Programme Handbook
M.Des Interior Design
School of Design
Sushant University

(*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 Master of Design Interior Design, Degree Programme (M. Des ID)

2. "**Discipline**" means specialization or branch of Master of Design, Degree Programme (M. Des), like Interior Design, UX Design, Transportation & Mobility Design, Social Design, etc.

3. "**Course**" means a theory or practical subject that is normally studied in a semester, like Materials and Processes.

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 concerned.

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)

9. "**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 four semester M. Des ID Degree Programme: Should have completed an undergraduate degree (with 50% marks) in creative specialisation or stream (Academic Stream of Architecture, Design, Fine Arts) from a UGC recognized University or Institution.

1.2. Lateral entry admission (School of Design)

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 second or third semester of M. Des. ID. The lateral candidates must also undergo the personal interview with portfolio review.

1.3. Migration/Transfer of candidates pursuing M. Des ID 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 120 credits for a student to be eligible to get a Postgraduate Degree in Design (any specialisation among ID, UX, T&M, SD).

2.2. Categorization of Courses

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

S. No.	Category	Suggested breakup of Credits (Total 120)
1	**Core Courses**	64
2	**Discipline Specific Electives (DSE)**	10
3	**Generic Elective I (GE I)**	4
4	**Generic Elective II (GE II)**	2

5	**Dissertation/Project/Internship**	30
6	**Skill Enhancement Course (SEC)**	4
7	**Ability Enhancement Course (AEC)**	3
8	**Service Learning/Community Service Based Course**	3
	Total	**120**

2.3   Induction Programme

2.3.1. 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 Inter-faith

➤ Human Values

➤ Behavioural and Interpersonal skills

➤ Lectures

VI. Nature

➤ Nature Club

➤ Environment Protection (non-credit course)

VII. Innovation

2.3.2. Other Courses

➤ Constitution of India

➤ Universal Human Values

➤ Indian Traditional Knowledge

➤ Learning an art form

2.4. Bridge Courses

The summer bridge courses are designed to address any gap in skills or knowledge that the students may have post their graduation. The Master in Interior Design programme is research-based project-oriented studios, supported by lectures, tutorials, seminars, industry visits and hands on sessions with faculty mentors. 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.

Attendance records must be maintained for all the sessions. Interesting posters and content must be publicised on social media platforms to gain maximum outreach. Some prospective students may also be allowed to join some of the capstone programmes for the classroom experience. Experts, industry mentors and practicing designers may also be brought in to motivate the students and help them with reinforcing their career decisions.

Some of the suggested Modules for the Capstone programme include:

1. **SERVICES BASICS: Introduction to systems and tools**

   The subject is meant to introduce the making and working of an average building, and case study or examples can be limited to single cell construction, simple buildings, historic and contemporary passive systems and knowledge of site (orientation, wind, water and other site features). This semester would form the basis of the complex services learning in the coming semesters and may be used for introducing critical codes and systems, familiarise with terminology and impart elementary knowledge about the construction process.

2. **CRITICAL THINKING:** Demonstrate critical thinking through a self-reflective process of conceptualization and design thinking that is open to consideration of alternative perspectives by analysing, evaluating, and synthesizing ideas and information gathered through applied research grounded in information literacy.

3. **DESIGN & REPRESENTATION:** Implement complex two and three-dimensional graphic representation techniques using a wide variety of traditional and digital media, to reflect on and explain the architectural design process to a wide range of stakeholders.

4. **DESIGN CRITERIA**: The knowledge and ability to apply a design decision-making process through appropriate technical documentation in a manner that is client-cantered, sustainable, aesthetic, cost effective, and socially responsible.

5. **SYSTEMS KNOWLEDGE**: Incorporate a wide range of technical skills and professional architectural knowledge during schematic design to demonstrate a comprehensive application of life safety, accessibility, and sustainability issues in making sound design decisions across varying scales and levels of complexity.

6. **INTEGRATED DESIGN SOLUTIONS:** Demonstrate the ability to synthesize a wide range of variables into an integrated design solution by employing appropriate building materials, building systems, and construction practices grounded in environmental stewardship and based on sound research and design decisions across varying scales of systems and levels of complexity.

7. **DESIGN PRACTICE:** Understanding how to collaboratively lead teams of stakeholders in the process of conceiving, developing and implementing solutions to problems in the built and natural environments, utilizing knowledge of the diverse forms and the dimensions of professional practice along with associated ethical, legal, financial and social responsibilities.

8. **QUANTITATIVE REASONING:** Apply math, physics, logic as reasoning skills to investigate problems related to force resolution in structural systems, thermal heat gain and loss in buildings, material quantity estimates, budget management, and life-cycle cost analysis.

9. **INFORMATION LITERACY**: Demonstrate information literacy through applied research by raising clear and precise questions, using abstract ideas to clarify and express information, and considering diverse points of view, to reach well-reasoned conclusions and evaluate options against relevant design criteria, building standards, and program requirements.

2.5. Number of courses per Semester

Each semester curriculum shall normally have a blend of core courses not exceeding 21 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 two years, the programme will have at least one professional internship not less than 24 credits, either as a continuous or in parts across the last two semesters or summer break between the two years. In a given semester, the student must not have to complete more than ten subjects.

2.6. Credit Assignment

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

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

2.7 Industrial Training / Internship

2.7.1. The students must undergo Industrial training for a period (12-16 Weeks) as specified in the Curriculum during the designated final (fourth) semester. The semester-long internship has to be undertaken continuously as per the requirements of the programme. Any summer or winter internships may be undertaken by the students voluntarily to stay connected to the industry standards; however, they may not be compulsory. These summer/ winter internships may be informal and

will not carry any credits.

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 summer / winter vacation, in lieu of Industrial training. The students shall be permitted to carry out their internship during the fourth (last) semester. The report of which under the industry as well as faculty mentor to be submitted and presented at the end of fourth 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 is 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 month 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 TDCC/Soft-Skills courses is 60% to 40%.

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

7.3. Industrial training and seminar 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 jury is given below:
A jury for studio and practical examinations of a course unit of any programme will be of 1 hours' duration with maximum marks 60/50 (weightage 60%) and will be conducted either in person (on campus) or online (through a mutual meeting software like Google meet). The jury content will be determined by the outline of the subject, including portfolio of designs or studio, reports, presentations and or time-based exercises.

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 formats).

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 makes 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.

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 Semester Examination	End Semester (assignments/ reports)	Total
20	30	50

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

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

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

MID SEMESTER EVALUATION (50) – Theory (30 Marks) + Lab (20 Marks)

Theory (30)		
Mid Semester Examination	Quiz(s)/ Presentation (s)/Assignment	**Total**
20	10	**30**
Lab (20)		
Mid Semester Examination	Lab/ practical performed & Lab report	**Total**
10	10	**20**

END SEMESTER EXAMINATION (50)

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 re-register for the same in a subsequent semester.

8.4. Seminar Papers

The seminar / Case study is to be considered as purely INTERNAL (with 100% internal marks only). 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 a digital copy of the attendance (Excel sheets) 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
O	>=95	10
A+	>=85	9
A	>=75	8
B+	>=70	7
B	>=60	6
C	>=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 academic programme of the University:

> - A student should earn a minimum "D" grade in all courses separately. However, he/she can improve his/her grade ("D" grade onwards) by reappearing.
> - To pass a course, a student must obtain 50% 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 the final year of the Programme.

9.4. Promotion to Next Year (Only School specific rules as approved by COE to be mentioned)

Under the current rules of Sushant University, all students are automatically promoted through each year in the Masters programme, a rule that is applicable for M. Des. ID as well without any dependence on minimum credits achieved criteria.

9.5. Exam Duration

All End Semester Examinations (ESE) for theory subjects would be of two hours duration unless specified otherwise. All ESE Jury subjects to be evaluated as per the outline of the subject and requirement of assessment.

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:

1. 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.

2. 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.

3. The latest result obtained by the student in re-appear 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 re-register 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 re-appear 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:

1. Students are entitled to ask for re-checking or re-evaluation of any of his/her paper(s) on the payment of prescribed fee within the stipulated time as notified by the Controller of Examinations.

2. If the re-evaluated/ re-checked marks are less than the earlier obtained marks, the same less marks will be treated as final.

3. Re-evaluation is not applicable to any Jury/ Viva based examinations.

9.9. Disciplinary Control of Students in Examinations

1. 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.

