Sushant University

Key Indicator – 1.3 Curriculum Enrichment (50)

1.3.1 Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework enshrined in Sustainable Development goals and National Education Policy – 2020 into the Curriculum

(15)

Criterion 1 – Curricular Aspects (150)

PROGRAMME STRUCTURE FOR M. DESIGN (INTERIOR DESIGN), 2 YEAR DEGREE COURSE – Alignment of courses with cross issues

Batch 2023 - 2024 (Total Credits – 120)

FIRST YEAR M. DESIGN (INTERIOR DESIFN) OF TWO YEAR DEGREE COURSE

SEMESTER 01

S. NO.	Course Code	Course Title	Employability/ Skill Development/ Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
1	23MID-1P01	Studio I (primer + 1 Major project)	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Environment and sustainability	Space planning, design conceptualization, material selection, 2D and 3D designing, and presentation development
2	23MID-1P02	Studio II (Spatial Analysis & Representation: Principles of Design & representation Basics)	Employability/Skill Development/Entrepreneurship.	Gender, Professional ethics, Environment and sustainability	Designing functional and aesthetic interior spaces through planning, material selection, and 2D/3D visualization
3	23MID-1P03	Building Systems: Light & Water	Employability/Skill Development/Entrepreneurship	Environment and sustainability	Designing and planning lighting and plumbing systems, including layout, specification, and integration with building infrastructure.
4	23MID-1P04	Critical and Historic Studies: Historic Interiors	Skill Development	Professional ethics	Analyzing and interpreting historical interior design styles, movements, and periods, and applying this knowledge to understand design evolution.
5	23MID-1P05	Materials, Structure, Performance: primary materials	Skill Development	Environment and sustainability	Selecting, specifying, and analyzing various building materials, considering properties, sustainability, and applications in construction.
6	23MDS-1P01	Seminar: Fundamentals of Design	Employability/Skill Development/Entrepreneurship	Professional ethics, Human values	Discussing and analyzing fundamental design principles, theories, and

					concepts, and applying critical thinking to design practices.
7	23MEL-1P01, 23MEL-1P02	Discipline Specific Elective I	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Environment and sustainability	Exploring specialized design topics, such as sustainable design, universal design, or design technology, and applying design principles to real-world problems.
8	23MEL-1P03, 23MEL-1P04	Discipline Specific Elective II	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Environment and sustainability	Exploring specialized design topics, such as sustainable design, universal design, or design technology, and applying design principles to real-world problems.
9	23MDS-1P02	Foreign Language Certificate Course	Skill Development	Professional ethics	Learning and practicing reading, writing, speaking, and listening skills in a foreign language, with focus on grammar, vocabulary, and cultural immersion.
10	23MDS-1P03	Communication Skills	Skill Development	Professional ethics, Human values	Developing effective verbal and non-verbal communication skills through presentations, group discussions, debates, and written assignments.

SEMESTER 02

S. NO.	Course Code	Course Title	Employability/ Skill Development/ Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
1	23MID-2P01	Studio II (typology introduction + Adaptive Reuse)	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Environment and sustainability	Space planning, design conceptualization, material selection, 2D and 3D designing, and presentation development

2	23MID-2P02	Materials, Structure, Performance: secondary materials & manufacturing	Employability/Skill Development	Environment and sustainability	Selecting, specifying, and analyzing various building materials, considering properties, sustainability, and applications in construction.
3	23MID-2P03	Spatial Analysis & Representation: Identity, context and inhabitants + Advanced representation (digital)	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Environment and sustainability	Designing functional and aesthetic interior spaces through planning, material selection, and 2D/3D visualization
4	23MID-2P04	Building Systems: Air & Fire	Employability/Skill Development/Entrepreneurship	Environment and sustainability	Designing and planning heating, ventilation, and air conditioning (HVAC) systems, and fire protection and safety systems in buildings.
5	23MID-2P05	Theory Seminar: Theory of Interior Design	Skill Development	Professional ethics	Studying and applying principles of interior design, including space planning, color theory, lighting, and furniture design to create functional and aesthetically pleasing spaces.
6	23MID-2P06	Critical and Historic Studies: Styling, texture and textiles	Employability/Skill Development	Professional ethics	Analyzing and interpreting historical and theoretical contexts of art, architecture, and design, and applying critical thinking to understand their impact and significance.
7	23MEL-2P01, 23MEL-2P02	Discipline Specific Elective III	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Environment and sustainability	Exploring specialized design topics, such as sustainable design, universal design, or design technology, and applying design principles to real-world problems.
8	23MDS-2P01	Social Media Marketing	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Human values	Creating and implementing social media strategies, content creation, campaign management, and analytics

					to engage audiences and build brand awareness.
9	23MDS-2P02	Community Oriented Project	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Human values, Environment and sustainability	Designing and implementing projects that address community needs, applying design skills to real-world problems, and fostering community engagement and development.
10	TDCC	Trans – Disciplinary Certificate Course	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Environment and sustainability	

SECOND YEAR M. DESIGN (INTERIOR DESIFN) OF TWO YEAR DEGREE COURSE

SEMESTER 03

S. NO.	Course Code	Course Title	Employability/ Skill Development/ Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
1	23MID-3P01	Studio III (Thesis)	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Environment and sustainability	Space planning, design conceptualization, material selection, 2D and 3D designing, and presentation development
2	23MID-3P02	Thesis Seminar	Skill Development	Professional ethics	Developing and refining thesis research, conducting literature reviews, methodology, and analysis, and preparing for final thesis presentation and defense.
3	23MID-3P03	Professional Practice	Employability/Skill Development/Entrepreneurship	Professional ethics	Exploring professional standards, ethics, and practices in a design field, including resume building, portfolio development, and preparation for industry engagement.

4	23MID-3P04	Universal Design	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Human values	Designing products, spaces, and environments that are accessible, usable, and enjoyable for people of all ages and abilities, promoting inclusivity and equality.
5	23MEL-3P01, 23MEL-3P02	Discipline Specific Elective IV	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Environment and sustainability	Exploring specialized design topics, such as sustainable design, universal design, or design technology, and applying design principles to real-world problems.
6	23MEL-3P03, 23MEL-3P04	Discipline Specific Elective V	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Environment and sustainability	Exploring specialized design topics, such as sustainable design, universal design, or design technology, and applying design principles to real-world problems.
7	TDCC	Trans – Disciplinary Certificate Course	Employability/Skill Development/Entrepreneurship	Gender, Professional ethics, Environment and sustainability	
8	23MDS-3P01	HBS Online / Equivalent MOOC course from approved portals like Swayam, NPTEL, edX, Udemy	Employability/Skill Development/Entrepreneurship	Professional ethics, Environment and sustainability	Learning and applying design principles, human-centered design, and design thinking through online courses and interactive exercises.

SEMESTER 04

S. NO.	Course Code	Course Title	Employability/ Skill Development/ Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
1	23MID-4P01	Internship	Employability	Professional ethics	Gaining practical experience and industry exposure by working on real-world projects, applying theoretical knowledge, and developing

					professional skills in a workplace setting.
2	23MID-4P02	Dissertation	Skill Development	Professional ethics	Conducting original research, collecting and analyzing data, and presenting findings to contribute new knowledge and insights to a specific field or discipline.

Master of Design (Interior Design)

Programme Handbook

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 analyzing, 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

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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
15	25	40

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
15	10	15	40

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

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

Theory (25)		
Mid Semester Examination	Quiz(s)/ Presentation (s)/Assignment	**Total**
15	10	**25**
Lab (15)		
Mid Semester Examination	Lab/ practical performed & Lab report	**Total**
5	10	**15**

END SEMESTER EXAMINATION (60)

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 40% marks in the aggregate of Mid Semester Evaluation (MSE) & End Semester Examination (ESE). In order to pass a particular course, student must appear in the Final examination irrespective of the marks obtained in the Mid Semester Evaluation.
- For successful completion of a programme, the student should secure a minimum Cumulative Grade Point Average (CGPA) of 4.0 at the end of 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:

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

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:

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

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 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		FOR ALL SCHOOLS
2	Courses with focus towards promoting Entrepreneurship		
3	Courses with focus towards promoting Skill Development		
8	Courses with focus towards promoting Employability, Entrepreneurship & Skill Development		

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/Entrepreneurship	1	1	0	2	

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 Design	Skill Development	2	1	0	3	
23MID-	Critical and Historic	Employability/Skill	2	1	0	3	

2P06	Studies: Styling, texture and textiles	Developme nt					
Discipline Specific Electives (DES)							
23MEL-2P01, 23MEL-2P02	Discipline Specific Elective III*	Employabil ity/Skill Developme nt/Entrepre neurship	1	1	0	2	6.67%
Skill Enhancement Course (SEC)							
23MDS-2P01	Social Media Marketing*	Employabil ity/Skill Developme nt/Entrepre neurship	1	1	0	2	6.67%
Service Learning/ Community Service (AEC)							
23MDS-2P02	Community Oriented Project*	Employabil ity/Skill Developme nt/Entrepre neurship	0	3	0	3	10%
Generic Elective I (GE I)							
TDCC	Trans – Disciplinary Certificate Course*	Employabil ity/Skill Developme nt/Entrepre neurship	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)	Employabil ity/Skill Developme nt/Entrepre neurship	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. Program Educational Objectives (PEO's)

1. Visionaries | Actively engage students in leadership in a global environment/ context

2. Research Oriented | Conducting design inquiry through evidence and design research

3. Inquisitive | A culture of inquiry, collaboration, and cross-disciplinary endeavours

4. Human centric | Sensitivity towards human behaviour and commitment to the health, safety and welfare of the public

5. Learning Real-time | Enabling interaction with environment to equip students to adapt and respond to 'situations' rather than simulations

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

15.4. Program Outcomes (POs)

1. PO1 - Knowledge & Expertise of Design field
Developing a professional attitude through interaction with academia and industry experts. Acquire knowledge of design thinking, practice of robust design process involving critical thinking and team-work. And develop sensitivity to moral and ethical code of conduct as a professional equipped to perform equally well as an employee or an entrepreneur.

2. PO2 - Research
Develop knowledge of conceptual frameworks that motivate interdisciplinary research and design in human-cantered design, and inform interior design process with the same. Knowledgeable regarding contemporary developments, smart materials, cutting edge technology, state of the art advancements, etc. to develop an intuitive and innovative approach towards the field of design.

3. PO3 - Information and digital literacy
Develop an aptitude for problem solving and opportunity inquiry with a thorough research process. Developing knowledge of design process, research as a method of creative problem solving and inducing innovation. Developing intellectual property through original research, publishing articles in high impact factor journals, conference proceedings, patents.

4. PO4 - Problem Solving
Evaluate and understand human needs as a basis for designing. Adopt a systems approach to design, develop, innovate and implement integrated systems that include people, technology, information, energy and resources taking into account global, environmental, human, social and economic contexts.

5. PO5 - Communication and presentation skills
Inculcating the habits of constructive criticism, self-evaluation and lifelong learning through cross-

collaboration, design studio culture, hands-on working. Identify the need for and continue to develop skills and knowledge to embrace changes or disruptions in society and the design profession.

6. PO6 - Behavioural skills, Teamwork and leadership
Imbibing appreciation of versatility of history, culture, tradition, crafts, arts, technology, artists. Communicate effectively in oral, written, and visual forms, while scaling communications to audience needs and socio-technical contexts.

7. PO7 - Globalization
Imbibing appreciation of versatility of history, culture, tradition, crafts, arts, technology, artists. Communicate effectively in oral, written, and visual forms, while scaling communications to audience needs and socio-technical contexts.

8. PO8 - Ethical, Social and professional understanding
The ten work ethic traits: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect and teamwork are defined as essential for student success and are listed below.

9. PO9 - Employability, Entrepreneurship
Developing skills that fulfil the industry requirements and are at par with market demand. Imbibing entrepreneurship skills as well that enable to set up and run own establishment and take it further.

10. PO10- Lifelong learning
The list of beneficial lifelong learning skills one can have is broad and diverse, and it pays to develop them constantly. Such skills transform our future for the better because they come from what is best in us. Mastering beneficial lifelong learning skills helps us work, learn, and live better.

11. PO11- Organizational behaviour
At its core, organizational behaviour analyses the effect of social and environmental factors that affect the way employees or teams work. The way people interact, communicate, and collaborate is key to an organization's success.

