Course Outcomes (COs) Technical Proficiency: Develop proficiency in using relevant software applications and digital tools commonly used in interior architecture practice and presentation tools. Communication and Presentation Skills: Enhance communication skills through interactions with clients, consultants, and team members. Effectively communicate design ideas, both verbally and visually, using appropriate presentation techniques and tools. Client Interaction and Professionalism: Interact professionally with clients, consultants, and other project stakeholders. Understand the importance of effective client communication, responsiveness, and maintaining professional conduct throughout the project duration. Industry Awareness and Networking: Gain a deeper understanding of the interior architecture industry by actively engaging with professionals, attending industry events, and staying updated on industry trends and practices. Develop professional networks and connections within the industry.

#### **Course Outcomes:**

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	kesearch	Information & Digital Literacy	Problem solving	Communication & presentation skills	sehavioral Skills, Teamwork and .eadership	slobalization	:thical, Social and professional understanding	Employability, Entrepreneurship	.ifelong Learning	Jrganizational Behavior	inance & Marketing
COURSE	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
OUTCOMES												
CO1	н	М	М	н	м					М	М	м
CO2	н	м	м	н	м					М	м	м
CO3	н	М	М	н	м					М	М	м
CO4	н	М	М	н	М					М	М	М

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1 - Mapping of COs with POs and PSOs

(COs)	s) (POs)											Pr	ogram Spec (PS	ific Outco Os)	mes				
	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	0	0	0	0	0	0	0	0	0	0	0	0							
	1	2	3	4	5	6	7	8	9	10	11	12							
CO1	Н	Μ	М	Н	Μ	Μ	Μ	L	Н	Μ	Μ	Μ			Н				
CO2	Н	М	М	Н	М	L	L	L	Н	М	М	М		Μ			Н		М
CO3	Н	М	Μ	Н	Μ	Μ	М	L	Н	Μ	Μ	Μ				Н	Н		
CO4	L	М	Н	Н	М	М	М	Μ	L	М	L	L						М	Μ

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course comprises of 8 weeks internship.

#### **Course Contents:**

This course comprises of 8 weeks internship.

# Pedagogy:

Internship is a completely off campus subject, and culminates with only one final summative assessment scheduled at the end of the internship period.

- "Becoming an Interior Designer: A Guide to Careers in Design" by Christine M. Piotrowski
- "Starting Your Career as an Interior Designer" by Robert K. Hale

**SEMESTER VI** 

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IA Spatial Design S	Version: 2023	

Understand Context and User Needs: Develop an understanding of the contextual factors, user requirements, and functional considerations specific to office and retail spaces. Analyze the social, cultural, and psychological aspects that influence spatial design in these environments.

Spatial Planning and Layout: Gain proficiency in spatial planning and layout design for office and retail spaces. Learn to create efficient and functional floor plans, considering factors such as circulation, zoning, accessibility, and ergonomics.

Branding and Identity: Explore the role of branding and identity in office and retail design. Develop strategies to incorporate branding elements and create cohesive design solutions that reflect the values and identity of the organization or brand.

Human-Centered Design: Apply human-centered design principles to create office and retail spaces that promote user comfort, well-being, and productivity. Consider factors such as lighting, acoustics, ergonomics, and user experience in the design process.

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Proficiency at analytical thinking, conceptualization and the problem inquiry, solution cycle.	PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO10, PO11, PO12
CO2	Ability to understand organizations of different types and development of language that is appropriate to the public realm.	PO1, PO2, PO3, PO5, PO6, PO7, PO8, PO9, PO10, PO11
CO3	Using materials and lighting to create specific treatments and environments.	PO1, PO2, PO3, PO4, PO5, PO12
CO4	Ability to express ideas in 2D drawings, 3D forms and views	PO5, PO10

#### **Course Outcomes:**

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

		Program Outcomes												ogran	n Spec	ific Ou	utcom	es
(CO s)		(POs)													(PS	Os)		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	РО 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Н	М	М	Н	М			L	Н	М	М	М	Н	М		Н		
CO 2	Н	М	М		М	Η	М	L	Н	М	М				Μ			
CO 3	Н	М	М	Н	М							М	Н					
CO 4					M					М								

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of practical demonstrations and tutorials along with lecture components.