2. 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.

3. 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 an act of unfair means and such cases will be forwarded to the Unfair Means Committee.

9.10. Duration of the Programme

The maximum number of years within which a student must pass the credit requirements for award of a degree is three years (as per university regulations, duration of programmes up to 2 years duration = n+1 year)

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:

$$SGPA = \frac{\text{Grade points secured in the Semester}}{\text{Associated Credits in the Semester}}$$

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:

$$CGPA = \frac{\text{Cumulative Grade points secured in all the previous Semester(s) including the Current Semester}}{\text{Associated Credits in the previous Semester(s) including the current Semester}}$$

CGPA to Percentage Conversion Formula is given below:

Percentage (%) = 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 Master of Design, Degree Programme (M. Des ID) Degree provided that the student

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has:

1. 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.

3. 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 schools 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.

Clubs At SoD

- 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 marvellous 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.

14. PROGRAMME STRUCTURE OF THE RESPECTIVE PROGRAM

Courses with relevance to Employability Entrepreneurship & Skill Development			
S. No.	**Nature**	**Color Code**	
1	Courses with focus towards promoting Employability		
2	Courses with focus towards promoting Entrepreneurship		FOR ALL SCHOOLS
3	Courses with focus towards promoting Skill Development		
8	Courses with focus towards promoting Employability, Entrepreneurship & Skill Development		

M. DES. (INTERIOR DESIGN) SEMESTER-I

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
			Core Courses				
23MID-1P01	Studio I (primer + 1 Major project)	Employability/Skill Development/Entrepreneurship	1	2	6	6	73.33%
23MID-1P02	Studio II (Spatial Analysis & Representation: Principles of Design & representation Basics)	Employability/Skill Development/Entrepreneurship	2	2	0	4	
23MID-1P03	Building Systems: Light & Water	Employability/Skill Development/Entrepreneurship	1	2	0	3	
23MID-1P04	Critical and Historic Studies: Historic Interiors	Skill Development	2	1	0	3	
23MID-1P05	Materials, Structure, Performance: primary materials	Skill Development	2	1	0	3	
23MDS-1P01	Seminar: Fundamentals of Design*	Employability/Skill Development/Entrepreneurship	2	1	0	3	
			Discipline Specific Electives (DES)				
23MEL-1P01, 23MEL-1P02	Discipline Specific Elective I*	Employability/Skill Development/Entrepreneurship	1	1	0	2	13.33%
23MEL-1P03, 23MEL-1P04	Discipline Specific Elective II*	Employability/Skill Development/Entrepre	1	1	0	2	

	neurship					
Skill Enhancement Course (SEC)						
23MDS-1P02	Foreign Language Certificate Course*	Skill Development	1	0	2	2	6.67%
Ability Enhancement Course (AEC)						
23MDS-1P03	Communication Skills*	Skill Development	1	0	2	2	6.67%
	Total					30	

Note: * Represents the Subjects Common between M.Des (UX & ID) Programs.

M. DES. (INTERIOR DESIGN) SEMESTER-II

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
Core Courses							
23MID-2P01	Studio II (typology introduction + Adaptive Reuse)	Employability/Skill Development/Entrepreneurship	1	2	6	6	70%
23MID-2P02	Materials, Structure, Performance: secondary materials & manufacturing	Employability/Skill Development	2	1	0	3	
23MID-2P03	Spatial Analysis & Representation: Identity, context and inhabitants + Advanced representation (digital)	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23MID-2P04	Building Systems: Air & Fire	Employability/Skill Development/Entrepreneurship	1	2	0	3	
23MID-2P05	Theory Seminar: Theory of Interior	Skill Developme	2	1	0	3	

Course Code	Course Title	Employability/Skill Development	L	T	P	Credits	%
	Design	nt					
23MID-2P06	Critical and Historic Studies: Styling, texture and textiles	Employability/Skill Development	2	1	0	3	
Discipline Specific Electives (DES)							
23MEL-2P01, 23MEL-2P02	Discipline Specific Elective III*	Employability/Skill Development/Entrepreneurship	1	1	0	2	6.67%
Skill Enhancement Course (SEC)							
23MDS-2P01	Social Media Marketing*	Employability/Skill Development/Entrepreneurship	1	1	0	2	6.67%
Service Learning/ Community Service (AEC)							
23MDS-2P02	Community Oriented Project*	Employability/Skill Development/Entrepreneurship	0	3	0	3	10%
Generic Elective I (GE I)							
TDCC	Trans – Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship	1	0	2	2	6.67%
	Total					30	

Note: * Represents the Subjects Common between M.Des (UX & ID) Programs.

M. DES. (INTERIOR DESIGN) SEMESTER-III

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
Core Courses							

23MID-3P01	Studio III (Thesis)	Employability/Skill Development/Entrepreneurship	2	6	8	12	73.33%
23MID-3P02	Thesis Seminar	Skill Development	2	2	0	4	
23MID-3P03	Professional Practice	Employability/Skill Development/Entrepreneurship	1	2	0	3	
23MID-3P04	Universal Design	Employability/Skill Development/Entrepreneurship	1	2	0	3	
Discipline Specific Electives (DES)							
23MEL-3P01, 23MEL-3P02	Discipline Specific Elective IV*	Employability/Skill Development/Entrepreneurship	1	1	0	2	13.33%
23MEL-3P03, 23MEL-3P04	Discipline Specific Elective V*	Employability/Skill Development/Entrepreneurship	1	1	0	2	
Generic Elective I (GE I)							
TDCC	Trans – Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship	1	0	2	2	6.67%
Generic Elective II (GE II)							
23MDS-3P01	HBS Online / Equivalent MOOC course from approved portals like Swayam, NPTEL, edX, Udemy*	Employability/Skill Development/Entrepreneurship	2	0	0	2	6.67%
	Total					30	

Note: * Represents the Subjects Common between M.Des (UX & ID) Programs.

M. DES. (INTERIOR DESIGN) SEMESTER-IV

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Lectures (L) Hours/ Week	Tutorial (T) Hours/ Week	Practical (P) Hours/ Week	Total Credits	Actual Percentage of Courses out of total Courses
			Core Courses				
23MID-4P01	Internship	Employability				24	100%
23MID-4P02	Dissertation	Skill Development	4	2	0	6	
	Total					30	

Note: * Represents the Subjects Common between M.Des (UX & ID) Programs.

APPENDIX A
Master of Design (Interior Design)
Programme Handbook
School of Design
Sushant University

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

15. COURSE DESCRIPTION

15.1. About the Program- M. Des., Interior Design

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 Materials, Structure, Performance: secondary materials & manufacturing, Building Systems: Air & Fire, Universal Design 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 (Ph.D.), 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 PROGRAMME SPECIFIC OUTCOMES (PSO's)

PSO1: Develop advanced competencies in conceptualizing and executing innovative interior design solutions that address functional, aesthetic, and sustainability needs.

PSO2: Demonstrate the ability to conduct thorough research and critical analysis of interior design theories, materials, and emerging trends to inform design decisions.

PSO3: Apply advanced technical knowledge of materials, construction techniques, and modern technologies to create well-integrated interior spaces.

PSO4: Integrate principles of sustainability and ethical responsibility into interior design projects, promoting environmentally responsible and socially conscious practices.

PSO5: Exhibit professional communication skills and the ability to collaborate effectively with multidisciplinary teams, clients, and stakeholders.

PSO6: Incorporate cultural, historical, and contextual elements into design practices, creating spaces that reflect and respect diverse identities and traditions.

PSO7: Embrace lifelong learning and innovation by engaging with emerging technologies, design methodologies, and industry best practices to stay at the forefront of the profession.

15.4. Program Educational Objectives (PEO's)

Mastery in Advanced Interior Design: To equip graduates with comprehensive knowledge and skills to excel in conceptualizing, planning, and executing innovative and functional interior spaces.

Expertise in Research and Critical Thinking: To develop the ability to conduct in-depth research, apply critical thinking, and integrate theoretical and practical knowledge into advanced design solutions.

Leadership in Sustainable Practices: To foster leaders in interior design who prioritize sustainability, ethical practices, and social responsibility in their professional endeavors.

Proficiency in Interdisciplinary Collaboration: To prepare graduates to effectively collaborate with architects, engineers, and other professionals, contributing to integrated and cohesive design solutions.