12. PO12- Finance and marketing
Imbibing financial aspects such as analytical thinking. It refers to looking at and understanding a situation to interpret it and deriving an intelligent and thoughtful response. Also integrating marketing skills to promote the work and business better.

Examination Scheme for all Theory Papers:

Components	Mid-term Examination	Final Internal Assessment	End-Term Exam	Total
Weightage	15	25	60	100

SYLLABUS
SEMESTER- I

Sushant University	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 1-2-6	M.DES
[redacted]	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)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioural Skills, Team work and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behaviour	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**H**	**L**	**H**	**L**	**M**		**M**	**M**	**M**		
CO2	**H**	**H**	**L**	**M**	**L**	**L**		**L**	**H**	**H**		
CO3	**M**	**L**	**H**	**M**	**H**	**L**		**L**	**H**	**H**		
CO4	**H**	**H**	**L**	**M**	**L**	**M**		**L**	**L**	**M**		

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

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.

[redacted]

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.

[redacted]

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

[redacted]

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**

Sushant University	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 2-2-0	M,DES
[redacted]	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)

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

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.

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.

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	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 1-2-0	M.DES
[redacted]	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)

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

Section A: Introduction to Building Construction

Structural Loading systems.

Brick Masonry & Stone Masonry.

Arches & Lintels.

Foundation, Damp Protection & Termite Protection.

Section B: Building elements

Doors & Windows.

Staircase & False Ceiling.

Partition & Panelling.

Section C: Introduction to Services

Natural Resources and passive systems design.

Building site conditions.

Human body and built environment.

Introduction to Building Codes.

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.

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	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)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioural Skills, Team work and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behaviour	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	L	M	L	L	L	M	M	M	M	M		
CO2	H	L	L	L	L	L		M	M	H		
CO3	M	M	H	L	H	L		L	M	H		
CO4	M	H	L	L	L	M		M	M	M		
CO5	L	H	L	M	L	M		L	L	M		
CO6	H		L		L	M		L	L	M		

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

Module 1:

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	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)

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

Module 1:

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	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 2-1-0	M.DES
[redacted]	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, PO6, Po9,PO7, PO8, PO10, PO4, PO5, PO12,PO11
CO2	Identify & apply vital design elements with better design decisions	PO1,PO2,PO3, PO6, Po9,PO7, PO8, PO10, PO4, PO5, PO12,PO11
CO3	Documenting and communicating design ideas clearly.	PO1,PO2,PO3, PO6, Po9,PO7, PO8, PO10, PO4, PO5, PO12,PO11

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

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

L= Weakly mapped
M= Moderately mapped

H= Strongly mapped

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:

[redacted]

Introduction to design

History of design

Basic Understanding of design elements and principles

Gestalt law of design

Design around us.

[redacted]

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.

[redacted]

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	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 1-2-6	M.DES
[redacted]	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)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioural Skills, Team work and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behaviour	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**M**	**M**		**L**	**L**	**M**	**M**	**H**	**M**		
CO2	**H**	**H**	**M**		**L**	**L**	**M**	**M**	**M**	**M**		
CO3	**M**	**M**	**H**		**H**	**H**	**M**	**L**	**M**	**L**		
CO4	**H**	**L**	**L**		**L**	**H**	**H**	**H**	**H**	**M**		

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

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

[redacted]

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

[redacted]

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

[redacted]

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	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 2-1-0	M.DES
[redacted]	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)

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

- 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)

- 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)

- 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**

Sushant University	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 1-1-2	M.DES
[redacted]	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)

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

SUSHANT UNIVERSITY SECTOR-55, GURGAON
School of Design Sushant University

CO4	H	M	M	H	M		M	M	H	H		L

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

[redacted]

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

[redacted]

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	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 1-2-0	M.DES
[redacted]	VERSION :2023	

Objective:

The objective of this course is to introduce students to the aspect of building services including electrical, HVAC and acoustics. The course provides students with the technical knowledge of how these services are designed as per existing and proposed function and experience. The basic working know-how of how schematics are implemented is provided with a correlation to ongoing trends and existing market products.

- 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.
- To enable the students to understand the importance of environment control in the interiors.
- Acquire knowledge on the different types of heating and cooling systems.

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)

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

[redacted]

Environment control –meaning of environment, importance of environment control, advantages, elements to be controlled in the interiors –Temperature, air quality, sound, sanitation, light.

[redacted]

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.

[redacted]

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

[redacted]

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.

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.

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

Sushant University	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)

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

Module 1:

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**

Sushant University	SCHOOL OF DESIGN Syllabus	
	LTP: 2-1-0	M.DES
	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, PO5, 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, PO5, 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, PO5, 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, PO5, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12**

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

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

- Introduction to Soft Furnishing
  - Soft Furnishing: Meaning, and Importance.
  - History of Soft Furnishing through periodical phases or styles (renaissance, baroque, rococo, etc.)
- Introduction to Fibres and Fabric:
  - Fabric Construction: Yarns (Warp, Weft, Grain, Blend, Plain) & Weaves (Satin, Twill, jacquard, non-woven- vinyl & other plastic materials).
  - 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.
  - 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.
  - Factors to consider for choice of Upholstery fabric: Fibre Content, Colour fastness, construction, Texture, Pattern, Wearability & Functionality

- Relationship of Furnishing with Space
- Wall Coverings: Fabric & Acoustical Wall covering –upholstered.
- Window Coverings - Types of treatments:
  - Curtains –meaning, Fabric content used (silk, mohair, velvet, viscose etc.)
  - Draperies –meaning, fabric content used
  - Shades –types (roman, roller, Balloon, etc.)
  - Casing/ Headings –types (Box pleated headings, cased, eyelet, goblet, pencil, Tab top, puffball)
  - Swags/Cascades & Jabots –different types or styles (win shire, etc.)
  - Valances –types or styles (Victorian, cascade, empire, queen Anne, etc.)
  - Pelmets
  - Blinds/Shutters
  - Others: Tassels &Tie backs, curtain clips, hold backs, Rods, Rings, Brackets.
- Floor Coverings –types of soft coverings: Carpet and rugs
  - Benefits of Carpet and Rugs –insulation, comfort, aesthetics, safety, sound reduction.

- Selection of carpet and rugs
- 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.

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

- 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	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 2-6-8	M.DES
[redacted]	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 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.	PO1, PO2, PO3, PO4, PO7, PO8, PO9, PO10

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

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

[redacted]

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.

[redacted]

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

[redacted]

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	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)

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

Module 1:

- 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**

Sushant University	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 1-2-0	M.DES
[redacted]	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)

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

- 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

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

- 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	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 1-2-0	M.DES
[redacted]	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)

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Scheme:

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

Course Contents:

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

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

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	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
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)

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

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	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)

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

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

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**

Bachelor of Design
Course Structure
Interior Architecture
2023-2027

As approved by BOS held on 19th May 2023

SEMESTER I (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-1P05	Materials & Exploration I	Employability/Skill Development/Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability	Introduction to sustainable materials and practices; discussion on ethical sourcing and environmental impact.
23BCF-1P06	History of Art & Design I *	Skill Development	Gender, Professional Ethics	Explore contributions of underrepresented genders in art history; ethical reflection on cultural appropriation.
23BCF-1P02	Storytelling & Creative Writing	Employability/Skill Development/Entrepreneurship	Gender Sensitization, Professional Ethics,Human Values	Writing prompts around gender roles, ethical dilemmas, and stories that promote empathy and human values.
23BCF-1P03	Visualization & Representation *	Employability/Skill Development/Entrepreneurship	Professional Ethics	Projects focused on ethical design narratives and socially responsible visual messaging.
23BCF-1P04	Contextual Studies I	Employability/Skill Development/Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability	Case studies on sustainability in design, human-centered design ethics, and values-based critique sessions.
23BCF-1P01	Expression in Color & Light	Skill Development	Environmental & Sustainability	Exploration of eco-friendly pigments and light sources; discussions on energy efficiency in design.
21ENG11	English Communication/Modern Indian Language *	Skill Development		

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

SEMESTER II (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-2P01	Film, Media and Culture	Employability/Skill Development/Entrepreneurship	Human Values, Gender	Critical analysis of gender roles and media ethics; study of cultural narratives promoting human values and inclusivity.
23BCF-2P03	Image Making & Representation *	Employability/Skill Development/Entrepreneurship	Sustainability	Visual exercises focused on ethical representation, inclusive imagery, and sustainability messaging through visuals.
23BCF-2P04	Contextual Studies II	Employability/Skill Development/Entrepreneurship	Environmental & Sustainability	Exploration of design in context of social responsibility, ethics, and environmental awareness through readings and discussions.
23BCF-2P05	Materials & Exploration II	Employability/Skill Development/Entrepreneurship	Environmental & Sustainability	Investigation of sustainable materials, life cycle of products, and ethical sourcing through hands-on projects.
23BCF-2P06	History of Art & Design II *	Skill Development	Human Values, Gender	Study of historical art/design through the lens of gender inclusion, cultural ethics, and value-driven evolution.
23BCF-2P02	User Study & Experience	Employability/Skill Development/Entrepreneurship	Professional Ethics	User-centered design research with ethical guidelines, accessibility considerations, and value-based problem-solving.
EVS2111	Environmental Science *	Skill Development	Professional Ethics	Study of environmental systems, human impact, sustainability strategies, and ethical responsibility toward the planet.

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

SEMESTER III (Domain Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-3P04	Craft and Textile Heritage	Employability/Skill Development/Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability	Study of traditional, eco-conscious crafts and artisan communities; discussions on cultural ethics and gender roles in craft traditions.
23BCF-3P03	Brand Identity Design	Employability/Skill Development/Entrepreneurship	Professional Ethics	Creation of value-driven brand narratives that emphasize ethics, inclusivity, and sustainability in brand positioning.
23BCF-3P02	Design Analysis and Applications I	Employability/Skill Development/Entrepreneurship	Human Values, Professional Ethics Environnemental & Sustainability	Analytical case studies of ethical and sustainable design practices across industries; critique sessions focusing on gender-sensitive design.
23BCF-3P01	Digital Design & Presentation I	Employability/Skill Development/Entrepreneurship	Professional Ethics	Development of digital presentations incorporating themes of professional ethics and environmentally conscious design strategies.
23DEL-3P04 23DEL-3P05 23DEL-3P06	Discipline Specific Elective II *	Employability/Skill Development/Entrepreneurship		
23BDS-3P05	Foreign Language/MOOC *	Skill Development		
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I *	Employability/Skill Development/Entrepreneurship		
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepreneurship		

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

SEMESTER IV (Domain Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-4P04	Packaging Design	Employability/Skill Development/Entrepreneurship	Professional Ethics, Environnemental & Sustainability,	Projects using recyclable/biodegradable materials; branding with an ethical and sustainable outlook.
23BCF-4P05	Theatre Art Costumes	Employability/Skill Development/Entrepreneurship	Gender, Professional Ethics. Human Values	Research on gender expression through costume design and use of sustainable textiles for stage production.
23DEL-4P01 23DEL-4P02 23DEL-4P03	Discipline Specific Elective III *	Employability/Skill Development/Entrepreneurship		
23BCF-4P02	Design Analysis and Applications II	Employability/Skill Development/Entrepreneurship	Professional Ethics, Environnemental & Sustainability,Human Values	Advanced case studies focusing on inclusive, ethical, and eco-conscious design solutions.
23BCF-4P03	Spatial & Furniture Analysis	Employability/Skill Development/Entrepreneurship	Professional Ethics, Environnemental & Sustainability	Exploration of sustainable materials and ergonomics; emphasis on human-centered, ethical spatial solutions.
23BCF-4P01	Digital Design & Presentation II	Employability/Skill Development/Entrepreneurship	Professional Ethics	Creation of digital assets that promote awareness of environmental issues and ethical design narratives.
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepreneurship		