# **Course Contents:**

# Module 1: Introduction to Office and Retail Design

- Overview of the characteristics, functions, and requirements of office and retail spaces.
- Understanding the role of design in creating effective and functional environments for work and commerce.

#### Module 2: Contextual Analysis and User Research

- Conducting site analysis and understanding the contextual factors influencing office and retail design.
- Conducting user research to identify user needs, preferences, and behaviors in office and retail environments.

# Module 3: Spatial Planning and Layout Design

- Principles of spatial planning and layout design for office and retail spaces.
- Analyzing circulation patterns, zoning, and space allocation to optimize functionality and user experience.

Module 4: Branding and Identity in Office and Retail Spaces

- Understanding the importance of branding and identity in creating memorable and impactful office and retail environments.
- Exploring strategies to incorporate branding elements, signage, and visual identity within spatial design.

# Module 5: Material Selection and Finishes

- Exploration of materials, finishes, and surface treatments suitable for office and retail spaces.
- Understanding the functional, aesthetic, and environmental considerations when selecting materials for different areas and functions.

#### Pedagogy:

Studio-Based Learning: A studio-based approach where students will actively engage in hands-on design projects.

Design Critiques and Reviews: Regular design critiques and reviews to foster critical thinking and constructive feedback.

Case Studies and Analysis: Case studies of successful office and retail design projects. Analyze and discuss the design strategies, spatial planning, material selections, and user experiences in these real-world examples.

Field Visits and Industry Interaction: Field visits to office and retail spaces to expose students to real-life environments.

- "Office Design: A Practical Guide for Designing Better Workplaces" by Julie K. Rayfield
- "Retail Design: Theoretical Perspectives" by Lynne C. Lancaster
- "The Professional Practice of Architectural Working Drawings" by Osamu A. Wakita and Nagy R. Bakhoum
- "Branding Interior Design: Visibility and Business Strategy for Interior Designers" by Kim Kuhteubl
- "Office Design That Works: Secrets for Successful Workplace Design" by Pamela J. Kruschwitz and Judy P. Heerwagen
- "The Future of Office Design: Creating the Workplace of Tomorrow" by Jeremy Myerson and Philip Ross
- "Retail Design: Planning and Development" by Matthew Frederick
- "Interior Graphic and Design Standards" by S.C. Reznikoff

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23BIA-6P02	LTP: 1-1-2	<b>B.DES INTERIOR ARCHITECTURE</b>					
IA Spatial Design S	Version: 2023						

Understand the Hospitality Industry: Develop an understanding of the hospitality industry, its various sectors, and the specific requirements and expectations of hospitality spaces in terms of functionality, aesthetics, and user experience.

Spatial Planning and Flow: Develop proficiency in spatial planning and flow design for hospitality spaces, including reception areas, guest rooms, dining areas, lounges, and other amenities. Optimize space utilization, circulation, and user experience within the constraints of the project brief.

Ergonomics and User Experience: Apply ergonomic principles and human-centered design approaches to ensure guest comfort, convenience, and satisfaction in hospitality spaces. Consider factors such as seating, lighting, acoustics, and spatial organization to enhance the overall user experience.

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Meaningful interior environment to suit the functions.	PO1, PO2, PO3, PO4,
		PO5, PO9, PO10, PO11
CO2	Specialized product display system, show case windows at street	PO1, PO2, PO3, PO4,
	levels, product communication at street level, signage and	PO5, PO9, PO10, PO11
	advertisement for masses.	
CO3	Integration of associated commercial activities such as cafe,	PO1, PO2, PO3, PO4,
	restaurant, bank and products.	PO5, PO9, PO10, PO11
CO4	Dialogue between the existing and newly added insert.	PO1, PO2, PO3, PO4,
		PO5, PO9, PO10, PO11
CO5	Knowledge of audio-visual communication - colour and light	PO1, PO2, PO3, PO4,
	interaction, sound control system and ability to design interior	PO5, PO9, PO10, PO11
	elements - product and furniture forms.	