Cultural and Contextual Adaptability: To ensure graduates are capable of creating design solutions that respect and incorporate cultural, historical, and contextual elements, promoting diversity and inclusivity.

Technological Advancement and Innovation: To encourage the adoption and application of emerging technologies, tools, and methodologies to stay at the forefront of the interior design profession.

15.5. Program Outcomes (POs)

PO1: Design Excellence and Innovation
PO2: Advanced Technical Competency
PO3: Sustainability and Environmental Stewardship
PO4: Research and Analytical Skills
PO5: Cultural and Historical Integration
PO6: Ethical and Professional Responsibility
PO7: Effective Communication and Presentation

PO8: Collaboration and Teamwork
PO9: Critical Thinking and Problem-Solving
PO10: Proficiency in Digital Tools and Technologies
PO11: Adaptability to Emerging Trends
PO12: Leadership and Entrepreneurial Skills

Examination Scheme for all Theory Papers:

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

SYLLABUS
SEMESTER- I

Sushant University soaring high	SCHOOL OF DESIGN Syllabus
23MID-1P01	**LTP: 1-2-6**	**M.DES**
Studio I (primer + 1 Major project)	**VERSION :2023**

Objective:

The course comprises of the basics in Interior Design providing a broad understanding from concept to end user and aims at providing fundamental knowledge of the Interior Design industry. It looks at applying Elements and Principles of Design to spaces through iterative experiments with spatiality, all the while applying knowledge of principles and elements of design from case study examples. It also traces the importance of basics and standards as a background to understand changes in the industry today. It helps students develop skills pertaining to Design including processes, inspirations, creating briefs, understanding requirements, experience of spaces, oral and visual representation, etc.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Demonstrate in-depth knowledge of spatiality and experience, physical and intangible, experiential interior spaces including deeper insight into current research and development work surrounding the theory and practice of Interior Design.	PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10
CO2	Demonstrate the understanding of critical elements of design and design principles, all theoretical and practical aspects of design: spatial, colour, and psychological.	PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10
CO3	Ability to use appropriate communication (visual and oral) to convey formal outcomes at different stages of the design process: 2D (sketching, diagramming, drawing), 3D (physical or digital models, diagramming) or 4D (video, stop action, kinetic models, AR/VR), commensurate to design ideas and project phase.	PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10

CO4	Identify the position self and surroundings in the process of creation of space to experiment with the consciousness of the human need, perception, meaning and spatial narrative, effectively creating spaces that connect with its users.	PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	H	L	M		M	M	M						M		
CO2	H	H	L	M	L	L		L	H	H			M					L
CO3	M	L	H	M	H	L		L	H	H							H	
CO4	H	H	L	M	L	M		L	L	M			H					

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 to 50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1:

Explorations using elements of design- point, line, plane, volume.
Introduction to Basic Elements of Design.
Explore the elements of design as applied to interiors.
Understanding of basic design principles.

Module 2:

Understanding & organization of Form & Space.
Developing and exploring the visual and functional components.
Understanding of human factors that impact design for interiors.
Surface Development: Development of Surfaces and Solids.

Module 3:

Materials: Pattern Tones and Textures
Conversion of units & concept of scale.

Colours & Colour Planning for Interiors: Perception of colour and light. Exploring Colour Schemes based on principles of Harmony and Contrast and degree of Chromatism. Application of colour on compositions

Module 4:

Representation of Ideas-- plan, elevation, isometric and axonometric view; Perspective view, one point and two points; digital and analogue methods of representation; diagramming and mind mapping.

Correlation to studio for Anthropometrics and Ergonomics

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:

1. Ching, F. (2018). *Interior Design Illustrated*. Wiley.
2. Elam, K. (2011). *Geometry of Design: Studies in proportion and Composition*. Princeton Architectural Press.

*Additional references/ reading material could be suggested by the subject faculty

	SCHOOL OF DESIGN Syllabus
23MID-1P02 LTP: 2-2-0	**M.DES**
Studio II (Spatial Analysis & Representation: Principles of Design & representation Basics)	**VERSION :2023**

Objective:

The design studio thread is an intensive introduction to interior design theory, interior design process and its application. The complex relationships between space, people, furniture, structure and use are explored from the perspective of static and functional anthropometry under the Design Studio II module. Anthropometry is a key element of ergonomic studies for addressing the problem of curtailing space design/products to user characteristics (physical, cultural), and any gap between anthropometric data and its application for designing ergonomic products and environments can lead to its failure. Besides the physical dimension and understanding of space planning, furniture design and functional allocation of areas, the course must also explore ideas of inclusive design, social change by design, gender sensitivity in design, or other issue-based design concepts that stem from knowledge of anthropometry and ergonomics in design.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Develop designs based on knowledge of human body, knows traits and limitations of a particular user group.	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**
CO2	Identify key design elements and principles, with the ability to identify their appropriate application in a given project.	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**
CO3	Create a bridge between the idea of human body/ self and the experience of a space, combined with furniture and circulation.	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	H	L	M		M	M	M						M		

CO2	H	H	L	M	L	L		L	H	H			M				L
CO3	M	L	H	M	H	L		L	H	H						H	

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 to 50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1:

Concept of Static and Functional Ergonomics.
Understanding the existing norms, customisation and factors for consideration during design.
Space planning and furniture layouts with ascertaining issues of design.
Evaluation of components in design.
Developing and exploring the aesthetic and functional components.
Understanding the tools and techniques for design of efficient, functional and appealing spaces.

Module 2:

Concept and definition of ergonomics, for interior designers.
Understanding the risk factors related to the user (inherent physical state), the task and environment.
Managing risk factors and innovation.

Module 3:

Reach and limitations of human.
Visual field and Visual Obstruction.
Human body, movement and experience.

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:

1. Congiu, M., & Garau, M. (2012). *Writing architectural narratives*. Tangram Edizioni Scientifiche.
2. Mills, C. B., & Mills, C. B. (2005). *Designing with models: A studio guide to making and using architectural design models*. John Wiley & Sons.

*Additional references/ reading material could be suggested by the subject faculty

Sushant University *soaring high*	**SCHOOL OF DESIGN** **Syllabus**
23MID-1P03	**LTP: 1-2-0**	**M.DES**
Building Systems: Light & Water	**VERSION :2023**

Objective:

The course comprises of the knowledge of building construction and building services at a basic level introducing the fundamental materials, methods and innovation of both the aspects of interior design.

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand and correlate professional terminology used in the industry.	**PO1, PO2, PO3, PO4, PO7, PO8, PO10**
CO2	Display knowledge of the materials and the methods & techniques used in a building construction.	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**
CO3	Analyse and demonstrate the services required to make a building function smoothly on day-to-day basis.	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**
CO1	H	H	L	H			M	M		M						M		
CO2	H	H	L	M	L	L		L	H	H			M					L
CO3	M	L	H	M	H	L		L	H	H							H	

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 to 50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1:

Section C: Introduction to Services
Natural Resources and passive systems design.

Building site conditions.

Human body and built environment.

Introduction to Building Codes.

Module 2:

Section D: Climate, Plumbing
Water sources, quality and distribution.

Thermal comfort and humidity.

Ventilation, fenestration and indoor air quality.

Solar Heating.

Hot water.

Waste Plumbing.

Recycling water and solid waste.

Plumbing Fixtures and fittings.

Module 3:

Section E: Lighting
Type of lighting.
Daylighting.
Lighting Design.

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:

• Chudley, R., & Greeno, R. (2004). *Building construction handbook*. Amsterdam: Butterworth-Heinemann.

- Ching, F. D. K. (2020). *Building construction illustrated*. Hoboken, New Jersey: John Wiley & Sons, Inc.
- Allen, E., & Iano, J. (2019). *Fundamentals of building construction: Materials and methods*. Hoboken, New Jersey: Wiley.