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

SEMESTER V (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BIA-5P01	IA Spatial Design Studio I	Employability/Skill Development/Entrepreneurship	Gender, Professional Ethics. Human Values, Sustainability, Environmental	Conducted spatial analysis, site visits, sustainable design exercises, model making, inclusive planning, ethics discussions, and environmental impact assessments through collaborative projects.
23BIA-5P02	Building Systems I	Employability/Skill Development/Entrepreneurship	Professional Ethics, Sustainability, Environmental	HVAC demos, plumbing layouts, sustainable systems, ethical practices, field visits.
23BIA-5P03	Form, Structure & Materials I	Employability/Skill Development/Entrepreneurship	Professional Ethics, Sustainability, Environmental	Material exploration, site visits, construction workshops, sustainable practices, ethical sourcing, model making, hands-on learning.
23BIA-5P04	Computer Aided Design I	Employability/Skill Development/Entrepreneurship	Professional Ethics	Software training, 2D drafting, 3D modeling, ethical design practices, digital portfolio development, visualization exercises.
23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV *	Employability/Skill Development/Entrepreneurship	Gender, Professional Ethics. Human Values, Sustainability, Environmental	
23BIA-5P05	Facade Design & Techniques	Employability/Skill Development/Entrepreneurship	Professional Ethics, Sustainability, Environmental	Ergonomic studies, prototyping, sustainable materials, ethical design, joinery workshops, market research
23BDS-5P06	Internship Evaluation *	Employability	Professional Ethics, Sustainability, Environmental	
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepreneurship	Gender, Professional Ethics. Human Values, Sustainability, Environmental	As per subject

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

SEMESTER VI (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BIA-6P01	IA Spatial Design Studio II	Employability/Skill Development/Entrepreneurship	Gender, Professional Ethics. Human Values, Sustainability, Environmental	User-centric design; inclusive spaces, sustainability integration, ethical practices, collaborative projects, site analysis, model making, presentations.
23BIA-6P02	IA Spatial Design Studio III	Employability/Skill Development/Entrepreneurship	Gender, Professional Ethics. Human Values, Sustainability, Environmental	Contextual research, sustainable spatial planning, inclusive design, ethical decision-making, model making, user studies, collaborative workshops.
23BDS-6P03	Certification Course *	Employability/Skill Development/Entrepreneurship	Gender, Professional Ethics. Human Values, Sustainability, Environmental	Industry-led sessions, hands-on training, sustainable practices, ethics discussions, gender sensitivity, entrepreneurship skills, real-world applications.
23BIA-6P04	Computer Aided Design II	Employability/Skill Development/Entrepreneurship	Professional Ethics	Advanced modeling, rendering techniques, technical drawings, ethical design practices, portfolio development
23DEL-6P01 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V *	Employability/Skill Development/Entrepreneurship	Gender, Professional Ethics. Human Values, Sustainability, Environmental	
23BDS-6P05	Practice Management	Employability/Skill Development/Entrepreneurship	Gender, Professional Ethics. Human Values, Sustainability, Environmental	Professional conduct, office management, sustainability integration, gender equity, ethical practices, legal aspects, client handling, entrepreneurship training.
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepreneurship	Gender, Professional Ethics. Human Values, Sustainability, Environmental	As per subject

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

SEMESTER VII (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BIA-7P01	Thesis - Spatial Design	Employability/Skill Development/Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability, Gender	Research, site analysis, design proposal, sustainability focus, ethical considerations, gender-inclusive solutions.
23BIA-7P02	Exhibition/Pavilion Design	Employability/Skill Development/Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability, Gender	Product research, sustainable materials, inclusive design, ethical practices, prototyping, user testing.
23BIA-7P03	Portfolio & Presentation	Employability/Skill Development/Entrepreneurship	Human Values, Professional Ethics, Gender	Portfolio creation, presentation skills, ethical design, gender sensitivity, visual storytelling, professional branding.
23BIA-7P04	Thesis Report	Skill Development	Human Values, Professional Ethics, Environnemental & Sustainability, Gender	Research, analysis, sustainable design solutions, ethical writing, gender inclusion, environmental considerations.
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability, Gender	*Cross-disciplinary learning, sustainable practices, ethical discussions, gender equality, entrepreneurship, real-world problem* solving.

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

SEMESTER VIII (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BDS-8P01	Internship (12 weeks) *	Employability	Professional Ethics	

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

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

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

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

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

PRELIMINARY DEFINITIONS AND NOMENCLATURE

In this document, unless the context otherwise requires:

1. "**Programme**" means Degree Programme, that is Bachelor of Design, Degree Programme (B.Des)
2. "**Discipline**" means specialization or branch of Bachelor of Design, Degree Programme (B.Des), like Product Design, Interior Architecture , etc.
3. "**Course**" means a theory or practical subject that is normally studied in a semester, like Principles of design.
4. **"Director, Academic Affairs"** means the authority of the University who is responsible for all academic activities of the Academic Programmes for implementation of relevant rules of this Regulations pertaining to the Academic Programmes.
5. **"Dean/Director"** means head of the School conc/erned.
6. **"PD"** means Programme Director of the respective programme of the School concerned.
7. **"Controller of Examinations (COE)"** means the authority of the University who is responsible for all activities of the University Examinations.
8. **"SU/ University"** means Sushant University (Erstwhile Ansal University)
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 eight semester B.Des Degree Programme: Should have passed (with 50% marks) the Higher Secondary Examinations of (10+2) Curriculum (Academic Stream) prescribed by the State/Central Examination Boards or any examination of any other recognized body.

1.2. Lateral entry admission

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

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

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

2. STRUCTURE OF PROGRAMME

2.1. Credits requirement

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

2.2. Categorization of Courses

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

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

2.3.1 Induction Programme

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

I. Physical fitness and Health

- Physical fitness Activities
- Sports/Games Related

II. Culture

- Learning an art form
- Heritage
- Intangible Cultural Heritage

III. Literature & Media

- Literature, Cinema and Media

- Group reading of classics

IV. Social Service

- Social Awareness
- Social Service

V. Self-Development

- Spiritual, Mindfulness & Meditation
- Religion and 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/Capstone Courses

A bridge/capstone program with minimum two weeks duration will be conducted before the commencement of 1st semester class as per the school curriculum keeping in mind the background of majority of the inducted students. The courses offered under the Capstone Programme

would be pertaining to basic skills, extra courses to understand existing skill-set in the current batch of students and also build a conversational bridge between the faculty team and new students. This is also seen as an excellent opportunity to encourage comradeship among the students who come from different education backgrounds, cities and work ethics. Some of the courses can be offered in tandem with selected immediate seniors or second year students who then become informal mentors to the new batch.

Following is a list of suggested subjects indicative of -.

I. **Learning From Art**
1. Art appreciation
2. World around us (in art)

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

III. **Personal Development**
1. Time management and School culture at SoD
2. Developing an attitude for Design
3. Physical fitness

IV. **Design Aptitude**
1. Critical Thinking and making
2. Social issues and the designer's role
3. Universal Human Values

2.5. Number of courses per Semester

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

2.6. Credit Assignment

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

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

2.8. Industrial Visit

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

2.9. Massive Open Online Courses

Students may be permitted to credit one online course under Massive Open Online Course (which are provided with a certificate) subject to a maximum of two credits. The approved list of online courses will be provided by the concerned department from portals like Swayam, NPTEL, edX, Udemy before the commencement of every semester. The credit attained through MOOC course has to be transferred to the marksheet of

their respective semester and will be a compulsory course to meet the programme requirements. In a scenario, where the complete assessment is not done by the MOOC platform the school may conduct its own exam for evaluation of the respective course. The details regarding online courses taken up by students should be sent to the Controller of Examinations one 8month before the commencement of End Semester Examination.

2.10. Medium of Instruction

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

3. ATTENDANCE REQUIREMENTS FOR COMPLETION OF THE SEMESTER

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

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

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

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

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

4. FACULTY MENTOR

To help the students in planning their courses of study and for general advice on the academic programme, the Dean/Director of the Department will

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

The responsibilities for the faculty mentor shall be:

- To act as the channel of communication between the Dean/Director and the students of the respective group.
- To collect and maintain various statistical details of students.
- To inform the students about the various facilities and activities available to enhance the student's curricular and co-curricular activities.
- To guide student enrolment and registration of the courses.
- To authorize the final registration of the courses at the beginning of each semester.
- To monitor the academic and general performance of the students including attendance and to counsel them accordingly.

5. PROGRAMME COMMITTEE

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

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

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

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

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

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

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

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

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

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

6. COURSE COMMITTEE FOR COMMON COURSES

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

7. EXAMINATION SYSTEM

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

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

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

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

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

End Semester Examination question paper pattern is given below:

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

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

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

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

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

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

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

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

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

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

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

End Semester jury is given below:

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

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

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

8. PROCEDURE FOR AWARDING MARKS FOR INTERNAL ASSESSMENT

8.1. Internal Assessment

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

8.1.1 For a course of 100 marks containing only Theory Component

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

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

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

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

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

8.2. TDCC Courses

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

8.3. Internship/Project Work

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

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

8.4. Seminar Papers – Not Applicable

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

8.5. Attendance and Assessment Record

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

9. EXAM REGULATIONS

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

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

Grade	Range	Grade Point Attached
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 B.Des academic programme:

- A student should earn minimum "D" grade in all courses separately. However, he/she can improve his/her grade ("D" grade onwards) by re-appearing.
- To pass a course, student must obtain 40% marks in the aggregate of Mid Semester Evaluation (MSE) & End Semester Examination (ESE). In order to pass a particular course, student must appear in the Final examination irrespective of the marks obtained in the Mid Semester Evaluation.

- For successful completion of a programme, the student should secure a minimum Cumulative Grade Point Average (CGPA) of 4.0 at the end of final year of the Programme.

9.4. Promotion to Next Year

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

The promotion rules for B.Des are as under:

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

9.5. Exam Duration

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

9.6. Re-Appearing

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

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.

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

9.10. Duration of the Programme

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

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

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

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

9.11. Grade sheet

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

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

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

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

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:

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

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 Bachelor of Design, Degree Programme (B.Des) Degree provided that the student 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 School may have activities like Physical Activities (Sports), Cultural, literature and Media, Social Service Scheme (NSS), Self-Development such as

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

APPENDIX A

COURSE DESCRIPTION

Programme Handbook

Bachelor of Design, Interior Architecture

[B.Des]

School of Design

Sushant University

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

15. COURSE DESCRIPTION

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

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

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

15.2. Graduate Attributes

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

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

3. **Research Oriented**
   Conducting design inquiry through evidence and design research.

4. **Inquisitive**
   A culture of inquiry, collaboration, and cross-disciplinary endeavours.

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

15.3. Program Educational Objectives (PEO's)

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

15.4. Program Outcomes (POs)

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

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

2. **PO2 - Research**

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

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

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

4. **PO4 - Problem Solving**

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

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

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

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

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

7. **PO7 - Globalization**

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

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

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

9. **PO9 - Employability, Entrepreneurship**

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

10. **PO10- Lifelong learning**

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

11. **PO11- Organizational behaviour**

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

12. **PO12- Finance and marketing**

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

PSOs (Program Specific Outcomes)

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

Examination Scheme for all Theory Papers:

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

Clubs At SoD (2023)

- The **Dance Club** at SoD takes immense pride in being able to express their emotions and spirits through the art of choreography. Teamwork and individual performances bring out the best values in the students.
- The **Theatre Club** at SoD carries a dynamism in its existence. It is a platform to highlight the values of the society through a participatory approach.
- The **Photography Club** of SoD aims at encouraging the budding cohorts of photographers to develop an eye for detail. The students showcase their work on social media and exhibitions.
- The **Music Club** at SoD displays a wide range of musical genres such as jazz, rock, pop, grunge, rap etc. that are pursued passionately by the students.
- The **Art Club** of SoD is a platform to actively create marvelous art pieces outside the classroom both for internal events as well as exhibitions.
- The **Literature Club** at SoD is the place for writers to unleash their passion for writing. There is a diversity in the form of expression: poems, prose, research writing and so on.
- The **Sports Club** of SoD aims to achieve excellence in sports. Participation in different sports fosters leadership, teamwork, discipline, and confidence in the students.