#### **Course Outcomes:**

#### **Program Outcomes Program Specific Outcomes** (CO (POs) (PSOs) s) PSO PO РО PO PO РО РО РО PO PO РО РО РО PSO PSO PSO PSO PSO 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 CO Н Н Μ Н Н Μ Μ Μ Н Μ Н 1 CO Н Μ Н Н н Μ Μ Μ Μ 2 CO н Н Μ Н н Μ Μ Μ Μ н н 3 CO Н Н Н Μ Н Μ Μ Μ 4 CO Н Μ Н Н Н Μ Μ Μ Н Н 5

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# Scheme:

This course is comprised of practical demonstrations and tutorials along with lecture components.

# **Course Contents:**

# Module 1: Introduction to Hospitality Design

- Overview of the hospitality industry and its sectors
- Importance of design in creating memorable guest experiences
- Current trends and challenges in hospitality design

# Module 2: Furniture, Fixtures, and Equipment (FF&E)

- Selection and specification of furniture, fixtures, and equipment for hospitality spaces
- Understanding ergonomics, durability, aesthetics, and maintenance considerations
- Creating FF&E schedules and coordinating with suppliers

# Module 3: Lighting Design for Hospitality Spaces

- Importance of lighting in creating ambiance and enhancing guest experience
- Techniques for selecting and placing lighting fixtures in different hospitality areas

• Integrating natural and artificial lighting to create desired atmospheres

# Module 4: Design Development and Documentation

- Refining design concepts based on feedback and user requirements
- Developing detailed drawings, plans, sections, and elevations for hospitality spaces
- Creating construction documentation, schedules, and specifications

#### Module 5: Final Design Project

- Applying all the learned principles, skills, and techniques to a comprehensive hospitality design project
- Developing a complete design proposal for a specific hospitality space, integrating all aspects of the course

#### Pedagogy:

Studio-Based Learning: A studio-based approach where students will actively engage in hands-on design projects.

Design Critiques and Reviews: Regular design critiques and reviews to foster critical thinking and constructive feedback.

Case Studies and Analysis: Case studies of successful hospitality design projects. Analyze and discuss the design strategies, spatial planning, material selections, and user experiences in these real-world examples.

Field Visits and Industry Interaction: Field visits to hospitality spaces to expose students to real-life environments.

- Ching, F. D. K., & Adams, C. (2014). Interior Design Illustrated. Wiley.
- Fisher, T., & Parham, S. (2013). Hospitality Design for the Graying Generation: Meeting the Needs of a Growing Market. John Wiley & Sons.
- Foley, M., & Gill, A. (2019). Hotel Design, Planning, and Development (2nd ed.). Routledge.
- Hamilton, C. (2017). Hotel Spaces: Design and Innovation. Laurence King Publishing.
- Jodidio, P. (2017). Hotel Architecture + Design. Taschen.
- Jones, A. (2013). Interior Design for Hotels and Restaurants. Laurence King Publishing.

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BIA-6P04	LTP: 1-2-0	B.DES INTERIOR ARCHITECTURE
Computer Aided D	Version: 2023	

Proficiency in Software: Develop proficiency in industry-standard computer-aided design (CAD) software used for 3D modelling, such as AutoCAD, SketchUp, Revit, or 3ds Max, to create accurate and detailed interior architectural models.

Spatial Representation: Learn to effectively translate 2D design concepts and drawings into 3D digital models, accurately representing spatial relationships, proportions, and scale within the virtual environment.

Visualization Skills: Develop skills in visualizing and communicating interior architectural designs in 3D, including spatial layouts, furniture arrangements, lighting effects, material finishes, and textures.

Design Exploration and Iteration: Utilize 3D modelling tools to explore and iterate design ideas, allowing for quick modifications, adjustments, and experimentation with different design concepts, forms, and compositions.

# **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Application of drawing on the computer through software.	PO3, PO5, PO10

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

		Program Outcomes												Program Specific Outcomes					
(CO s)	CO s) (POs)										(PSOs)								
	PO 1	PO 2	PO 3	РО 4	PO 5	PO 6	PO 7	PO 8	РО 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1			Н		Н					М			н	М	Н	Н	Н		

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

Tutorial sessions, presentations, and group discussions in class.