*Additional references/ reading material could be suggested by the subject faculty

Sushant University soaring high	SCHOOL OF DESIGN Syllabus
23MID-1P04 LTP: 2-1-0	M.DES
Critical and Historic Studies: Historic Interiors	VERSION :2023

Objective:

The Course objective is to introduce students to global histories through interiors and 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. The students will be encouraged to explore world history through objects in the classroom and visit local museums.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Critical thinking in terms of the historic character of spaces.	**PO1, PO2, PO3, PO4, PO7, PO8, PO10**
CO2	Generating a sense of creative problem solving.	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**
CO3	Being able to practice visual analysis and interpretation.	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**
CO4	Establish cross-cultural communication to propagate the historic design ideas.	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**
CO5	Demonstrate the understanding of critical elements of design and design principles, all theoretical and practical aspects of design: spatial, colour, and psychological.	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**
CO6	Identify key design elements and principles, with the ability to identify their appropriate application in a given project.	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	M			M	M		H		L	H		M		M	M
CO2	H	M	L	M	H	L		M	H	L								
CO3	H	H	M	L	M	M		L	M	M		L	H		M		M	M
CO4	L	M	L	M	H	H		M	H	H								
CO5	H	H	H	M	L	M		M	L	M		L			M			
CO6	M	H	L	H	H	M		H	H	M		L	M		H		M	M

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 to 50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1:

An Introduction to two objects that have helped in Making Us Human (2,000,000- 9000 BC).
Olduvai Stone chopping tool.
Mummy of Hornetlike.

Module 2:

An Introduction to the First Cities and States (4000-2000BC).
Standard of Ur.
Early Writing Tablet.
Indus Seals.

Module 3:

A brief story on The Beginning of Science and Literature (1500-700 BC).
Rind Mathematical Papyrus.
Statue of Ramses.

Module 4:

Old World New Powers (1100- 300 BC).

Lachish Reliefs.
Paracus Textile.
Gold coin of Croesus.

Module 5:

Understanding the World in the age of Confucius (500-300 BC).
Parthenon sculpture: Centaur and Lapith.
Basse Yutz Flagons.
Chinese Bronze Bell.

Module 6:

An introduction to the first Empire Builders (300BC-1AD).
Coin with the head of Alexander.

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:

- Craven, R. C. (2006). *Indian art: A concise history*. London: Thames and Hudson.
- Gombrich, E. H. J. (1979). *The story of art: With 398 illustrations*. Oxford: Phaidon.
- Malek, J. (2003). *Egypt: 4000 years of art*. London: Phaidon.

*Additional references/ reading material could be suggested by the subject faculty

Sushant University *soaring high*	**SCHOOL OF DESIGN** **Syllabus**
23MID-1P05	**LTP: 2-1-0**	**M.DES**
Materials, Structure, Performance: primary materials	**VERSION :2023**

Objective:

The course comprises of the knowledge of Building Construction and Services- from basics to advance and aims at understanding the techniques used in the building industry.
The learning outcomes that students are expected to achieve in this course include:

- Ability to analyse and understand natural light
- Ability to apply light theory to building design.
- Ability to design and create basic lighting schemes encompassing the following – mood, accent, distribution and function.
- Learn and use the terms common to the Building Industry.
- Will be able to identify and safely use hand and technique commonly used in the Building Industry.
- Will display safe and professional work practices.
- Will be able to understand and utilize basic principles used in Building Construction & Services.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Understand the professional terms used in industry.	**PO1, PO2, PO3, PO4, PO8, PO9, PO10**
CO2	Understand the materials and the methods & techniques used in a building construction.	**PO1, PO2, PO3, PO4, PO8, PO9, PO10**
CO3	Understand and demonstrate the services required to make a building function smoothly on day-to-day basis.	**PO1, PO2, PO3, PO4, PO8, PO9, PO10**

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	H				M	M	M						M		
CO2	H	H	L	M				L	H	H			M					L
CO3	M	L	H	M				L	H	H							H	

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 to 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 Basics of Construction.
Brick Masonry & Stone Masonry.
Arches & Lintels.

Module 2:

Doors & Windows.
Staircase & False Ceiling.
Partition & Panelling.

Module 3:

Introduction to Services.
Damp Protection & Termite Protection.
Fire protection, Paints & Polishes.

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:

1. Dines, N. T., & Brown, K. D. (1999). *Time-Saver Standards: Site Construction details Manual*. McGraw-Hill Publishing Company.
2. Schittich, C. (2002). *Interior Spaces: Space, Light, Materials*. Detail.

*Additional references/ reading material could be suggested by the subject faculty

Sushant University *soaring high*	**SCHOOL OF DESIGN** **Syllabus**
23MDS-1P01	**LTP: 2-1-0**	**M.DES**
Seminar: Fundamentals of Design	**VERSION :2023**

Objective:

The students will be introduced to basic Understanding of design elements and principles. The objective is:

- Understand role of design elements and principles.

- Identify & apply vital design elements with better design decisions.

- Documenting and communicating design ideas clearly.

Course Outcomes:

Mapping between COs and POs	
Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1 Understand role of design elements and principles.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO2 Identify & apply vital design elements with better design decisions	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO3 Documenting and communicating design ideas clearly.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	H	L	M	H	M	M	M	H	L				M		
CO2	M	M	L	M	L	H	M	L	H	H	M	L	M					L
CO3	M	L	H	M	H	L	L	L	H	H	L	H					H	

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 to 50% of the desired outcome)

Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 30 tutorials and 0 practical hours spread over 15 weeks of semester.

Course Contents:

Module 1: Elements and Principles of design

Introduction to design

History of design

Basic Understanding of design elements and principles

Gestalt law of design

Design around us.

Module 2: Sketching and Drawing

Introduction to basics of drawing - Line, points, squares, circles, triangles, 2d sketching & drawing

Creating layout, shape, line & shadows, shine, Overlap, Texture detail, 3D sketching & drawing.

Perspective using forms, cuboid, prisms, cones, sphere. Application learning with still life, real life sketching. Human Anatomy- Proportion drawing using shapes and drawing human figure composition.

Project on 2D drawing, 3D drawing and human figure composition.

Elements of Design and Principles of Design.

Module 3: Visualization techniques 48

Learning visualization techniques through - visual identity design, metamorphism visualization techniques, brainstorming and mind mapping. Information visualization through infographics and designing brand communication. Documenting and communicating design ideas through presentations, role play and group activities.

Project in design communication and visualization

Pedagogy:

Interactive sessions with hands on practical application.

Text & References:

Bottle necks – aligning UX with psychology – David C. Evans

Emotional Design – Don Norman
Laws of UX – Jon Yablon
Congiu, M., & Garau, M. (2012). *Writing architectural narratives*. Tangram Edizioni Scientifiche.
Mills, C. B., & Mills, C. B. (2005). *Designing with models: A studio guide to making and using architectural design models*. John Wiley & Sons.

*Additional references/ reading material could be suggested by the subject faculty.

SEMESTER- II

Sushant University *soaring high*	**SCHOOL OF DESIGN** **Syllabus**
23MID-2P01	**LTP: 1-2-6**	**M.DES**
Studio II (typology introduction + Adaptive Reuse)	**VERSION :2023**

Objective:

This course addresses yet another aspect of sustainable interiors by linking it to adaptive reuse of heritage precincts. With transition and reuse taking centre-stage in the practice and theory of the profession, the studio is seen as a logical next step in the understanding of the 'interior' by underlining its richer artistic and ethical dimensions as Public Interior. The studio's project will be a platform where the practical and theoretical knowledge gained from **Interior Design Studio I, II,** is further refined and consolidated.

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Exhibit an advanced understanding of the field of heritage conservation with regard to heritage interiors, an ability to integrate historical theories or traditional practices, technology and building science during the transformation	**PO1, PO2, PO3, PO5, PO6, PO8, PO9, PO10**
CO2	Demonstrate sensitivity not only to the place of the building in its physical and socio-political context, but also to the temporal requirements of changing owners and users.	**PO1, PO2, PO3, PO5, PO6, PO8, PO9, PO10**
CO3	Demonstrate documentation and representation skills at a level of complex interior exercise.	**PO1, PO2, PO3, PO5, PO6, PO8, PO9, PO10**
CO4	Ability to work independently, within teams and develop leadership qualities.	**PO1, PO2, PO3, PO5, PO6, PO8, PO9, PO10**

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L		L	M		M	M	M						M		
CO2	H	H	L		L	L		L	H	H			M					L
CO3	M	L	H		H	L		L	H	H							H	
CO4	H	H	L		L	M		L	L	M			H					

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 to 50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1:

Exploration of spatial potentials and poetics of the existing and the heritage by being able to consider them as palimpsests rather than as monuments.

Module 2:

Capitalization of the internal spatial potentials of existing structures without compromising its character and essence.