PROGRAMME STRUCTURE OF THE RESPECTIVE PROGRAM

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

SEMESTER I (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development/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							
23BCF-1P05	Materials & Exploration I	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BCF-1P06	History of Art & Design I *	Skill Development	2	1	0	3	
23BCF-1P02	Storytelling & Creative Writing	Employability/Skill Development/Entrepreneurship	1	1	0	2	
23BCF-1P03	Visualization & Representation *	Employability/Skill Development/Entrepreneurship	1	2	2	4	
23BCF-1P04	Contextual Studies I	Employability/Skill Development/Entrepreneurship	1	2	2	4	
Skill Enhancement Course (SEC)							
23BCF-1P01	Expression in Color & Light	Skill Development	1	1	0	2	
Ability Enhancement Course (AEC)							
21ENG11	English Communication/Modern Indian Language *	Skill Development	1	0	2	2	
						20	

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

SEMESTER II (Common Foundation Programme)

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							
23BCF-2P01	Film, Media and Culture	Employability/ Skill Development/ Entrepreneurship	1	1	0	2	
23BCF-2P03	Image Making & Representation *	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	
23BCF-2P04	Contextual Studies II	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	
23BCF-2P05	Materials & Exploration II	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BCF-2P06	History of Art & Design II *	Skill Development	2	1	0	3	
Skill Enhancement Course (SEC)							
23BCF-2P02	User Study & Experience	Employability/ Skill Development/ Entrepreneurship	1	0	2	2	
Ability Enhancement Course (AEC)							
EVS2111	Environmental Science *	Skill Development	1	0	2	2	
						20	

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

SEMESTER III (Domain Foundation Programme)

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							
23BCF-3P04	Craft and Textile Heritage	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BCF-3P03	Brand Identity Design	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BCF-3P02	Design Analysis and Applications I	Employability/Skill Development/Entrepreneurship	1	2	2	4	
23BCF-3P01	Digital Design & Presentation I	Employability/Skill Development/Entrepreneurship	1	2	2	4	
23DEL-3P04 23DEL-3P05 23DEL-3P06	Discipline Specific Elective II *	Employability/Skill Development/Entrepreneurship	1	1	0	2	
Skill Enhancement Course (SEC)							
23BDS-3P05	Foreign Language/MOOC *	Skill Development	1	1	0	2	
Ability Enhancement Course (AEC)							
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I *	Employability/Skill Development/Entrepreneurship	1	1	0	2	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepreneurship	1	0	2	2	
						22	

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

SEMESTER IV (Domain Foundation Programme)

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							
23BCF-4P04	Packaging Design	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BCF-4P05	Theatre Art Costumes	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23DEL-4P01 23DEL-4P02 23DEL-4P03	Discipline Specific Elective III *	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BCF-4P02	Design Analysis and Applications II	Employability/Skill Development/Entrepreneurship	1	2	2	4	
23BCF-4P03	Spatial & Furniture Analysis	Employability/Skill Development/Entrepreneurship	1	2	2	4	
Skill Enhancement Course (SEC)							
23BCF-4P01	Digital Design & Presentation II	Employability/Skill Development/Entrepreneurship	1	1	2	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepreneurship	1	0	2	2	
						22	

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

SEMESTER V (Specialization)

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							
23BIA-5P01	IA Spatial Design Studio I	Employability/Skill Development/Entrepreneurship	1	1	4	4	
23BIA-5P02	Building Systems I	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BIA-5P03	Form, Structure & Materials I	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BIA-5P04	Computer Aided Design I	Employability/Skill Development/Entrepreneurship	1	2	0	3	
23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV *	Employability/Skill Development/Entrepreneurship	1	1	0	2	
23BIA-5P05	Facade Design & Techniques	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BDS-5P06	Internship Evaluation *	Employability	0	2	0	2	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepreneurship	1	0	2	2	
						22	

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

SEMESTER VI (Specialization)

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							
23BIA-6P01	IA Spatial Design Studio II	Employability/Skill Development/Entrepreneurship	1	1	4	4	
23BIA-6P02	IA Spatial Design Studio III	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BDS-6P03	Certification Course *	Employability/Skill Development/Entrepreneurship	1	1	4	4	
23BIA-6P04	Computer Aided Design II	Employability/Skill Development/Entrepreneurship	1	2	0	3	
23DEL-6P01 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V *	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BDS-6P05	Practice Management	Employability/Skill Development/Entrepreneurship	1	2	0	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepreneurship	1	0	2	2	
Total						22	
Claim credits for Scopus/ABDC/UGC/ Patent granted/national level Sport medal/National level championship winner (1st to 3rd) like Hackathon etc						2	

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

SEMESTER VII (Specialization)

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							
23BIA-7P01	Thesis - Spatial Design	Employability/Skill Development/Entrepreneurship	3	4	10	12	
23BIA-7P02	Exhibition/Pavilion Design	Employability/Skill Development/Entrepreneurship	1	2	2	4	
23BIA-7P03	Portfolio & Presentation	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BIA-7P04	Thesis Report	Skill Development	1	2	0	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course *	Employability/Skill Development/Entrepreneurship	1	0	2	2	
						24	

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

SEMESTER VIII (Specialization)

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							
23BDS-8P01	Internship (12 weeks) *	Employability	0	0	12 weeks	20	
						20	

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

SYLLABUS

SEMESTER I

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

Objective:

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

Course Outcomes:

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

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

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

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	L	L	M	L		M			H			M	M	H			
CO2	H	L	L	M	L		M			H			H	H				
CO3	H	L	L		L		M			H			M	M	H	L		M
CO4	H	L	L	M	L		M			H								
CO5	H	L	L	M	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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Introduction to colour theory and light

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

Module 2: Influence of colour interaction on colour perception

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

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

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

Pedagogy:

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

Text & References:

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

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

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-1P02	LTP: 1-1-0	B.Des CF
Storytelling & Creative Writing		Version: 2023

Objective:

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

Course Outcomes:

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

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

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

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L	L	L		M			H			M	M				
CO2	H	M	L	L	L		L			H				H				
CO3	H	M	L	M	M		L			H			M		H	L		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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Elements and Structure of Story

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

Understanding, characters and settings, intentions and motivations.

Module 2: Creating Visual Narrative

Creating a storyboard through multiple tools and mediums.

Module 3: Project

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

Pedagogy:

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

Text & References:

Case Studies and TeDX Videos as guided by mentor.

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

Objective:

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

Course Outcomes:

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

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

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

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L		L					H			M					
CO2	H		L		M					H					H	M		
CO3	H		L		M					H								
CO4	H		L	M	M					H			H		H			
CO5	H		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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Free-Hand Basic Sketching

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

Module 2: Shape and Form

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

Module 3: Nature Drawing

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

Module 4: Perspective by Direct Observation

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

Pedagogy:

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

Text & References:

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

Reference websites:

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

Sushant University (Erstwhile Ansal University Gurugram)	SCHOOL OF DESIGN Syllabus	
23BCF-1P04	LTP: 1-2-2	B.Des CF
Contextual Studies I		Version: 2023

Objective:

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

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

Course Outcomes:

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

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

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

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H			H					
CO2	H	M					M			H			H		H	H		
CO3	H	M	M		M					H								
CO4	M	H	L	H	M		M			H			H		H			
CO5	M	H	L	H	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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Elements of Design

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

Module 2: Principles of Design

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

Module 3: Composition

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

Module 4: Problem- Solving Process

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

Pedagogy:

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

Text & References:

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

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

Reference websites:

- http://en.wikipedia.org/wiki/Color_theory#Color_systems_and_spaces
- http://www.colorsystem.com/
- http://www.michaelbach.de/ot/col_lilacChaser/index.html
- http://r0k.us/graphics/SIHwheel.html
- http://cvision.ucsd.edu/

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

Objective:

Material exploration and handling innovatively is the key to realization of great design ideas. The subject contents help students understand material and tools by making objects which allow them to explore forms, surfaces, textures, and patterns i.e. elements and principles of design. Students develop sensory skills with understanding of material properties by exploring different joinery, support conditions and woven surfaces under guidance. The students are introduced to different materials, tools and equipment to help them to develop the skills to handle different materials and ability to manipulate them in a variety of possibilities.
As students deepen their knowledge about materials, they work at developing and extending construction skills, enabling learners to realize final outcomes through personal projects. Experiential work shop methods are but suite for such learning when craft, print, color, etc elemental activity may be conducted.

Course Outcomes:

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

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

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

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

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	L	L	M		L	M			H				H	M			
CO2	H	M			M	L	M			H			H		H	H		
CO3	H	M			M	L	M			H								
CO4	M	M	L	L			M			H			H		H			
CO5	H	L		M		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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Soft Materials

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

Module 2: Hard Materials

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

Module 3: Combined Materials

Mixed media focusing upon application-based learning.

Pedagogy:

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

Text & References:

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

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

Objective:

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

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Evaluate key historiographical and theoretical debates in Modernism.	PO2, PO3, PO6, PO7, PO10
CO2	Demonstrate an understanding of the social history of art and design in theeighteenth to twentieth century.	PO2, PO3, PO6, PO7, PO10
CO3	Demonstrate appropriate visual analysis and interpretation skills.	PO2, PO3, PO6, PO7, PO10
CO4	Develop cross-cultural communication	PO2, PO3, PO6, PO7, PO10

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

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

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

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

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

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

Scheme:

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

Course Contents:

Module 1: Colonial World and Art and Design
Module 2: Industrial Revolution & The Aesthetic Movements (Art and Crafts, Art Nouveau)
Module 3: Early Modernism (and Art Deco) & Modernism (Impressionism. Impressionism, Expressionism, Cubism, Surrealism, AbstractArt)
Module 4: Socio Political Change in post colonial World, Late Modernism and its Decline & After Modernism (late 20th century)

Pedagogy:

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

Text & References:

- Craven, R. C. (2006). *Indian art: A concise history*. London: Thames and Hudson.
- Gombrich, E. H. (1998). *The Story of Art*. London: Phaidon Press. [Available from: https://ia801601.us.archive.org/1/items/in.ernet.dli.2015.29158/2015.29158.The- Story-Of-Art.pdf]
- In Bayer, H., Gropius, W., Gropius, I., & Newhall, B. (1975). *Bauhaus, 1919-1928*. NewYork: Museum of Modern Art. [Available from: https://monoskop.org/images/8/80/Bayer_Herbert_Gropius_Walter_Gropius_Ise_eds_Bauhaus_1919-1928.pdf]
- Mitter, Partha. The Triumph of Modernism: India's Artists and the Avant-Garde, 1922-1947. London: Reaktion, 2007.

SEMESTER II

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

Objective:

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

Course Outcomes:

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

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

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

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L					M	M	M			H	H	M			
CO2	L	H	L					L	L	M								
CO3	M	L	M					L	M	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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Reading Analysis

Reading and researching on various texts to understand context.

Module 2: Narrative Understanding and Depiction

Depicting story narrative and understanding language of the film.

Module 3: Understanding culture & its application

Understanding various cultures and its application in design.

Pedagogy:

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

Text & References:

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

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

Objective:

Objective of the course in user study is to:

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

Course Outcomes:

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

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

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

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	L	H	M							M			M	H	M			
CO2	L	H	M							M			H				H	
CO3	L	H	M							M				M				
	L	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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Introduction to User Research

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

Module 2: Conducting User Interviews

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

Module 3: Usability Testing

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

Module 4: Analyzing User Research Data

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

Module 5: Creating User-Centered Designs

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

Pedagogy:

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

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

Text & References:

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

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

Objective:

The students should able to visualize an image related to nature or any object and represent the same with their own creativity through different techniques. The objective is:

- To develop visualization skills – image building exercise
- To generate and transform ideas on paper.
- To represent designs realistically.
- Introduction to various ways to realistic representation.
- Use of various rendering and multi-media applications.

Course Outcomes:

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

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

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

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L		L					H			H				M	
CO2	H		L		L					H				H				
CO3	H		L	M	M					H						M		
CO4	H		L		L					H				M			M	
CO5	H		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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Data Visualization

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

Module 2: Still Life

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

Module 3: Human Anatomy

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

Module 4: Material & Textures

Drawing and rendering for realistic depiction of materials and textures.

Pedagogy:

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

Text & References:

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

Reference websites:

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

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

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

Objective:

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

Course Outcomes:

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

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

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

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	L	M	L		M			H			M	H			M	
CO2	H	M		M			M		L	H				H				
CO3		M	M	H						H					M	M		
CO4	M	H	L	H	M		M			H				M			M	
CO5	M	H	L	H	M		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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Problem- Solving Process

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

Module 2: Designing & Implementing Design Solutions

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

Pedagogy:

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

Text & References:

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

Reference websites:

- http://bcs.bedfordstmartins.com/resdoc5e/
- http://en.wikipedia.org/wiki/Research
- http://www.umuc.edu/writingcenter/onlineguide/chapter5-01.cfm

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

Objective:

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

Course Outcomes:

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

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

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

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	L	L	M		L	M			H				M		M		
CO2	H	M			M	L	M			H			H					
CO3	H	M			M	L	M			H						H		
CO4	M	M	L	L			M			H				H			H	
CO5	H	L		M		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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Soft Materials

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

Module 2: Hard Materials

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

Module 3: Combined Materials

Mixed media focusing upon application-based learning.