#### **Course Contents:**

#### Module 1: Introduction to 3D Modelling and CAD Software

- Overview of 3D modelling in interior architecture
- Introduction to industry-standard CAD software (e.g., AutoCAD, SketchUp, Revit, 3ds Max)
- User interface and basic navigation of CAD software

#### Module 2: Creating Basic 3D Objects

- Drawing and modifying basic geometric shapes in 3D
- Extruding, lofting, and revolving 2D shapes to create 3D objects
- Applying transformations, such as scaling, rotating, and mirroring

#### Module 3: Advanced 3D Modelling Techniques

- Creating complex 3D objects using advanced modelling tools
- Working with splines, NURBS, and parametric modelling
- Boolean operations for combining and subtracting 3D objects

#### Module 4: Interior Space Modelling

- Modelling interior architectural elements such as walls, floors, ceilings, and stairs
- Creating openings, windows, and doors in 3D models
- Applying materials and textures to interior surfaces

#### Module 5: Furniture and Fixture Modelling

- Modelling furniture and fixtures specific to interior architecture
- Creating custom furniture pieces and accurately representing details
- Incorporating furniture and fixtures into interior space models

#### Module 6: Lighting and Rendering Techniques

- Introduction to lighting principles in 3D modelling
- Placing and adjusting light sources to achieve desired lighting effects
- Applying materials, textures, and lighting settings for realistic rendering

# Pedagogy:

Software Demonstrations: The instructor will conduct software demonstrations, showcasing the functionalities and features of industry-standard CAD software used for 3D modelling. Students will observe and learn how to navigate the software interface, use various tools, and execute specific modelling tasks.

Hands-on Workshops: Practical workshops will be conducted to provide students with handson experience in 3D modelling. Students will work on structured exercises and guided projects, applying the learned techniques and tools in a supervised environment. The instructor will provide individual feedback and assistance during the workshops.

Online Resources and Tutorials: Online resources, tutorials, and video demonstrations will be provided to supplement classroom learning. These resources will include step-by-step guides, tutorials, and additional reference materials to support self-paced learning and reinforce concepts covered in class.

- Earl, B. L. (2018). AutoCAD and Its Applications Basics 2019. Goodheart-Wilcox Publisher.
- McCullough, M., & Gleason, W. A. (2016). SketchUp for Interior Design: 3D Visualizing, Designing, and Space Planning. John Wiley & Sons.

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Practice Manage	Version: 2023					

Professional Practice: Familiarize students with the fundamental principles and practices of the interior architecture profession, including ethical considerations, legal requirements, and industry standards.

Business Management: Develop students' understanding of basic business concepts and management principles relevant to the interior architecture field, including financial management, budgeting, project management, and resource allocation.

Entrepreneurship Skills: Cultivate students' entrepreneurial mindset and equip them with the knowledge and skills necessary to start and manage their own interior architecture practice or business.

Contract Documentation: Familiarize students with contract documents commonly used in the interior architecture industry, including agreements, contracts, and legal forms. Students will learn how to interpret, negotiate, and prepare contractual documents.

Professional Networking and Collaboration: Provide opportunities for students to engage with industry professionals, attend conferences, and participate in networking events. Students will develop professional connections, build relationships, and explore collaborative opportunities within the interior architecture industry.

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Awareness on code of conduct in professional practice.	PO3, PO6, P10
CO2	Implementing on the legal, technical, and financial aspects of Interior Design practice.	PO8, PO9, P11, P12
CO3	Practicing management skills for professional practice	P9, P11

#### **Course Outcomes:**

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

		Program Outcomes												Program Specific Outcomes				
(CO s)		(POs)												(PSOs)				
	PO 1	PO 2	PO 3	РО 4	PO 5	PO 6	РО 7	PO 8	РО 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1			Н			Н				М			М		Н			
CO 2								Н	Η		М	Н		Н	Н		М	
CO 3									Η		н					М		

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# Scheme:

Lectures, presentations, and group discussions in class.