Module 3:

Innovative alignment with ideal heritage practices, available historic fabric issues and material pallet (concept and context) using medium scale projects as samples.

Module 4:

Understanding of design methods and construction techniques for successfully bypassing the wasteful process of demolition and reconstruction in an existing context. Opening doors to research and innovation in building transformation with respect to the environmental benefits, energy savings and the embodied energy or existing heritage site

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:

- De, C. J., Panero, J., & Zelnik, M. (2001). *Time-saver standards for interior design and space planning*. New York: McGraw-Hill.
- De, C. J. (2001). *Time-saver standards for building types*. New York: McGraw-Hill.

Farrelly, L. (2005). *Bar and restaurant interior structures*. Chichester, West Sussex, England: Wiley-Academe

*Additional references/ reading material could be suggested by the subject faculty

Sushant University soaring high	**SCHOOL OF DESIGN** **Syllabus**

23MID-2P02	**LTP: 2-1-0**	**M.DES**
Materials, Structure, Performance: secondary materials & manufacturing	**VERSION :2023**	

Objective:

Material selection is an important part of design process. Hence it is essential for a designer to have a good knowledge about the building material properties, processing techniques and their application. Material used impacts the environment of an Interior space as they possess properties like color, texture, strength, sustainability, durability etc. A clarity about Materials and Processes helps to create an ideal Interior Space for the user. The course deals with analysis and research of critical issues affecting selection and application of interior finish materials. The course enables the students to plan the quality interiors in term of healthy and sustainable interiors from retrograde life-style of today's time. The importance and awareness of outdoor space and indoor space interaction is met through-

- Space segregation and management.
- Air and waters qualitative understanding.
- Human comfort factors.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Demonstrate knowledge of basic and complex materials used in interiors and their compatibility with use, context and lifecycle costs.	**PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO12**
CO2	Application of knowledge about the performance, maintenance and environmental impact of interior design material selection through assessing client and users' needs and matching the same to appropriate material palates.	**PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO12**
CO3	Demonstrate knowledge of zero-carbon emitting setup and methods of lessening carbon footprint of interior spaces when built and while being maintained.	**PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO12**
CO4	Ability to implement project ideas based on Green Building codes of international or national repute, and using innovative tools to implement sustainable design choices with respect to materials and processes.	**PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO12**

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	H	L	M	H	M	M	M		H				M		
CO2	H	H	L	M	L	L	M	L	H	H		M	M					L
CO3	M	L	H	L	H	L	L	L	H	H		L					H	
CO4	H	H	L	M	L	M	M	L	L	M		M	H					

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 to 50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1:

- Understanding fundamentals of material selection for interior buildings, building on knowledge of basic materials from previous semester.
- History and context of sustainable practices for interior designers.
- Management of green interiors (fundamental principles of green interiors, sick building syndrome, green star rating and USGBC LEED and GRIHA rating system, sustainable site design, indoor environment management)

Module 2:

- Indoor environment quality (Ventilation Rates, Control, High Frequency Ballasts, Electric Lighting Levels, Individual Comfort Control, Internal Noise Levels, Volatile Organic Compounds, Formaldehyde Minimization, Air Supply Ductwork, Exhaust, Indoor Plants).
- Energy & environment (Energy Efficiency, Energy Improvements, Electrical Sub-metering, Office Lighting Zoning)

Module 3:

- Water quality and conservation (Potable Water Efficiency, water recycling)
- Materials and resources (Workstations, Flooring, Walls and Partitions, Chairs, Tables, Storage, Joinery, Ceilings, PVC Minimization, Timber)
- Land use and ecology (Building Layout Efficiency, Commitment to Building Performance, Shell and Core or Integrated Fit out, building shape and orientation, Building Conservation)
- Emissions (Refrigerant Ozone Depleting Potential, Insulation Ozone Depleting Potential)
- Innovation & design process (Innovative Strategies & Technologies)

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:

1. Dines, N. T., & Brown, K. D. (1999). *Time-Saver Standards: Site Construction details Manual*. McGraw-Hill Publishing Company.
2. Schittich, C. (2002). *Interior Spaces: Space, Light, Materials*. Detail.

*Additional references/ reading material could be suggested by the subject faculty

	SCHOOL OF DESIGN Syllabus
23MID-2P03	**LTP: 1-1-2**	**M.DES**
Spatial Analysis & Representation: Identity, context and inhabitants + Advanced representation (digital)	**VERSION :2023**

Objective:

A successful design process is one that is iterative, inclusive and sustainable it its proof is derived in the prototype testing. If design research is not tested through a prototype, design impact is unknown and therefore in the absence of variables for controlling or managing design during execution, the chances of failure or redundancy due to unforeseen issues becomes higher. It is safe to say that among all other key processes for creation of a design, prototyping is the most critical since it answers questions regarding the projected realities, technical modalities and implementation strategy necessary for particular aspects of the proposed design.

This integrative studio is also the arena for students to exhibit and experiment with all that they have learnt in the previous semesters. The design brief may be derived from a current design issue, a real project with a partner on ground, a social cause initiative that the school would like to explore for the city, etc. Students must focus on reasoned responses to design challenges to make their projects relevant and accurate to the point of practical perfection.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Ability to develop design briefs from existing research or primary analysis of a site/ community or area.	**PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO9, PO10, PO12**
CO2	The ability to understand, imagine and describe the relationship of the designed environment to the public, the city and the world at large.	**PO1, PO2, PO3, PO5, PO7, PO8, PO9, PO10, PO12**
CO3	Integration of all technical and allied disciplines to implement sustainable, inclusive and adaptive proposals within stipulated time and regional context.	**PO1, PO2, PO3, PO5, PO7, PO8, PO9, PO10, PO12**
CO4	Ability to independently develop a multidisciplinary, iterative and intuitive spatial complex that has flexibility and resilience at the centre of its design process.	**PO1, PO2, PO3, PO5, PO7, PO8, PO9, PO10, PO12**

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	H	L		H	M	M	M		M				M		
CO2	H	H	L		L		M	L	H	H		H	M					L
CO3	M	L	H		H		L	L	H	H		L					H	
CO4	H	H	L		L		M	L	L	M		M	H					

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 to 50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1:

Understanding fundamentals of interior buildings, building on knowledge of basic Design thinking.

Module 2:

Sustainable practices for interior designers.

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:

- Knapp, J., Zeratsky, J., & Kowitz, B. (2016). *Sprint: How to solve big problems and test new ideas in just five days*. London: Simon et Schuster Paperbacks.

- Adithan, M. (2015). *Rapid product development*. Place of publication not identified: New Age Books.

*Additional references/ reading material could be suggested by the subject faculty

Sushant University soaring high	SCHOOL OF DESIGN Syllabus
23MID-2P04	**LTP: 1-2-0**	**M.DES**
Building Systems: Air & Fire	**VERSION :2023**

Objective:

This course aims to introduce students to building services, including HVAC, acoustics, and fire-fighting. The course provides students with the technical knowledge of how these services are designed per existing and proposed functions and experience. The basic working know-how of implementing schematics correlates with ongoing trends and existing market products.

- Enable students to integrate HVAC systems seamlessly into interior design projects while considering energy efficiency and sustainability.
- Teach principles of fire prevention in interior spaces through effective spatial planning, material selection, and layout design.
- Teach techniques for creating spaces that offer optimal aural comfort by managing reverberation, echoes, and background noise.
- Teach guidelines for optimizing natural ventilation in design, considering climate, orientation, and building form.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Understand and apply principles and theory pertaining to lighting, HVAC and acoustics in interiors and common practices	PO1, PO2, PO3, PO5, PO8, PO9, PO10
CO2	Knowledge of common terminology and representation for building services design.	PO1, PO2, PO3, PO5, PO8, PO9, PO10
CO3	Ability to read, analyse and create construction documentation sets for interior projects.	PO1, PO2, PO3, PO5, PO8, PO9, PO10
CO4	Ability to correlate human comfort factors and existing building codes while providing services solutions for various typology of buildings.	PO1, PO2, PO3, PO5, PO8, PO9, PO10

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L		L			M	M	M						M		
CO2	H	H	L		L			L	H	H			M					L
CO3	M	L	H		H			L	H	H							H	
CO4	H	H	L		L			L	L	M			H					

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 to 50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1:

Environment control –meaning of environment, importance of environment control, advantages, elements to be controlled in the interiors –Temperature, air quality, Lighting, Spatial Layout.