Pedagogy:

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

Text & References:

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

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

Objective:

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

Course Outcomes:

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

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

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

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	L	M	L	L			M	M		H			H	H		M		
CO2	M	M	H	L			L	L		L			H				M	
CO3	L	H	L	M			L	L		H			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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

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

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

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

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

Module 5: The World of Exploration, Exploitation and Enlightenment

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

Pedagogy:

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

Text & References:

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

SEMESTER III

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

Objective:

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

Course Outcomes:

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

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

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

L = Weekly mapped
M = Moderately mapped
H = Strongly mapped

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO. 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	L	L	M		H					H			M	M		H		
CO2	L	L	M		H					H			H				M	
CO3	L	L	M		H					H			M	M		H		
CO4	L	L	M		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 10-50% of the desired outcome)

Scheme:
This course is comprised of practical demonstrations and tutorials along with lecture components.
Course Contents:
Students will learn how to develop and record ideas for a range of applications. These may include individual pages, book design, poster design, promotional material, informational material or packs, exhibition and display panels, website information pages, film titles, audio-visual information and multimedia material. This will involve the following modules:
Unit 1:
Using different ideas-generation methods, graphic media and techniques, worksheets and sketchbooks.
Unit 2:
Organizing a diverse amount of information (eg typographic, illustrative and photographic images, aesthetic values, and use of charts, diagrams, signs and symbols). Production methods offer different opportunities and constraints for design. Students will need to be able to recognize how differences in production methods affect their designs.
These include: Paper-based media & Electronic or digital media, 3D applications.
Pedagogy:
Lectures, practical demonstration, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further research in given assignments.
Reference Books:

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

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

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P07	LTP: 1-2-2	B.DES
DESIGN ANALYSIS AND APPLICATIONS		Version: 2023

Objective:

To enable the students to

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

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

Course Outcomes:

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

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

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

CO2	H	M					M			H		
CO3	H	M	M		M					H		
CO4	H	H	L	H	M		M			H		
CO5	H	H	L	H	M		M			H		

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H			M		M			
CO2	H	M					M			H			H					
CO3	H	M	M		M					H							H	
CO4	H	H	L	H	M		M			H					H			
CO5	H	H	L	H	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 10-50% of the desired outcome)

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

Course Contents:

Unit 1:

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

Unit 2:

Design Elements and Principles -Analyzing the relationship between design elements and principles

Unit 3:

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

Unit 4:

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

Unit 5:

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

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

TEXT & REFERENCES

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

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

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

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BCF3P03	LTP: 1-1-2	B.DES
Brand Identity Design		Version: 2023

Objectives

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

Course Outcomes:

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

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

CO3	L	H										
CO4	L		H									
CO5	L	L	H					H				
CO6	M	M	L					M	H	H		
CO7		M	L					L	M	M		

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1				M	M								M		M			
CO2	H												H					
CO3	L	H															H	
CO4	L		H												H			
CO5	L	L	H					H					M					
CO6	M	M	L					M	H	H					H			
CO7		M	L					L	M	M			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 10-50% of the desired outcome)

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

Unit 1:

Introduction to Brand Identity Design

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

Unit 2:

The Elements of Brand Identity Design

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

Unit 3:

Creating Effective Brand Identity Designs

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

Unit 4:

Case Studies

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

Unit 5

Conclusion

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

Pedagogy:

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

Book References

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

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

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BCF3P04	LTP: 1-1-2	B.DES
Craft and Textile Heritage		Version: 2023

Objective:

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

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

Course Outcomes:

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

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

Course Outcomes:

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

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

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

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	L	L				M			H			M		M			
CO2	H	M					M			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 10-50% of the desired outcome)

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

Unit 1: Craft Heritage

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

UNIT-II Textile Heritage

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

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

Pedagogy:

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

TEXT & REFERENCES

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

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

SEMESTER IV

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

Objective:

To enable the students to

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

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

Course Outcomes:

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

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

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

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1			H		H					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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Unit 1:

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

Unit 2:

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

Unit 3:

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

Unit 4:

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

Unit 5:

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

Unit 6:

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

Unit 7:

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

Pedagogy:

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

TEXT & REFERENCES

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

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

Objectives:

To enable the students to

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

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

Course Outcomes:

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

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

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

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H			H		H			H			M	M		H		
CO2	H	H	H				H	H		H			M		H			
CO3	H	H		H	H			H	H	H		H		M	H		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 10-50% of the desired outcome)

Scheme:

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

UNIT 1:

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

UNIT 2:

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

UNIT 3:

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

UNIT 4:

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

UNIT 5:

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

UNIT 6:

Scaled Drawing:

Pedagogy:

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

TEXT & REFERENCES

Text Book(s):

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

Reference Book(s):

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

2. Quinn, B. (2006). Mid-century modern: Interiors, furniture, design details. London, England: Conran Octopus.

3. Postell, J. (2007). Furniture design. Hoboken, NJ: Wiley.

4. Lucie-Smith, E. (1985). Furniture: A concise history (World of Art). London, England: Thames and Hudson.

5. Blakemore, R. G. (2005). History of interior design and furniture: From ancient Egypt to nineteenth-century Europe. Hoboken, NJ: Wiley.

6. Pile, J. F. (1995). Interior design (2nd ed., illustrated). New York, NY: H. N. Abrams

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

Objective:

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

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

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

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H		L									H	H		H		
CO2	H	H		L									M		H			
CO3	H	M		L														
CO4	M	H		L											M			
CO5	H	L		L											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 10-50% of the desired outcome)

Unit1: Advanced Design Analysis Principles

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

Unit2: Advanced Evaluation Methods

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

Unit3: Data-Driven Design Decision Making

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

Unit4: Advanced Usability Testing

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

Unit5: Aesthetic and Emotional Analysis

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

Unit6: Design Semiotics and Communication

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

Unit7: Design for Accessibility and Inclusivity

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

Unit8: Strategic Design Thinking and Decision Making

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

Unit9: Emerging Trends and Technologies in Design Analysis

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

Unit10: Advanced Case Studies and Projects

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

Pedagogy:

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

Text & References:

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

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

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

Objective:

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

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

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Students with the skills to enter the professional arena by understanding how a costume can become a viable element of the storytelling through character design.	PO1, PO2, PO5
CO2	Learn to practice the verbal and visual presentation of their ideas.	PO1, PO2
CO3	Understanding of how to break down a script and analyze each character's movies and movements and how the costume design can facilitate the story.	PO1, PO5
CO4	Developed there to learn how to assist another Artist from brainstorming to allocating tasks with team members. They will learn a mul7-pronged process that involves planning and strategy that revolves around feedback delivered collaboratively .	PO5, PO6

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	H	H			H								M	M		M		
CO 2	H	H											M		H			
CO 3	H				H									H				
CO 4					H	H							H		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 10-50% of the desired outcome)

Course Contents

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

Unit1:

- This is an intermediate workshop designed for students who have a basic understanding of the principles of theatrical design and who want a more intensive study of costume design and the psychology of clothing.

Unit2:

- Students develop designs that emerge through a process of character analysis, based on the script and directorial concept. Period research, design, and rendering skills are fostered through practical exercises.

Unit3:

- Instruction in basic costume construction, including drafting and draping, provide tools for students to produce final projects.

Unit4:

- To introduce the discipline of costume design, including character/script analysis, research, rendering, and production values.

Unit5:

- Correlate costume design to the literary, historical, and social/psychological aspects of the dramatic literature.

Pedagogy

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

Text & References

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

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

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

Objective:

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

Course Outcomes:

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO.1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		H				M					H	M	H		M		
CO2	H	H	H	H			M			M		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 10-50% of the desired outcome)

Scheme:

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

Unit 1: Introduction to Packaging Design:

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

Unit 2: Packaging Design Principles:

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

Unit 3: Structural Design and Materials:

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

Unit 4: Graphic Design for Packaging:

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

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

Unit 5: Industry Trends and Professional Development

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

Pedagogy

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

Text & References

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

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

SEMESTER V

Sushant University (Erstwhile Ansal University Gurugram)	SCHOOL OF DESIGN Syllabus	
23BIA-5P01	LTP: 1-1-4	B.DES INTERIOR ARCHITECTURE
IA Spatial Design Studio I		Version: 2023

Objective:

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

Course Outcomes:

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

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

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

Matrix 1 - Mapping of COs with POs and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	H	M	M	H	M			L	H	M	M	M	M	H		M		
CO 2	H	M	M	H	M			L	H	M	M	M	M		H			
CO 3	H	M	M	H	M			L	H	M	M	M						
CO 4	L	M	H	H	M					M			H	H	H			
CO 5	H	M	M	H	M			L	H	M	M	M	H				H	
CO 6	H	M	M	H	M			L	H	M	M	M		M				
CO 7	H	M	M	H	M			L	H	M	M	M			M			
CO 8	H	M	M	H	M			L	H	M	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 10-50% of the desired outcome)

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

Scheme:

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

Course Contents:

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

Pedagogy:

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

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

Reference Books:

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

Online sources:

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

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

Objective:

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

Course Outcomes:

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

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

Matrix 1 – Mapping of Cos with Pos and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	H			H						M			H	H		M		
CO 2	H			H						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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Basics of Plumbing Systems

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

Module 2: Technical Drawings & Details

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

Pedagogy:

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

Reference Books:

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

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

Objective:

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

Course Outcomes:

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

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

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**			**H**			**M**			**M**		
CO2	**H**			**H**			**M**			**M**		
CO3	**H**	**M**	**M**	**M**			**H**			**M**		**L**
CO4	**H**	**M**	**M**	**M**			**H**			**M**		**L**
CO5	**H**	**M**	**M**	**M**			**H**			**M**		**L**
CO6	**H**			**L**			**M**			**M**		
CO7	**H**		**H**				**H**					**M**
CO8	**H**		**H**				**H**					**M**

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

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

Matrix 1 - Mapping of COs with POs and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	**H**			**H**			**M**			**M**				H				
CO2	**H**			**H**			**M**			**M**								
CO3	**H**	**M**	**M**	**M**			**H**			**M**		**L**			H	H		
CO4	**H**	**M**	**M**	**M**			**H**			**M**		**L**					M	M
CO5	**H**	**M**	**M**	**M**			**H**			**M**		**L**	M					
CO6	**H**			**L**			**M**			**M**					H			
CO7	**H**		**H**				**H**					**M**						
CO8	**H**		**H**				**H**					**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 10-50% of the desired outcome)

Scheme:

This course is comprised of lecture sessions and practical tutorials.

Course Contents:

Module 1: Materials

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

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

Module 2: Construction

Process & Components

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

Pedagogy:

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

Reference Books:

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

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

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

Objective:

To enable the students to

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

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

Course Outcomes:

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

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

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

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

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

Matrix 1 - Mapping of COs with POs and PSOs

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1			H		H					M					H	M	M	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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1:

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

Module 2:

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

Module 3:

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

Module 4:

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

Module 5:

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

Module 6:

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

Module 7:

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

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

Pedagogy:

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

Reference Books:

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

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

Objective:

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

Course Outcomes:

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

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

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

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

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

Matrix 1 - Mapping of COs with POs and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	M							M		H				
CO2	H	M	M	H	M							M						
CO3	H	M	M	H	M							M			H	H		
CO4	H	M	M	H	M							M					M	M
CO5	H	M	M	H	M							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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Introduction to Facade Design

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

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

Module 2: Building Science and Performance Analysis

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

Module 3: Materials and Systems for Facades

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

Module 4: Sustainable Facade Design

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

Module 5: Case Studies and Design Analysis

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

Module 6: Concept Development and Design Process

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

Pedagogy:

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

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

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

Reference Books:

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

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

Objective:

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

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

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

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Technical Proficiency: Develop proficiency in using relevant software applications and digital tools commonly used in interior architecture practice and presentation tools.	PO1, PO2, PO3, PO4, PO5, PO10, PO11, PO12
CO2	Communication and Presentation Skills: Enhance communication skills through interactions with clients, consultants, and team members. Effectively communicate design ideas, both verbally and visually, using appropriate presentation techniques and tools.	PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO10, PO11, PO12
CO3	Client Interaction and Professionalism: Interact professionally with clients, consultants, and other project stakeholders. Understand the importance of effective client communication, responsiveness, and maintaining professional conduct throughout the project duration.	PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO10, PO11, PO12
CO4	Industry Awareness and Networking: Gain a deeper understanding of the interior architecture industry by actively engaging with professionals, attending industry events, and staying updated on industry trends and practices. Develop professional networks and connections within the industry.	PO1, PO2, PO3, PO4, PO5, PO10

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

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

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

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

Matrix 1 - Mapping of COs with POs and PSOs

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	M	M	M	L	H	M	M	M			H				
CO2	H	M	M	H	M	L	L	L	H	M	M	M		M			H		M
CO3	H	M	M	H	M	M	M	L	H	M	M	M				H	H		
CO4	L	M	H	H	M	M	M	M	L	M	L	L						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 10-50% of the desired outcome)

Scheme:

This course comprises of 8 weeks internship.