#### **Course Contents:**

#### Module 1: Introduction to Professional Practice

- Overview of the interior architecture profession
- Ethical considerations and professional conduct
- Industry standards and regulations

# Module 2: Entrepreneurship in Interior Architecture

- Developing an entrepreneurial mindset
- Identifying business opportunities in the interior architecture industry
- Creating a business plan and understanding start-up considerations

#### Module 3: Project Planning and Execution

- Defining project scope and objectives
- Creating project schedules and timelines
- Resource allocation and management

#### Module 4: Contract Documentation and Legal Considerations

- Understanding contract documents in the interior architecture field
- Negotiating contracts and agreements
- Legal and regulatory compliance in interior architecture practice

#### Module 5: Professional Networking and Collaboration

- Networking opportunities with industry professionals
- Participating in industry events and conferences

• Collaborative projects and partnerships within the interior architecture field

# Pedagogy:

Lectures: Traditional lectures delivered by the instructor to provide theoretical foundations, introduce key concepts, and present case studies related to practice, management, and enterprise in the interior architecture field.

Case Studies: Analyzing real-world case studies that highlight various aspects of professional practice, business management, and entrepreneurial endeavors in the interior architecture industry. Students will examine challenges, decision-making processes, and successful strategies employed by industry professionals.

Group Discussions: Facilitating group discussions and debates to encourage students to critically analyze and reflect on key topics. This allows for the exchange of ideas, diverse perspectives, and collaborative learning among peers.

Industry Projects: Integrating industry projects or internships as part of the course curriculum. This provides students with the opportunity to apply their knowledge and skills in real-world settings, working with actual clients or participating in collaborative projects with industry partners.

- Coles, R., & Stone, S. (Eds.). (2018). The Handbook of Interior Architecture and Design. Bloomsbury Visual Arts.
- Reznik, A., & Daley, B. (2018). Business of Design: Part I Growing a Successful Interior Design Practice. Springer.
- Stone, S. (2016). Interior Design and Identity. Manchester University Press.
- Piotrowski, C., & Lind, C. R. (2017). Professional Practice for Interior Designers (5th ed.). John Wiley & Sons.

**SEMESTER VII** 

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BIA-7P01	LTP: 3-4-10	B.DES INTERIOR ARCHITECTURE
Thesis - Spatial D	Version: 2023	

The module enables the student to draw upon and integrate the learning of the modules completed in the last 3 years and apply this integrative learning to identify and solve design problems in the field of Interior Architecture and Design.

#### **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Project formulation and project proposal, methods of analysis,	PO1, PO2, PO3, PO4,
CO2	Design constraints and performance specifications and issues of visual coordination.	PO1, PO2, PO3, PO10, PO11 PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11, PO12
CO3	Integration of multiple dimensions of interior design into a unique synthesis of expressional skills in form of drawings, 3D views, model making, cost analysis.	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11, PO12
CO4	Documentation of a feasible design proposal.	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11, PO12

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

	Program Outcomes													Program Specific Outcomes					
(CO s)	(POs)												(PSOs)						
	PO 1	PO 2	PO 3	РО 4	PO 5	PO 6	PO 7	PO 8	РО 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	
CO 1	Η	Н	Н	Н	Н				М	М	М		М	М	М				
CO 2	Η	М	Н	Н	Н				М	Н	М	М		Н	Н		М		
CO 3	Н	Н	М	Н	Н				М	М	Н	М	Н			М			
CO 4	Н	Н	Н	Н	Н				М	М	M	М			Н				

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

#### Scheme:

This course is comprised of about 90 hours of Studio Work (either as Modules or 6 hours per week).

#### **Course Contents:**

The following is indicative of content of the module:

Module 1: Problem identification

Module 2: Information collection in areas of user preferences and needs, materials, technologies, costs, time constraints, etc.

Module 3: Critical analysis, collation, and design proposal

Module 4: Selection and development of an appropriate Design strategy and execution plan

Module 5: Selection of appropriate materials and technology

Module 6: Concept development and detailing

Module 7: Final concept selection for creation of Design/plan(s)

Module 8: Developing a final document which includes costing

#### Pedagogy:

The final project is seen as a culmination of learning at the school in the last 3 years. It should therefore demonstrate that the student has absorbed and reflected upon all the knowledge and skills gathered through all the modules of the course.