Module 2:

Ventilation –Definition, importance, Types of ventilation –Natural and mechanical Guidelines for natural ventilation.
Heating –Need for room heating, types of heating system –central, radiant, forced air; solar system – Active solar system and passive solar system.

Module 3:

Air conditioning –Meaning, Principles, need for conditioning, air conditioning applications, Humidity control, types of air conditioning - central air conditioning, and packaged.

Module 4:

Acoustics –Definition, requirements of good acoustics, properties of sound –sound waves wave length, frequency, velocity, resonance, sound levels, loudness, noise, sound reflection, echoes, reverberation; Sound absorption –sound absorbent materials, qualities of acoustic material, guidelines for good acoustical design.

Module 5:

Fire- Types of Fire, equipment to extinguish fire, Fire Behaviour in Interior Spaces, Fire Safety Regulations, Accessibility and Egress Design, Fire Prevention Measures, Fire Detection and Suppression Systems, Fire-Resistant Materials and Finishes.

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:

- Allen, J. G. (2003). "Indoor air quality and occupants' health and comfort". ASHRAE Journal.
- Pile, J. F. (2007). "Interior Design." Pearson.
- Awbi, H. (2003). "Ventilation of Buildings." Spon Press.
- Kreider, J. F., & Kreith, F. (2010). "Solar Heating and Cooling: Fundamentals, Experiments, and Applications." Wiley.
- Incropera, F. P., & DeWitt, D. P. (2006). "Introduction to Heat Transfer." Wiley.
- McQuiston, F. C., Parker, J. D., & Spitler, J. D. (2016). "Heating, Ventilating and Air Conditioning: Analysis and Design." Wiley.
- ASHRAE Handbook – HVAC Systems and Equipment.
- Egan, M. D. (2007). "Architectural Acoustics." J. Ross Publishing.
- Everest, F. A., & Pohlmann, K. C. (2009). "Master Handbook of Acoustics." McGraw-Hill Education.
- IS 2190: Code of Practice for Selection, Installation, and Maintenance of First Aid Fire Appliances.
- IS 3844: Code of Practice for Installation and Maintenance of Fire-Fighting Hose Reel.
- IS 6382: Specification for Water Type Extinguishers.
- NFPA 101: Life Safety Code.
- NFPA 72: National Fire Alarm and Signaling Code.
- NFPA 13: Standard for the Installation of Sprinkler Systems.
- NFPA 5000: Building Construction and Safety Code.
- Gann, R. G., & Nelson, H. E. (2015). "Building Fire Protection Engineering." Wiley.

*Additional references/ reading material could be suggested by the subject faculty

Sushant University soaring high	SCHOOL OF DESIGN Syllabus
23MID-2P05	**LTP: 2-1-0**	**M.DES**
Theory Seminar: Theory of Interior Design	**VERSION :2023**

Objective:

Theory of Interior Design complements and enhances a person's lifestyle, right from the most basic, to high-end luxury. The objective includes the development of core competence in the basic skills and understanding of the process and principles governing the design and manufacturing of Lifestyle Accessories. It intended to promote the crafts of India as uniquely placed for innovative integration into contemporary design practice. This program prepares students for multi-faceted field combining the architecture of product and decoration. The curriculum encourages students to draw inspiration and strength from Indian as well as cross-cultural diversity and craft traditions which have contemporary usage in international market. The course also introduces students to the field of contemporary design related to life style products that are personal, functional yet expressive, decorative and interesting to use.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Develop understanding of lifestyles and habits, and their influence in creation of better products, systems, spaces and accessories for them to use.	**PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO12**
CO2	Imbibe an understanding of human interaction with the product from all relevant perspectives, concentrating on user-centric innovations.	**PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO12**
CO3	Knowledge of different material in their aesthetics, functional and creative abilities, with exposure to different scales of production and understanding of market trends.	**PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO12**
CO4	Develop an ability to translate design idea into intelligent product.	**PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO12**

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	H	L	M	H	M	M	M		H				M		
CO2	H	H	L	M	L	L	M	L	H	H		M	M					L
CO3	M	L	H	L	H	L	L	L	H	H		L					H	
CO4	H	H	L	M	L	M	M	L	L	M		M	H					

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 to 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 Life style accessory design
Introduction to world Art & Culture and its influence on development of lifestyle and accessory design

Module 2:

Material study and material manipulation
Development process and techniques
Opportunity Identification, Identifying customer needs
Product Planning and process

Module 3:

Product specification
Concept development, concept selection and concept testing
Product architecture

Module 4:

Prototyping
Lifestyle product creation

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:

1. Reinertsen, D. G. (2009). *The principles of product development flow: Second generation lean product development*. Celeritas.
2. Cuffaro, D., & Zaks, I. (2013). *The Industrial Design Reference + Specification Book: All the details industrial designers need to know but can never find*. Rockport Publishers.

*Additional references/ reading material could be suggested by the subject faculty

	SCHOOL OF DESIGN Syllabus
23MID-2P06 **LTP: 2-1-0**	**M.DES**
Critical and Historic Studies: Styling, texture and textiles	**VERSION :2023**

Objective:

The course comprises of the meaning and importance of soft furnishings, types of windows treatments, floor coverings and care & maintenance of soft furnishings. It includes all aspects of how to choose soft furnishing for different living & working spaces.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Explain the different types of walls, floor and window treatments in a detailed manner.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO2	Understand the kinds of fabric used for different furnishings in different spatial environments	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO3	Demonstrate the meaning and importance of soft and home furnishings through application in projects.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO4	Establish the technique and application of required soft furnishing in the given space.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	H	L	M	L	M	M	M	H	H				M		

CO2	H	H	L	M	L	L	H	L	H	H	L	M	M					L
CO3	M	L	H	M	H	L	M	L	H	H	M	H					H	
CO4	H	H	L	M	L	M	L	L	L	M	H	L	H					

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 to 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 Soft Furnishing
  - o Soft Furnishing: Meaning, and Importance.
  - o History of Soft Furnishing through periodical phases or styles (renaissance, baroque, rococo, etc.)
- Introduction to Fibres and Fabric:
  - o Fabric Construction: Yarns (Warp, Weft, Grain, Blend, Plain) & Weaves (Satin, Twill, jacquard, non-woven- vinyl & other plastic materials).
  - o Fibres –types, usage, advantages & disadvantages: Animal (wool, mohair, Silk); Vegetable (cotton, jute, flax[linen]); Man-made/ Synthetic (Rayon, Viscose, Nylon, Olefin, Polyester, Acetate, Acrylic); animal skins: Leather, Fur.
  - o Upholstery fabrics- Meaning of Upholstery, Different kinds of fabric & their application based on their properties: Brocade, Damask, Cretonne, Chintz, Tapestry, Jacquard, Denim, Linen, Velvet, Calico, Hessian, Canvas, Plastic & Leather, Speciality Fabric.
  - o Factors to consider for choice of Upholstery fabric: Fibre Content, Colour fastness, construction, Texture, Pattern, Wearability & Functionality

Module 2:

- Relationship of Furnishing with Space
- Wall Coverings: Fabric & Acoustical Wall covering –upholstered.
- Window Coverings - Types of treatments:
  - o Curtains –meaning, Fabric content used (silk, mohair, velvet, viscose etc.)
  - o Draperies –meaning, fabric content used
  - o Shades –types (roman, roller, Balloon, etc.)
  - o Casing/ Headings –types (Box pleated headings, cased, eyelet, goblet, pencil, Tab top, puffball)
  - o Swags/Cascades & Jabots –different types or styles (win shire, etc.)
  - o Valances –types or styles (Victorian, cascade, empire, queen Anne, etc.)
  - o Pelmets
  - o Blinds/Shutters

- o Others: Tassels &Tie backs, curtain clips, hold backs, Rods, Rings, Brackets.
- Floor Coverings –types of soft coverings: Carpet and rugs
  - o Benefits of Carpet and Rugs –insulation, comfort, aesthetics, safety, sound reduction.
  - o Selection of carpet and rugs
  - o Textures & patterns –Cut pile, Plush/velvet, Saxony, Frieze, level loop pile, multi-level loop pile, cut & loop pile.
- Fibre content –Nylon, olefin, polyester, acrylic, wool, blend.