Course Contents:

This course comprises of 8 weeks internship.

Pedagogy:

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

Reference Books:

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

SEMESTER VI

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BIA-6P01	LTP: 1-1-4	B.DES INTERIOR ARCHITECTURE
IA Spatial Design Studio II		Version: 2023

Objective:

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

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

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

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

Course Outcomes:

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	H	M	M	H	M			L	H	M	M	M	H	M		H		
CO 2	H	M	M		M	H	M	L	H	M	M				M			
CO 3	H	M	M	H	M							M	H					
CO 4					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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Introduction to Office and Retail Design

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

Module 2: Contextual Analysis and User Research

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

Module 3: Spatial Planning and Layout Design

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

Module 4: Branding and Identity in Office and Retail Spaces

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

Module 5: Material Selection and Finishes

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

Pedagogy:

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

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

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

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

Reference Books:

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

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BIA-6P02	LTP: 1-1-2	B.DES INTERIOR ARCHITECTURE
IA Spatial Design Studio III		Version: 2023

Objective:

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

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

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

Course Outcomes:

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	H	M	H	H	H				M	M	M		H	M		H		
CO 2	H	M	H	H	H				M	M	M				M			
CO 3	H	M	H	H	H				M	M	M		M		H		H	
CO 4	H	M	H	H	H				M	M	M							
CO 5	H	M	H	H	H				M	M	M		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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Introduction to Hospitality Design

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

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

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

Module 3: Lighting Design for Hospitality Spaces

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

- Integrating natural and artificial lighting to create desired atmospheres

Module 4: Design Development and Documentation

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

Module 5: Final Design Project

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

Pedagogy:

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

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

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

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

Reference Books:

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

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

Objective:

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

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

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

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

Course Outcomes:

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1			H		H					M			H	M	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 10-50% of the desired outcome)

Scheme:

Tutorial sessions, presentations, and group discussions in class.

Course Contents:

Module 1: Introduction to 3D Modelling and CAD Software

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

Module 2: Creating Basic 3D Objects

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

Module 3: Advanced 3D Modelling Techniques

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

Module 4: Interior Space Modelling

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

Module 5: Furniture and Fixture Modelling

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

Module 6: Lighting and Rendering Techniques

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

Pedagogy:

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

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

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

Reference Books:

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

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BIA-6P06	LTP: 1-2-0	B.DES INTERIOR ARCHITECTURE
Practice Management		Version: 2023

Objective:

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

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

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

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

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

Course Outcomes:

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1			H			H				M			M		H			
CO 2								H	H		M	H		H	H		M	
CO 3									H		H					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 10-50% of the desired outcome)

Scheme:

Lectures, presentations, and group discussions in class.

Course Contents:

Module 1: Introduction to Professional Practice

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

Module 2: Entrepreneurship in Interior Architecture

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

Module 3: Project Planning and Execution

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

Module 4: Contract Documentation and Legal Considerations

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

Module 5: Professional Networking and Collaboration

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

- Collaborative projects and partnerships within the interior architecture field

Pedagogy:

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

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

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

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

Reference Books:

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

SEMESTER VII

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

Objective:

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

Course Outcomes:

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	H	H	H	H	H				M	M	M		M	M	M			
CO 2	H	M	H	H	H				M	H	M	M		H	H		M	
CO 3	H	H	M	H	H				M	M	H	M	H			M		
CO 4	H	H	H	H	H				M	M	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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

The following is indicative of content of the module:

Module 1: Problem identification

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

Module 3: Critical analysis, collation, and design proposal

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

Module 5: Selection of appropriate materials and technology

Module 6: Concept development and detailing

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

Module 8: Developing a final document which includes costing

Pedagogy:

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

Tentative guidelines:

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

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

Final Deliverables:

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

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

Reference Books:

Books appropriate for the selected project.

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BIA-7P02	LTP: 1-2-2	B.DES INTERIOR ARCHITECTURE
Exhibition/Pavilion Design		Version: 2023

Objective:

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

Course Outcomes:

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

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

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

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

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

Matrix 1 - Mapping of COs with POs and PSOs

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	**H**	**H**		**H**	**H**			**H**			**H**	**H**		H	M	H		M	
CO2	**H**	**H**		**H**	**H**			**H**			**H**	**H**		H	H			H	H
CO3	**H**	**H**		**H**	**H**			**H**			**H**	**H**		M	M	H	H		M
CO4	**H**	**H**		**H**	**H**			**H**			**H**	**H**				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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

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

Module 2: Fundamental understanding of the relationship of materiality to construction systems and techniques, and how a material's modular form, dimensions and intrinsic qualities influence the design process.
Module 3: Knowledge about various building systems, and how these systems assist in the expression of a design concept, through an examination of precedent projects whose design concepts were generated by material logics and systems.
Module 4: Students will work hands-on with building materials (concrete, wood, metal, bamboo, etc.) to get an understanding of material properties.

Pedagogy:

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

Reference Books:

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

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

Objective:

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

Course Outcomes:

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

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

(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	M	M	H	M	H				H	M	H		H		H			M
CO2	M	M	H	M	H				H	M	H	M	M	H	M		M	
CO3	M	M	H	M	H				H	M	H	M	H					
CO4	M	M	H	M	H				H	M	H	M			H		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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

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

Pedagogy:

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

Reference Books:

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

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

Objective:

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

Course Outcomes:

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

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

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

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

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

Matrix 1 - Mapping of COs with POs and PSOs

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H												H				M	
CO2		H												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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Abstract

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

Module 2: Introduction

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

Module 3: Literature Review

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

Module 4: Methodology

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

Module 5: Results

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

Module 6: Discussion

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

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

Module 7: Conclusion

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

Module 8: References

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

Module 9: Appendices

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

Pedagogy:

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

Reference Books:

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

SEMESTER VIII

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

Objective:

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

Course Outcomes:

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	H	H	H	H					H				H		M	H		M
CO 2	H	M		H	H			H		M	H	M	H	H	M		M	
CO 3	H	H	H	H	H			H	M		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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

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

Final Report & Deliverables:

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

Part 1: Internship Report should contain the following information:

Internship experience:

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

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

Part 2: Presentation

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

Part 3: Industry Feedback

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

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

Bachelor of Design

Course Structure

Fashion Design Management

2023-2027

As approved by BOS held on 19th May 2023

SEMESTER-I (Common Foundation Programme)

Course Code	COURSE TITLE	*Employability /S kill Development/ En trepreneurship*	*Alignment with cross cutting issues*	*Activities undertaken*
23BCF-1P05	*Materials & Exploration I*	*Skill Developme nt/ Employabili ty*	*Human Values, Professional Ethics, Environnemental & Sustainability*	*Introduction to sustainable materials and practices; discussion on ethical sourcing and environmental impact.*
	History of Art & Design I	*Skill Development*	*Gender, Professional Ethics*	*Explore contributions of underrepresented genders in art history; ethical reflection on cultural appropriation.*
23BCF-1P02	*Storytelling & Creative Writing*	*Skill Development/ Entrepreneurs hi p*	*Gender Sensitization, Professional Ethics,Human Values*	*Writing prompts around gender roles, ethical dilemmas, and stories that promote empathy and human values.*
23BCF-1P03	*Visualization & Representation*	*Employability/ Sk ill Development/ En trepreneurshi p*	*Professional Ethics*	*Projects focused on ethical design narratives and socially responsible visual messaging.*
23BCF-1P04	*Contextual Studies I*	*Employability/ sk ill Development/ En trepreneurshi p*	*Human Values, Professional Ethics, Environnemental & Sustainability*	*Case studies on sustainability in design, human-centered design ethics, and values-based critique sessions.*
23BCF-1P01	*Expression Color & Light*	*Skill Development*	*Environmental & Sustainability*	*Exploration of eco-friendly pigments and light sources; discussions on energy efficiency in design.*

21ENG11	*English Communication/Modern Indian Language*	*Skill Development*		

SEMESTER-II (Common Foundation Programme)

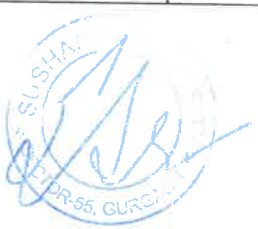
Course Code	Course Title	Employability/Skill Development /Entrepreneurship	*Alignment with cross cutting issues*	*Activities undertaken*
23BCF-2P01	Film, Media and Culture	Employability /Skill Development/ Entrepreneurship	*Human Values, Gender*	Critical analysis of gender roles and media ethics; study of cultural narratives promoting human values and inclusivity.
23BCF-2P03	Image Making & Representation*	Employability /Skill Development/ Entrepreneurship	*Sustainability*	Visual exercises focused on ethical representation, inclusive imagery, and sustainability messaging through visuals.
23BCF-2P04	Contextual Studies II	Employability /Skill Development/ Entrepreneurship	*Environmental & Sustainability*	Exploration of design in context of social responsibility, ethics, and environmental awareness through readings and discussions.
23BCF-2P05	Materials & Exploration II	Employability /Skill Development	*Environmental & Sustainability*	Investigation of sustainable materials, life cycle of products, and ethical sourcing through hands-on projects.
23BCF-2P06	History of Art & Design II*	Skill Development	*Human Values, Gender*	Study of historical art/design through the lens of gender inclusion, cultural ethics, and value-driven evolution.
23BCF-2P02	User Study & Experience	Employability /Skill Development/ Entrepreneurship	*Professional Ethics*	User-centered design research with ethical guidelines, accessibility considerations, and value-based problem-solving.
EVS2111	Environmental Science*	Skill Development	*Professional Ethics*	Study of environmental systems, human impact, sustainability strategies, and ethical responsibility toward the planet.

SEMESTER III (Domain Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrep reneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-3P04	Craft and Textile Heritage	Employability/ Skill Development/ Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability,	Study of traditional, eco-conscious crafts and artisan communities; discussions on cultural ethics and gender roles in craft traditions.
23BCF-3P03	Brand Identity Design	Employability/ Skill Development/ Entrepreneurship	Professional Ethics	Creation of value-driven brand narratives that emphasize ethics, inclusivity, and sustainability in brand positioning.
23BCF-3P02	Design Analysis and Applications I	Employability/ Skill Development/ Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability,	Analytical case studies of ethical and sustainable design practices across industries; critique sessions focusing on gender-sensitive design.
23BCF-3P01	Digital Design & Presentation I	Employability/ Skill Development/	Professional Ethics	Development of digital presentations incorporating themes of professional ethics and environmentally conscious design strategies.
23DEL 3P04, 23DEL 3P05, 23DEL-3P06	Discipline Specific Elective II	Employability/ Skill Development/ Entrepreneurship		
	Foreign Language/M	Skill Development		
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I	Employability/ Skill Development/ Entrepreneurship		
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/ Entrepreneurship		

SEMESTER IV (Domain Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-4P04	Packaging Design	Employability/ Skill Development/ Entrepreneurship	Professional Ethics, Environnemental & Sustainability,	Projects using recyclable/biodegradable materials; branding with an ethical and sustainable outlook.
23BCF-4P05	Theatre Art Costumes	Employability/ Skill Development/ Entrepreneurship	Gender, Professional Ethics. Human Values	Research on gender expression through costume design and use of sustainable textiles for stage production.
23DEL-4P01 23DEL-4P02 23DEL-4P03	Discipline Specific Elective III	Employability/ Skill Development/ Entrepreneurship		
23BCF-4P02	Design Analysis and Applications II	Employability/ Skill Development/ Entrepreneurship	Professional Ethics, Environnemental & Sustainability,Human Values	Advanced case studies focusing on inclusive, ethical, and eco-conscious design solutions.
23BCF-4P03	Spatial & Furniture Analysis	Employability/ Skill Development/ Entrepreneurship	Professional Ethics, Environnemental & Sustainability	Exploration of sustainable materials and ergonomics; emphasis on human-centered, ethical spatial solutions.
23BCF-4P01	Digital Design & Presentation II	Employability/ Skill Development	Professional Ethic	Creation of digital assets that promote awareness of environmental issues and ethical design narratives.
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/ Entrepreneurship		



SEMESTER V (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrep reneurship	Alignment with cross cutting issues	Activities undertaken
23BFD-5P01	Fashion & Textile Studio I: Pret a Porter'- collection	**Entrepreneurship**	Gender, Professional Ethics. Human Values, Sustainability , Environmental	Designing inclusive prêt-à-porter collections using sustainable fabrics and addressing ethical production processes.
23BFD-5P02	Manufacturing Tools & Techniques I: Garment Construction	Skill Development	Professional Ethics, Environnemental & Sustainability,Human Values	Hands-on work with eco-friendly materials; discussion on ethical labor practices in garment manufacturing.
23BFD-5P03	Fashion Design & Development I: Pret a Porter'	**Employability**	Gender, Professional Ethics. Human Values, Sustainability , Environmental	Development of ready-to-wear lines that reflect gender sensitivity, sustainable fashion choices, and responsible design.
23BFD-5P04	Computer Aided Design I (3D CLO)	Skill Development	Professional Ethics, Sustainability , Environmental	Simulated garment prototyping to reduce material waste; integration of ethical storytelling and diversity in virtual models
23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV	Employability/Skill Development /Entrepreneurship		
23BFD-5P05	Fashion Illustration	Skill Development	Gender, Professional Ethics. Human Values	Exploration of diverse body types and gender identities in illustration; ethical representation and cultural sensitivity in visual storytelling.
23BID-5P06	Internship	-	Gender , Professional Ethics. Human Values	
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/ Entrepreneurship		Reflective reports evaluating workplace ethics, sustainability practices, and value-based learning during internship experiences.