#### **Tentative guidelines:**

- 1. Developing a Theoretical Framework (or a Design Intent)
- 2. Identifying the possible user and the client.
- 3. Selection of possible site which is a shell or frame structure (basic columns and beams). Site area = 15,000 sq. ft. 20,000 sq.ft.
- 4. Developing Design Brief + Program (Understanding the Functional Typology dealing with in the design)

The sq feet area for final project should be within this limit Minimum 15,000 and Maximum 20,000.

# Final Deliverables:

The final project needs to be communicated effectively. You need to create four kinds of communication aids.

- 1. Panels: This is meant for quick viewing and must convey the most essential design ideas of your project in a bold and striking manner.
- 2. Physical model(s), walk through, compulsory working models. This must be made to convey the experiential qualities of the space. Choose appropriate scale and materials that convey the design ideas best.
- 3. Project report (A-4 hard bound copy): This is a detailed documentation of all the three components, i.e., pre-design research, design development and resolution, and post-design.
- 4. Soft copy: This must contain your panels, your project report.

# **Reference Books**:

Books appropriate for the selected project.
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- To give students hands-on experience of construction on a 1:1 scale or to develop a working prototype on a pre-decided scale, realizing the goal of their ideas, through construction.
- Ideas about physical weight, texture and temperature of materials, and the role tolerances play in craft and longevity of construction.
- Hands-on experience of materials and systems, their properties and connections, and their intrinsic relationship to structural systems and performance.

# **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme
		Outcomes (POs)
CO1	Learning to form and to work in teams to accomplish a	PO1, PO2, PO4, PO5, PO8,
	common goal	PO11, PO12
CO2	Understanding the phase of design-build from	PO1, PO2, PO3, PO4, PO5,
	schematics to construction documents.	PO10, PO12
CO3	Demonstrate the form making implication of structural	PO1, PO2, PO3, PO4, PO5,
	systems	PO10, PO12
CO4	Demonstrate the energetic implications of materials	PO1, PO2, PO3, PO4, PO9,
	selection, enclosure systems and form stability.	PO10, PO12

#### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

#### Matrix 1 - Mapping of COs with POs and PSOs

-																			
(COs)	Program Outcomes :Os) (POs)									Program Specific Outcomes (PSOs)									
	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	0	0	0	0	0	0	0	0	0	0	0	0							
	1	2	3	4	5	6	7	8	9	10	11	12							
CO1	н	н		Н	н			н			н	н		Н	М	Н		М	
CO2	н	н		н	н			н			н	н		Н	Н			Н	Н
CO3	Н	н		Н	Н			Н			Н	Н		М	Μ	Н	Н		М
CO4	Н	н		Н	Н			Н			Н	Н				М			

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

## Scheme:

This course is comprised of about 60 hours of Semester Work (either as Modules or 4 hours per week).

#### **Course Contents:**

Module 1: Development of construction drawings of a form-based pavilion.

Module 2: Fundamental understanding of the relationship of materiality to construction systems and techniques, and how a material's modular form, dimensions and intrinsic qualities influence the design process.

Module 3: Knowledge about various building systems, and how these systems assist in the expression of a design concept, through an examination of precedent projects whose design concepts were generated by material logics and systems.

Module 4: Students will work hands-on with building materials (concrete, wood, metal, bamboo, etc.) to get an understanding of material properties.

# Pedagogy:

The course is structured around a series of core modules through a combination of lectures and tutorials, with most of the contact hours taking place in small groups of students.

# **Reference Books**:

- Jodidio, Philip; The New Pavilions; Thames & Hudson; 2016.
- John Bullar; The complete guide to joint making; Guild of Master Craftsman Publication Ltd.; 2013
- Olga Popovic Larsen; Reciprocal Frame Architecture; Taylor and Francis; 2007

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BIA-7P03	LTP: 1-1-2	B.DES INTERIOR ARCHITECTURE
Portfolio & Preser	Version: 2023	

To produce a comprehensive portfolio presenting the acquired skills and capabilities of the student in various modules aligned to skills and techniques that the industry requires.