Module 3:

- Living Environments
- Residential (Home) furnishing –private (such as Bedroom), semi private (kitchen/ Bathroom), Public (living/dining room) spaces.
  - o Bedroom furnishing: bed linens, pillows, cushions, duvets, quilts, bed sheets, etc.
  - o Bathroom furnishing: bath linens, bath mats, shower curtains, etc.
  - o Kitchen furnishing: curtains, etc.
  - o Living/dining room: table linen, table mats, sofa fabric, cushions, etc.
- Commercial Furnishing –public spaces.
  - o Corporate Offices: furnishing on all spatial elements –wall, floor, windows, furniture in respect to formal working environment with low maintenance and good Aesthetics.
  - o Restaurant / Bars: furnishing on all spatial elements –wall, floor, windows, furniture in respect to –care & maintenance, aesthetics, flexibility to changes.

Module 4:

- Multiplexes: furnishing on all spatial elements –wall, floor, furniture in respect to – care & maintenance, comfort, acoustics, sound insulation.
- Hospitality: hotels & resorts (high end) –furnishing aspects on theme-based styles - historical periods, such as Louis XV, Louis XVI, Louis XIV, William Morris, Art Deco.

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:

- Phillips, B. (2004). *The Hamlyn book of decorating*. London: Hamlyn.
- Clifton-Mogg, C. (1995). *The complete home decorator*. London: Conran Octopus.
- Luke, H. (1997). *Soft furnishings*. London: New Holland.

Online sources

- https://softfurnishingsforthehome.weebly.com
- https://www.hometown.in/home-furnishings
- https://en.wikipedia.org/wiki/Category:Furnishings

*Additional references/ reading material could be suggested by the subject faculty

SEMESTER- III

Sushant University soaring high	SCHOOL OF DESIGN Syllabus
23MID-3P01	**LTP: 2-6-8**	**M.DES**
Studio III (THESIS)	**VERSION :2023**

Objective:

It is essential to incorporate sustainable design practices and enhanced building performance into innovative design. stays abreast of new developments in technology and materials while understanding historical precedents and must remain constantly aware of social change and demographic shifts that reveal new client needs.

Student is required to pick any one area of choice

1. Urban Interiors: Corporate office, shopping malls, Amusement zone, Health care
2. Interior of Ports: Air ports, Bus stops, Railway stations
3. Exhibition Display: Urban level & National level.
4. Retail: Multi-Brand or Single Brand
5. Community Centres: Urban, Semi-Urban and Rural

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Ability for project formulation and project proposal, methods of analysis, design processes and issues of design language.	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**
CO2	Creating and resolving Design constraints and performance specifications and issues of visual coordination. Resolution of project to integrate- • Dimensions of functions of interior spaces to build form • Culture, traditions and behaviour patterns and use of spaces.	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**
CO3	Integration of multiple dimensions of interior design into a unique synthesis of expressional	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**

skills in form of drawings, 3D views, model making, integration of actual material samples, cost analysis, understanding of coordination and execution of the projects.

- Creating actual prototype samples of spaces and products.
- Visualization of total display system.
- Documentation of a feasible design proposal.

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	H			L	M	M	M						M		
CO2	H	H	L	M			L	L	H	H			M					L
CO3	M	L	H	M			H	L	H	H							H	

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 to 50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1:

Conduction of a detailed research on the given topic, data collection, evaluation & conclusion complete with all the methodology and implementation necessary to create a design proposal.

Module 2:

Understanding fundamentals of techniques and material selection for interior buildings, building along with the context, spatial and user dynamics.

Module 3:

Drawings, layouts, sections, 3Ds and model creations for the final delivery of the proposal.

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:

1. Whyte, W. H. (2018). *The social life of small urban spaces*. Project for Public Spaces.
2. Oldenburg, R. (2005). *The Great Good Place: Cafes, coffee shops, bookstores, bars, hair salons, and other hangouts at the heart of a community*. Da Capo Press.
3. Current Magazines

*Additional references/ reading material could be suggested by the subject faculty

Sushant University *soaring high*	**SCHOOL OF DESIGN** **Syllabus**
23MID-3P02	**LTP: 2-2-0**	**M.DES**
Theory Seminar: THESIS SEMINAR	**VERSION :2023**

Objective:

The course comprises of the knowledge of design process and thinking, holistic understanding of design and application. There are various ethical and philosophical debates around design in contemporary living and the students must be able to take decisions that are both economically, socially and culturally and ecologically sound.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Understand design methodology and its application in various aspects of design	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**
CO2	Research, analyse and implement holistic thinking vis-à-vis design	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**
CO3	Imbibe and demonstrate a sense of professional responsibility	**PO1, PO2, PO3, PO4, PO5, PO6, PO8, PO9, PO10**

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	**PSO6**
CO1	H	H	L	H	L	M		M	M	M						M		
CO2	H	H	L	M	L	L		L	H	H			M					L
CO3	M	L	H	M	H	L		L	H	H							H	

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 to 50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1:

- Design Process
- Design Synthesis
- Design Planning
- Creative Thinking

Module 2:

- Design Empathy
- Design Philosophy
- Ways of Seeing
- Aesthetics

Module 3:

- Ethics
- Design Management
- Professional Standards

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:

1. Wright, L. (2013). *Critical thinking: An introduction to analytical reading and reasoning*.
2. Brown, T., & Katz, B. (2019). *Change by design: How design thinking transforms organizations and inspires innovation*.
3. Lockwood, T. (2010). *Design thinking: Integrating innovation, customer experience and brand value*. New York: Allworth Press.
4. Patnaik, D., & Mortensen, P. (2011). *Wired to care: How companies prosper when they create widespread empathy*. Upper Saddle River, NJ: Financial Times/Prentice Hall.

*Additional references/ reading material could be suggested by the subject faculty

	SCHOOL OF DESIGN **Syllabus**

23MID-3P03	**LTP: 1-2-0**	**M.DES**
PROFESSIONAL PRACTICE		**VERSION :2023**

Objective:

This course will help students to acquire skills and knowledge to help them develop their careers not just as creative professionals but also as efficient project managers. Through a studio module, the course will provide an opportunity for students to consider how design is managed and how design relates to other Business functions like sourcing, costing marketing etc. The selected project for the semester will utilise all previous learning of the student to propose a design, outline its documentation for execution including costing and implementation plan. Exploring interiors on a more researched level as well of a certain scale (multiple cell occupancy), students will research into operative, material and spatial design in the interior realm relevant to a time, place and user.

Professional practice and ethics, building systems, construction processes and design documents will be explored through the project in studio. Projects undertaken by students (selective or elective) will vary in scale and typology and provide a range of options for engaging with interior, advanced research methods and cutting-edge strategic thinking (including techniques, materials, branding, and systems thinking).

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	A Understand concepts of design management, professional practice, sourcing and costing.	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**
CO2	Develop the ability to practice design in a professional environment with the knowledge of design development and implementation strategy.	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**
CO3	Demonstrate a clear understanding of the materials suitability and their ethical or sustainable sourcing.	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6

CO1	H	H	L	H			H	M	M	M				M					M		
CO2	H	H	L	M			M	L	H	H			M								L
CO3	M	L	H	M			M	L	H	H								H		

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 to 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 Concept of Design Management and the processes involved.
- Lecture on steps involved in Design Management viz a viz planning, designing, construction and completion
- Preparation of project implementation plan (using CPM, etc.) and understanding the variables that control project cost and progress

Module 2:

- Professional practices involved in the field of Interiors
- Sourcing techniques, usability and accessibility of materials involved in Interior Projects.

Module 3:

- Costing- preparation of Bill of Quantities, Estimates, and Scope of Work and controlling fluctuation or design cost analysis using design methods (substituting finishes, sourcing materials, etc.).
- Tender documents, and Quality control, specifications and substitution

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:

1. Ballast, D. K. (2010). *Interior detailing: concept to construction*. Hoboken, N.J., John Wiley & Sons.
2. Ballast, D. K. (2019). *Interior construction & detailing for designers & architects*. Belmont, Professional Publications.