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SEMESTER VI (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BFD-6P01	Fashion & Textile Studio II: Haute Couture collection	**Entrepreneurship**	Human Values, Professional Ethics, Environnemental & Sustainability, Gender	Development of haute couture pieces with focus on ethical luxury, sustainability in sourcing, and inclusive design narratives.
23BFD-6P02	Manufacturing Tools & Techniques II: Advanced Garment Construction	Skill Development	Human Values, Professional Ethics, Environnemental & Sustainability	Advanced garment construction using eco-conscious techniques; discussions on craftsmanship, fair labor, and professional ethics in fashion production.
23BDS-6P03	Certification Course	Employability/Skill Development/Entrepreneurship		
23BFD-6P04	Fashion Design & Development II: Haute Couture	**Employability**	Human Values, Professional Ethics, Environnemental & Sustainability, Gender	Conceptualization of haute couture designs emphasizing ethical storytelling, sustainability in luxury fashion, and gender-aware detailing.
23DEL-6P01 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V	Employability/Skill Development/Entrepreneurship		

SEMESTER VII (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BFD 7P01	Thesis: Men's wear	Employability/Skill Development/Entrep reneurship	Human Values, Professional Ethics, Environnemental & Sustainability, Gender	Design development exploring evolving gender norms, sustainable material use, and ethical production approaches in menswear.
23BFD 7P02	Creative Draping	Skill Development	Human Values, Professional Ethics, Environnemental & Sustainability, Gender	Experimentation with inclusive body forms, gender-fluid silhouettes, and eco-conscious draping methods.
23BFD 7P03	Portfolio and Presentation	Employability/ Skill Developmentp	Human Values, Professional Ethics, Gender	Curating work that reflects personal design ethics, gender awareness, and environmental responsibility.
23BFD 7P04	Thesis Report	Skill Development/	Human Values, Professional Ethics, Environnemental & Sustainability, Gender	Critical reflection on the thesis journey with focus on values, ethics, sustainability practices, and inclusive design thinking.

SEMESTER VII (Specialization)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BDS -8P01	Internship (12weeks)	Employability		

School of Design Sushant University

Programme Handbook

School of Design

Sushant University

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

Programme Handbook - Bachelor of Design – Fashion Design Management (B.Des FD)

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

PRELIMINARY DEFINITIONS AND NOMENCLATURE

In this document, unless the context otherwise requires:

1. "**Programme**" means Degree Programme, that is Bachelor of Design, Degree Programme (B.Des)
2. "**Discipline**" means specialization or branch of Bachelor of Design, Degree Programme (B.Des), like Product Design, Interior Architecture , etc.
3. "**Course**" means a theory or practical subject that is normally studied in a semester, like Principles of design.
4. **"Director, Academic Affairs"** means the authority of the University who is responsible for all academic activities of the Academic Programmes for implementation of relevant rules of this Regulations pertaining to the Academic Programmes.
5. **"Dean/Director"** means head of the School conc/erned.
6. **"PD"** means Programme Director of the respective programme of the School concerned.
7. **"Controller of Examinations (COE)"** means the authority of the University who is responsible for all activities of the University Examinations.
8. **"SU/ University"** means Sushant University (Erstwhile Ansal University)
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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School of Design Sushant University Scholars

1. ADMISSION

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

1.2. Lateral entry admission

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

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

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

2. STRUCTURE OF PROGRAMME

2.1. Credits requirement

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

2.2. Categorization of Courses

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

Sl.	Category	Suggested breakup of Credits (Total 200)
1	Core Courses	126
2	Discipline Specific Electives (DSE)	30
3	Generic Electives I (GE I)	6

4	Generic Electives II (GE II)	4
5	Dissertation/Internship	25
6	Skill Enhancement Course (SEC)	3
7	Ability Enhancement Course (AEC)	4
8	Service Learning/Community Service Based Course	2
	Total .	200

2.3.1 Induction Programme

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

I. Physical fitness and Health

- Physical fitness Activities
- Sports/Games Related

II. Culture

- Learning an art form
- Heritage
- Intangible Cultural Heritage

III. Literature & Media

- Literature, Cinema and Media
- Group reading of classics

IV. Social Service

- Social Awareness
- Social Service

V. Self-Development

- Spiritual, Mindfulness & Meditation
- Religion and 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/Capstone Courses

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

Following is a list of suggested subjects indicative of -.

I. Learning From Art

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

II. Representation skills

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

III. Personal Development

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

IV. Design Aptitude

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

2.5. Number of courses per Semester

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

2.6. Credit Assignment

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 are required to undergo Industrial training for a period (15 Weeks) as specified in the Curriculum during eighth semester. The semester-long internship has to be undertaken continuously as per the requirements of the programme. Other summer or winter internships may

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be encouraged to keep students connected to the industry standards; however, they may not be compulsory.

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

2.8. Industrial Visit

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

2.9. Massive Open Online Courses

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

2.10. Medium of Instruction

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

3. ATTENDANCE REQUIREMENTS FOR COMPLETION OF THE SEMESTER

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

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

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

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

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

4. FACULTY MENTOR

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

The responsibilities for the faculty mentor shall be:

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

- To collect and maintain various statistical details of students.
- To inform the students about the various facilities and activities available to enhance the student's curricular and co-curricular activities.
- To guide student enrolment and registration of the courses.
- To authorize the final registration of the courses at the beginning of each semester.
- To monitor the academic and general performance of the students including attendance and to counsel them accordingly.

5. PROGRAMME COMMITTEE

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

- Solving problems experienced by students in the classroom and in the laboratories.
- Informing the student representatives, the academic schedule including the dates of assessments and the syllabus coverage for each assessment.
- Informing the student representatives, the details of regulations regarding weightage used for each assessment. In the case of practical courses (laboratory/ project work / seminar etc.) the breakup of marks for each exercise / module of work, should be clearly discussed in the Programme committee meeting and informed to the students.
- Analysing the performance of the students of the respective Programme after each test and devising the ways and means of solving problems, if any.
- Identifying the weak students, if any, and requesting the teachers concerned to provide some additional help or guidance or coaching to such weak students.

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

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

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

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

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

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

6. COURSE COMMITTEE FOR COMMON COURSES

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

7. EXAMINATION SYSTEM

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

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

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

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

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

End Semester Examination question paper pattern is given below:

A question paper for theory examinations of a course unit of any programme will be of 2 hours' duration with maximum marks 50/50 (weightage 50%) and will have three parts; Part A, Part-B and Part-C. (The duration of practical examinations will be as required and the value addition courses will have different format).

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

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

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

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

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

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

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

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

End Semester jury is given below:

A jury for studio and practical for examinations of a course unit of any programme will be of 1 hours' duration with maximum marks 50 (weightage

50%). (The duration of practical examinations will be as required and the value addition courses will have different format).

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

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

8. PROCEDURE FOR AWARDING MARKS FOR INTERNAL ASSESSMENT

8.1. Internal Assessment

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

8.1.1 For a course of 100 marks containing only Theory Component

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

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

MID SEMESTER EVALUATION (50) – Theory (5 Marks) + Lab (15 Marks)

Theory (25)			
Mid Semester Examination	Quiz(s)/ Presentation (s)/Assignment	Attendance	**Total**
20	5	5	**30**

Lab (15)		
Mid Semester Examination	Lab/ practical performed & Lab report	**Total**
As 15	5	**20**

END SEMESTER EXAMINATION (60)	
Theory (30)	Lab (20)

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 50 and the External Assessment based on Viva-voce/presentation will 50.

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 – Not Applicable

The seminar / Case study is to be considered as purely INTERNAL (with 100%

internal marks only). Every student is expected to present a minimum of 2 seminars per semester before the evaluation committee and for each seminar, marks can be equally apportioned. The three-member committee appointed by the Dean /Director

will evaluate the seminar and at the end of the semester the marks can be consolidated and taken as the final mark. The evaluation shall be based on the seminar paper (40%), presentation (40%) and response to the questions asked during presentation (20%).

8.5. Attendance and Assessment Record

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

9. EXAM REGULATIONS

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

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

Grade	Range	Grade Point Attached
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

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9.3. Passing Criterion

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

- A student should earn minimum "D" grade in all courses separately. However, he/she can improve his/her grade ("D" grade onwards) by re-appearing.
- To pass a course, student must obtain 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 5.0 at the end of final year of the Programme.

9.4. Promotion to Next Year

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

The promotion rules for B.Des are as under:

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

9.5. Exam Duration

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

9.6. Re-Appearing

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

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.

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

9.10. Duration of the Programme

The minimum period required for completion of a programme shall be as specified in the Scheme of Teaching and Examination and Syllabi for a

programme approved by the Academic Council on the recommendations of the Board of Studies.

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

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

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

9.11. Grade sheet

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

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

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

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

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:

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

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 Bachelor of Design, Degree Programme (B.Des) Degree provided that the student 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 School may have activities like Physical Activities (Sports), Cultural, literature and Media, Social Service Scheme (NSS), Self-Development such as Yoga and Human Values, Nature Club, Yoga, etc. focusing on the holistic development of its students.

Clubs At SoD (2021)

- The **Dance Club** at SoD takes immense pride in being able to express their emotions and spirits through the art of choreography. Teamwork and individual performances bring out the best values in the students.
- The **Theatre Club** at SoD carries a dynamism in its existence. It is a platform to highlight the values of the society through a participatory approach.
- The **Photography Club** of SoD aims at encouraging the budding cohorts of photographers to develop an eye for detail. The students showcase their work on social media and exhibitions.
- The **Music Club** at SoD displays a wide range of musical genres such as jazz, rock, pop, grunge, rap etc. that are pursued passionately by the students.
- The **Art Club** of SoD is a platform to actively create marvelous art pieces outside the classroom both for internal events as well as exhibitions.
- The **Literature Club** at SoD is the place for writers to unleash their passion for writing. There is a diversity in the form of expression: poems, prose, research writing and so on.
- The **Sports Club** of SoD aims to achieve excellence in sports. Participation in different sports fosters leadership, teamwork, discipline, and confidence in the students.