#### **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme Outcomes
		(POs)
CO1	Arrange and refine projects for inclusion in an	PO1, PO2, PO3, PO4, PO5, PO9,
	interior design portfolio	PO10, PO11
CO2	identify industry requirements for employment	PO1, PO2, PO3, PO4, PO5, PO9,
		PO10, PO11, PO12
CO3	identify current events, skills, attitudes and behaviors	PO1, PO2, PO3, PO4, PO5, PO9,
	pertinent to the industry	PO10, PO11, PO12
CO4	create a presentation portfolio.	PO1, PO2, PO3, PO4, PO5, PO9,
		PO10, PO11, PO12

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

		Program Outcomes												Program Specific Outcomes				
(CO s)		(POs)											(PSOs)					
	P O 1	PO 2	P O 3	Р О 4	PO 5	Р О 6	Р О 7	P O 8	P O 9	PO 10	PO 11	PO 12	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO 1	М	М	Н	М	Н				Н	М	Н		Н		Н			Μ
CO 2	Μ	М	Н	Μ	Н				Н	Μ	Η	Μ	Μ	Η	Μ		Μ	
CO 3	Μ	М	Н	Μ	Н				Н	Μ	Н	Μ	Н					
CO 4	М	М	Н	М	Н				Н	Μ	Н	Μ			Н		Μ	

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

## Scheme:

This course is comprised of about 30 hours of Semester Work (either as Modules or 2 hours per week).

## **Course Contents:**

Module 1: Introduction to portfolio development Module 2: The development of comprehensive personal presentation techniques, including CV, letter of introduction, interview techniques and portfolio presentation Module 3: Presentation techniques Module 4: Development of an individual style Module 5: Introduction to e- portfolio & virtual portfolio

## Pedagogy:

The course is structured around a series of core modules through a combination of lectures and tutorials, with most of the contact hours taking place in small groups of students. Portfolio presentation will be assessed using a variety of methods – individual studio critique, group pinup/jury presentation, verbal feedback, written feedback, and drawing markups.

## **Reference Books:**

- Silber Lee, 2001, Self-Promotion for the Creative Person: Get the Word Out About Who You are and What You Do, Three Rivers Press
- Creating a Successful Portfolio, Prentice Hall

Sushant University Erstwhile Ansal University Gurugram		SCHOOL OF DESIGN Syllabus
23BIA-7P04	LTP: 1-2-0	<b>B.DES INTERIOR ARCHITECTURE</b>
Thesis Repo	Version: 2023	

To develop comprehensive writing abilities for demonstration of research and base work studies done in Thesis project. The report will highlight all the research work done on identifiable domain and demonstrate the research as application for the final design project.

## **Course Outcomes:**

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Encompassing the learning and understanding of the four years of the course with respect to all aspects of Design in thesis report.	PO1, PO2
CO2	Developing integration, synthesis and application of research in Design	PO2

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	Н	Н										
CO2		Н										

L= Weakly mapped

M= Moderately mapped

### H= Strongly mapped

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) / Program Specific Outcomes (PSOs)

## Matrix 1 - Mapping of COs with POs and PSOs

(COs)	Program Outcomes Os) (POs)										Pr	ogram Spec (PS	cific Outco Os)	omes					
	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	0	0	0	0	0	0	0	0	0	0	0	0							
	1	2	3	4	5	6	7	8	9	10	11	12							
CO1	Н	Н												Н				Μ	
CO2		Н												М					

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

## Scheme:

This course comprises of 30 hours including 10 hours lecture and 20 hours of theory.

#### **Course Contents:**

#### Module 1: Abstract

A concise summary of your thesis, highlighting its objectives, methodology, key findings, and conclusions.

## Module 2: Introduction

- Background information on the topic and its significance.
- Research problem or question addressed by your thesis.
- Objectives and scope of your study.
- Overview of the structure of your thesis.

#### Module 3: Literature Review

- Summary and critical analysis of relevant literature and previous research.
- Identification of gaps or limitations in existing knowledge.
- Explanation of how your research contributes to the existing body of knowledge.