*Additional references/ reading material could be suggested by the subject faculty

Sushant University *soaring high*	**SCHOOL OF DESIGN** **Syllabus**
23MID-3P04	**LTP: 1-2-0**	**M.DES**
Universal Design	**VERSION :2023**

Objective:

It is extremely essential to understand the special needs of the physically challenged and the aged so as to provide them a safe, convenient and useable environment. It is our duty as a designer to create a barrier free space to enable them to function independently, participate without assistance and procure goods without any hindrance. The standards for designing such spaces should be applied to all kinds of buildings like residential, commercial, healthcare and public.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Analyse and interpret the special needs of physically challenged	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**
CO2	Understand spatial requirements and standards to be followed while designing for physically challenged.	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**
CO3	Apply the learnings through their application in the design of a safe and barrier free space for the physically challenged	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	H			H	M	M	M						M		
CO2	H	H	L	M			M	L	H	H			M					L
CO3	M	L	H	M			M	L	H	H						H		

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 to 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 the types of physical Disabilities, like non ambulatory, ambulatory, hearing sight and the aged:
- Anthropometric data, space allowances, range of reach for the challenged.
- Design requirements, finishes and other provisions for designing for physically challenged and the aged in various types of buildings.
- Standards for various elements of a building like Toilets, Doors, Windows, Lifts, Stairs, and Corridors

Module 2:

Introduction to Design Problem for Physically Challenged –Institutional Building Space;
- Secondary Case study/Project of/for a similar space
- Area Calculations and Anthropometric study regarding the given space
- Concept
- Layout Plan (considering all the space requirements for the physically challenged)
- Sectional Elevations

Module 3:

Detailed Drawings and Material Board creation
- Detail drawing of special features incorporated in design
- Toilet Layout with Sections mentioning the type of fixtures used
- Flooring Layout (mentioning any special materials used)
- Electrical Layout (controls to be provided at a convenient height)
- 3D view of a special feature designed for the physically challenged
- Material Board

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:

- Steinfeld, E., & Maisel, J. L. (2012). *Universal design: Creating inclusive environments*. Wiley.
- Goldsmith, S. (2015). *Universal design: A manual of practical guidance for architects*. Architectural Press, imprint of Routledge.

*Additional references/ reading material could be suggested by the subject faculty

SEMESTER- IV

Sushant University soaring high	SCHOOL OF DESIGN Syllabus
23MID-4P01	**LTP: 24**	**M.DES**
INTERNSHIP	**VERSION :2023**

Objective:

Students must in the months between both the years undertake professional training as an internship with an individual interior designer/company/ research institute or one of the other suggestions below to gain first hand professional work experience. The objective of the course is to undertake an industrial internship with an organization during the last semester. This introduces the students to the working environment of their chosen industry and equips them to deal with the day-to-day operations in the business organization. The outcome of the course is application of acquired knowledge and skills gained through the four years of learning in a real-life project(s).

The Summer Internship may include one of the following methods:
- Working under an industry mentor following the project brief provided by them
- Independent (funded or self-funded) Independent study
- self-executed projects under the guidance of a mentor or senior professional,
- research project (either funded or for any organisations that provide contractual work) or
- Teaching assistantship at the University (Teaching Practicum for Summer School courses /programmes).

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Understand the hierarchy and structure in an organisation and how to work within it.	**PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12**
CO2	Apply and appreciate the company and client relationship	**PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12**

CO	Description	POs
CO3	Generate the ability to manage project with the team at the firm while applying their skills in the same.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO4	Work within deadlines and fulfil the requirements of the client and the firm in a holistic manner.	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
CO5	Understand value of time-work-cost relationship to company paradigm	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	H	L	M	M	M	M	M	M	H				M		
CO2	H	H	L	M	L	L	M	L	H	H	M	H	M					L
CO3	M	L	H	M	H	L	H	L	H	H	H	M					H	
CO4	H	H	L	M	L	M	M	L	L	M	L	L	H					
CO5	H	H	L	M	L	L	M	L	H	H	M	H	M					L

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 to 50% of the desired outcome)

Course Contents:

Module 1:

Every student must work with carpenters, artisans, fabricators, interior furnishers, painters, plumbers, electricians and flooring layers and false ceiling, lighting, Acoustics, Air conditioning, Fire safety and security system consultants involved in the project. Eight weeks can be split for working with different people accordingly, after identification of the consultants and discussion with the concerned faculty. The student should involve in the work of these people and observe and document the materials, tools, techniques and process used by them in the projects. They should understand the coordination of the work of the consultants in the project. After the summer vacation, every student will have to submit a detailed report with drawings, photographs of the work in which the student was involved with the consultants. After submission of the report the department at its convenience will arrange for the conduct of the viva- voce examination.

Pedagogy:

• Frequent consultancy with the employer and mentor
• One interim and one final evaluation
• Record of daily activities and learning outcome.
• Internship report outlining the Company's profile, job duties and responsibilities,
learning outcome with supporting examples of the student's work.

Reference Books:

1. Ballast, D. K. (2010). *Interior detailing: concept to construction*. Hoboken, N.J., John Wiley & Sons.
2. Ballast, D. K. (2019). *Interior construction & detailing for designers & architects*. Belmont, Professional Publications.
3. Chandra, P., & Chandra, P. (2014). *Projects: Planning, analysis, selection, financing, implementation, and review*. New Delhi, India, McGraw Hill Education.
4. Ching, F. D. K. (2018). *Interior Design Illustrated*. Wiley & Sons Canada, Limited, John.

Cooper, R., Junginger, S., Lockwood, T., Buchanan, R., Boland, R., & Chung, K. W. (2017). *The Handbook of design management*. London: Bloomsbury Academic.

*Additional references/ reading material could be suggested by the subject faculty

Sushant University soaring high	**SCHOOL OF DESIGN** **Syllabus**
23MID-4P02 **LTP: 4-2-0**	**M.DES**
Dissertation	**VERSION :2023**

Objective:

To undertake an independent piece of research in specified area that contributes to the advancement of knowledge. The Dissertation follows from the Dissertation and Research Methods course of the previous semester.

Students would by this time be familiar with the skeleton of research and methods adopted to conduct the same including 'what, why and how' of the research inquiry and the academic apparatus of academic writing. The Dissertation enables the student to build on their enquiry into an independent course of interest from the Design field or profession that excites them. It is seen as a medium of communicating their design ideas through words and sentences, in a format of argument, experiment or hypothesis displaying accurate writing apparatus. It offers an opportunity to make a contribution to the knowledge shared by designer's world over, while depicting the regional and global nuances of the course efficiently.

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Demonstrate their work on a suitable topic of research in their field of interest, define research questions or hypothesis	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**
CO2	Acquire and analyse existing research and theory and interpret it in a systematic, logical manner.	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**
CO3	Display extensive knowledge on their selected course through primary and secondary research	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**
C04	Establish a research strategy, design the research, determine an appropriate methodology to gather information and collect data	**PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10**

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

(Cos)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6

	1	2	3	4	5	6	7	8	9						
CO1	H	H	L	H			L	M	M	M				M	
CO2	H	H	L	M			L	L	H	H		M			L
CO3	M	L	H	M			H	L	H	H				H	
CO4	H	H	L	M			L	L	L	M		H			

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 to 50% of the desired outcome)

Course Contents:

Module 1:

- What is Research?
- Why do we Research?

Module 2:

- Research Structure & Syntax
- Defining Research Problem
- Literature Review
- Formulating Hypothesis
- Data Types & Data-Collection
- Designing the Research

Module 3:

- Data Processing
- Types of Analysis – Qualitative & Quantitative
- Developing Analytical Framework & Theoretical Models
- Synthesis & Questioning Hypothesis

Module 4:

- Findings
- Proposition & Recommendations
- Conclusion

Module 5:

- Assimilation
- Logical Inter-connection & Flow

Pedagogy:

Each student is required to research work and to follow up the sessions with further research in given assignments.

Reference Books:

1. BORDEN, I., & RÜEDI, K. (2015). *The dissertation: a guide for architecture students*., London: Routledge.
2. BROWN, T., & KATZ, B. (2019). *Change by design: how design thinking transforms organizations and inspires innovation*. New York, Harper Business
3. PATNAIK, D., & MORTENSEN, P. (2011). *Wired to care how companies prosper when they create widespread empathy*. Upper Saddle River, NJ, Financial Times/Prentice Hall.
4. WRIGHT, L. (2013). *Critical thinking: an introduction to analytical reading and reasoning*. New York, Oxford University Press.

*Additional references/ reading material could be suggested by the subject faculty