#### Module 4: Methodology

- Description of the research design and methodology employed.
- Explanation of data collection methods and sources.
- Details of any experiments, surveys, interviews, or case studies conducted.
- Ethical considerations and measures taken to ensure validity and reliability.

#### Module 5: Results

- Presentation of your findings, organized logically.
- Use of tables, graphs, or charts to illustrate data.
- Objective interpretation of the results without speculation or personal bias.

#### Module 6: Discussion

• Analysis and interpretation of the results in relation to the research question or hypothesis.

- Comparison with existing literature and theories.
- Addressing any unexpected or contradictory findings.
- Discussion of the implications and significance of the results.

# Module 7: Conclusion

- Summary of the main findings and their implications.
- Evaluation of the research objectives and the extent to which they were achieved.
- Recommendations for future research or practical applications.
- Reflection on the limitations and potential areas of improvement.

#### Module 8: References

List of all sources cited in your thesis using an appropriate citation style (e.g., APA, MLA).

#### Module 9: Appendices

Supplementary materials such as raw data, survey questionnaires, or interview transcripts.

#### Pedagogy:

The course is structured around one on one discussion to check progress of individual student on thesis report.

## **Reference Books**:

- Neuferts Architect's Data; Ernst and Peter Neuferts, 4th Edition
- Time-Saver Standards for Interior Design and Space Planning, by Joseph De Chiara, Julius Panero, and Martin Zelnik

**SEMESTER VIII** 

Sushant University Erstwhile Ansal University Gurugram	SCHO	DL OF DESIGN Syllabus
23BDS-8P01	LTP: 0-0-12 weeks	B.DES INTERIOR ARCHITECTURE
Interns	Version: 2023	

- To understand and become familiar with prevalent commercial and industrial practices and standards.
- Opportunity to understand professionalism and adapt to the pace and pressures in a professional environment.
- Develop professional presentation abilities.

# **Course Outcomes:**

	Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1	The skills required for an interior designer to	PO1, PO2, PO3, PO4, PO9,
	grow into a complete professional.	
CO2	Learning Coordination and GFC drawings	PO1, PO2, PO4, PO5, PO8,
		PO10, PO11, PO12
CO3	To develop BOQs, Tender drawings,	PO1, PO2, PO3, PO4, PO5,
	Presentation drawings in an actual work place	PO8, PO9, PO11, PO12
	scenario	

# Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

	Program Outcomes											Program Specific Outcomes						
(CO s)	(POs)											(PSOs)						
	PO 1	PO 2	PO 3	РО 4	PO 5	PO 6	PO 7	PO 8	РО 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	Н	Н	Н	Н					Н				Н		М	н		М
CO 2	Н	М		Н	Н			Н		М	Н	М	Н	Н	Μ		М	
CO 3	Н	Н	Н	Н	Н			Η	М		Н	Н	н					

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

# Scheme:

This Internship is comprised of minimum 12 weeks of work (with stipend as per industry standards) in any design-related firm/office/retail/MNC/manufacturer.

# **Course Contents:**

- Work as given by the industry mentors
- Inputs by Faculty Mentor on how to compile final presentation and final internship report

## Final Report & Deliverables:

The student is required to submit the following documents at the end of his/her Internship Period

## Part 1: Internship Report should contain the following information:

## Internship experience:

- History and profile of the interning organization.
- The organizational structure and roles.
- Reflection on your experience and how it could be improved.

All the text should be supported by relevant and good quality images. The report should contain information and explanation about the projects handled by you during the internship period.

#### Part 2: Presentation

After internship, the student is required to make a presentation of his/her work and industry experience to peers and faculty. The presentation should be concise and to the point and should include text supported by visuals with proper citations.

#### Part 3: Industry Feedback

Industry feedback will also be considered for final evaluation. The evaluation form is filled in by the industry mentor and submitted to the faculty in-charge of Internship and HoD.

The report must be submitted in the digital format (Uploaded to specified drive location). The students are also required to submit the hard copy of the Internship Evaluation form duly completed and signed by the industry mentor. This is to be submitted by the Industry Mentor to the Faculty in-charge & Program Director/HoD. The final presentation of the Internship experience shall be prepared and made to the Jury Panel.