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		FOR ALL SCHOOLS
2	Courses with focus towards promoting Entrepreneurship		
3	Courses with focus towards promoting Skill Development		
8	Courses with focus towards promoting Employability, Entrepreneurship & Skill Development		

SEMESTER I (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development/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							
23BCF-1P05	Materials & Exploration I	Skill Development/ Entrepreneurship	1	1	2	3	
23BCF-1P06	History of Art & Design I *	Skill Development	2	1	0	3	
23BCF-1P02	Storytelling & Creative Writing	Skill Development/ Entrepreneurship	1	1	0	2	
23BCF-1P03	Visualization & Representation *	Employability/Skill Development/Entrepreneurship	1	2	2	4	
23BCF-1P04	Contextual Studies I	Employability/Skill Development/Entrepreneurship	1	2	2	4	
Skill Enhancement Course (SEC)							
23BCF-1P01	Expression in Color & Light	Skill Development	1	1	0	2	
Ability Enhancement Course (AEC)							
21ENG11	English Communication/Modern Indian Language *	Skill Development	1	0	2	2	
						20	

Note: (* Represents the subjects common for all B.Des programmes)

SEMESI'ER II (Common Ïoundation Píogíamme)

Couíse Code	Couíse I'itle	Employabilit y/Skill Development /Entíepíeneu íship	Lectuíes (L) Houís/ Week	I'utoíial (P) Houís/ Week	Píactical (P) Houís/ Week	I'otal Cíedits	Actual Peícentage of Couíses out of total Couíses
Coíe Couíses							
23BCF -2P01	Film, Media and Cultuíe	Employability /Skill Development/ Entíepíeneuíship	1	1	0	2	
23BCF -2P03	Image Making & Repiesentation *	Employability /Skill Development/ Entíepíeneuíship	1	2	2	4	
23BCF -2P04	Contextual Studies II	Employability /Skill Development/ Entíepíeneuíship	1	2	2	4	
23BCF -2P05	Mateíials & Exploíation II	Skill Development/ Entíepíeneuíship	1	1	2	3	
23BCF -2P06	Histoíy of Aít & Design II *	Skill Development	2	1	0	3	
Skill Enhancement Couíse (SEC)							
23BCF -2P02	Usei Study & Expeiience	Employability /Skill Development/ Entíepíeneuíship	1	0	2	2	
Ability Enhancement Couíse (AEC)							
EVS211 1	Enviíonmental Science *	Skill Development	1	0	2	2	
						20	

Noīc: (* ícpícsc□īs ikc subjccīs co½ ½ o□ a½ o□g all B.Kcs píogía½ ½ cs)

SEMESI'ER III (Domain Ïoundation

Couíse Code	Couíse I'itle	Employability/Skill Development/Entí epíeneuíship	Lectuíes (L) Houís/ Week	I'utoíial (I') Houís/ Week	Píactical (P) Houís/ Week	I'otal Ciedits	Actual Peícentage of Couíses out of total Couíses
Coíe Couíses							
23BCF-3P04	Ciaft and I'extile Heíitage	Employability/Skill Development/Entíe píeneuíship	1	1	2	3	
23BCF-3P03	Bíand Identity Design	Employability/Skill Development/Entíe píeneuíship	1	1	2	3	
23BCF-3P02	Design Analysis and Applications I	Employability/Skill Development/Entíe píeneuíship	1	2	2	4	
23BCF-3P01	Digital Design & Píesentation I	Employability/Skill Development/Ent íepíeneuíship	1	2	2	4	
23DEL-3P04, 23DEL-3P05, 23DEL-3P06	Discipline Specific Elective II *	Employability/Skill Development/Entíe píeneuíship	1	1	0	2	
Skill Enhancement Couíse (SEC)							
23BDS-3P05	Foíeign Language/MOOC / *	Skill Development	1	1	0	2	
Ability Enhancement Couíse (AEC)							
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I *	Employability/Skill Development/Entíe píeneuíship	1	1	0	2	
Geneíic Electives I (GE I)							
I'DCC	I'íans Disciplinaíy Ceítificate Couíse *	Employability/Skill Development/Entíe píeneuíship	1	0	2	2	
						22	

Noīc: (* íepíesc□ís ikc subjccīs co½ ½ o□ a½ o□g all B.Kcs píogía½ ½ cs)

SEMESI'ER IV (Domain Ïoundation Píogíamme)

Couíse Code	Couíse I'itle	Employability/Skill Development/Entíe píeneuíship	Lectuíes (L) Houís/ Week	I'utoíial (I') Houís/ Week	Piactical (P) Houís/ Week	I'otal Cíedits	Actual Peícentage of Couíses out of total Couíses
Coíe Couíses							
2«BCI-4P04	Packagi□g Kcsig□	EmploQabilitQ/Skill Kc:clopmc□t/E□tícpí c□c"ískip	1	1	2	«	
2«BCI-4P05	I'kcatíc Aít Cost"mcs	EmploQabilitQ/Skill Kc:clopmc□t/E□tícpí c□c"iskip	1	1	2	«	
2«KEĻ-4P01 2«KEĻ-4P02 2«KEĻ-4P0«	Kiscipli□c Spcciric Elccti:c III *	EmploQabilitQ/Skill Kc:clopmc□t/E□tícpí c_c"iskip	1	1	2	«	
2«BCI-4P02	Kcsig□ A□alQsis a□d Applicatio□s II	EmploQabilitQ/Skill Kc:clopmc□t/E□tícpí c□c"ískip	1	2	2	4	
2«BCI-4P0«	Spatial & I"í□it"íc A□alQsis	EmploQabilitQ/Skill Kc:clopmc□t/E□tícpí c□c"ískip	1	2	2	4	
Skill Enhancement Couíse (SEC)							
2«BCI-4P01	Kigital Kcsig□ & Pícsc□tatio□ II	EmploQabilitQ/Skill Kc:clopmc□t/E□t ícpíc□c"ískip	1	1	2	«	
Geneíic Electives I (GE I)							
I'KCC	I'ía□s Kiscipli□aíQ Ccítiricatc Co"ísc *	EmploQabilitQ/Skill Kc:clopmc□t/E□tícpí c_c"ískip	1	0	2	2	
						22	

Noïc: (* ícpícsc□ïs ïkc subjccïs co½ ½ o□ a½ o□g all B.Kcs píogía½ ½·cs)

SEMESI'ER V (Specialization)

Couíse Code	Couíse I'itle	Employability/Skill. Development/Entiepíeneuíshi p	Lectuíes (L) Houís/ Week	I'utoíial (I') Houís/ Week	Píactical (P) Houís/ Week	I'otal Ciedits	Actual Peícentage of Couíses out of total Couíses
Coíe Couíses							
2«BIK-5P01	IK Spatial Kcsig□ St"dio I	EmploQabilitQ/Skill Kc:clopmc□t/E□t ícpíc□c"ískip	1	1	4	4	
2«BIK-5P02	B"ildi□g Scí:iccs I	EmploQabilitQ/Skill Kc:clopmc□t/E□t icpíc□c"ískip	1	1	2	«	
2«BIK-5P0«	Matcíials a□d Co□sti"ctio I	EmploQabilitQ/Skill Kc:clopmc□t/E□t ícpíc□c"ískip	1	1	2	«	
2«BIK-5P04	Comp"tci Aidcd Kcsig□ I	EmploQabilitQ/Skill Kc:clopmc□t/E□tí cpíc□c"ískip	1	2	0	«	
2«KEL-5P01 2«KEL-5P02 2«KEL-5P0«	Kiscipli□c Spccíiric Elccti:c IV *	EmploQabilitQ/Skill Kc:clopmc□t/E□t ícpíc□c"ískip	1	1	0	2	
2«BIK-5P05	I"í□it"íc Kcsig□ St"dio	EmploQabilitQ/Skill Kc:clopmc□t/E□t ícpíc□c"ískip	1	1	2	«	
2«BKS-5P06	I□tcí□skip E:al"atio□ *	EmploQabilitQ	0	2	0	2	
Geneíic Electives I (GE I)							
I'KCC	I'ía□s Kiscipli□aiQ Ccítiricatc Co"ísc *	EmploQabilitQ/Skill Kc:clopmc□t/E□t ícpíc□c"ískip	1	0	2	2	
						22	

Noīc: (* ícpíesc□īs īkc subjccīs co½ ½ o□ a½ o□g all B.Kcs píogía½ ½ cs)

SEMESI'ER VI

Couíse Code	Couíse I'itle	Employability/Skill Development/Entíep íeneuíship·	Lectu íes (L) Houí s/ Week	I'utoíi al (I') Houís/ Week	Píactic al (P) Houís/ Week	I'otal Ciedits	Actual Peícentage of Couíses out of total Couíses
Coíe Couíses							
2«BIK-6P01	IK Spatial Kcsig□ St"dio II	EmploQabilitQ/Skill Kc:clopmc□t/E□tícpíc □c"ískip	1	1	4	4	
2«BIK-6P02	IK Spatial Kcsig□ St"dio III	EmploQabilitQ/Skill Kc:clopmc□t/E□tícpíc □c"ískip	1	1	2	«	
2«BKS6P0«	Ccítiricatio □ Co"ísc *	EmploQabilitQ/Skill Kc:clopmc□t/E□tícpíc □c"ískip	1	1	4	4	
2«BIK-6P04	Comp"tcí Aidcd Kcsig□ II	EmploQabilitQ/Skill Kc:clopmc□t	1	2	0	«	
2«KEL-6P01 2«KEL-6P02 2«KEL-6P0«	Kiscipli□c Spcciric Elccti:c V *	EmploQabilitQ/Skill Kc:clopmc□t/E□tícpíc □c"ískip	1	1	2	«	
2«BKS-6P05	Píacticc Ma lagcmc□t	EmploQabilitQ/Skill Kc:clopmc□t/E□tíc píc□c"ískip	1	2	0	«	
Genefic Electives I (GE I)							
I'KCC	I'ía□s Kiscipli□aiQ Ccítiricatc Co"ísc *	EmploQabilitQ/Skill Kc:clopmc□t/E□tícpíc □c"ískip	1	0	2	2	
I'otal						22	
Claim cícdits roí Scop"s/ABKC/UGC/ Patc□t gía□tcd/□atio□al lc:cl Spoít mcdal/Natio□al lc:cl ckampio□skip wi□□cí (1st to «dd) likc Hackatko□ ctc						2	

Noīc: (* fcpícsc□īs ikc subjccīs co½ ½ o□ a½ o□g all B.Kcs píogía½ ½ cs)

SEMESPER VII

Couíse Code	Couíse I'itle	Employability/Skill Development/Entíe pieneuíship	Lectuíes (L) Houís/ Week	I'utoíial (I') Houís/ Week	Piactic al (P) Houís/ Week	I'otal Ciedits	Actual Peícentage of Couíses out of total Couíses
Coíe Couíses							
2«BIK-7P01	I'kcsis- Spatial Kcsig□	EmploQabilitQ/Skill Kc:clopmc□t/E□ltícp íc□c"ískip	«	4	10	12	
2«BIK-7P02	Ļircstolc Píod"ct Kcsig□	EmploQabilitQ/Skill Kc:clopmc t/E□ltícp íc□c"ískip	1	2	2	4	
2«BIK-7P0«	Poítrolio & Picsc□tatio□	EmploQabilitQ/Skill Kc:clopmc_t/E tíc pic□c"ískip	1	1	2	«	
2«BIK-7P04	I'kcsis Rcpoít	Skill Kc:clopmc□t	1	2	0	«	
Genefic Electives I (GE I)							
I'KCC	I'ía□s Kiscipli□aíQ Ccítiricatc Co"isc *	EmploQabilitQ/Skill Kc:clopmc_t/E□ltícp íc□c"ískip	1	0	2	2	
						24	

Noīc: (* ícpícsc□īs ikc subjccīs co½ ½ o□ a½ o□g all B. Kcs píogía½ ½ cs)

SEMESPER VIII (Specialization)

Couíse Code	Couíse Pitle	Employability/Skill Development/Entiepie neuíship	Lectuíes (L) Houís/ Week	Putoíial (P) . Houís/ Week	Píactical (P) Houís/ Week	Potal Cíedits	Actual Peícentage of Couíses out of total Couíses
2«BKS-8P01	I□tci□skip (12 wccks) *	EmploQabilitQ	0	0	12 wccks	20	
						20	

Noīc: (* ícpícsc□īs ikc subjccīs co½ ½ o□ a½ o□g all B.Kcs píogía½ ½ cs

APPENDIX A

COURSE DESCRIPTION

Programme Handbook

Bachelor of Design, Interior Design [B.Des.]

School of Design

Sushant University

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

15. COURSE DESCRIPTION

15.1. About the Program- B.Des., Interior 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 Structures Materials & Construction, Interior Services, Applied Design and Sustainability in Contemporary Practice help in gaining knowledge regarding contemporary developments, smart materials, cutting edge technology, state of the art advancements, etc. in the field of interiors and construction to develop an intuitive and innovative approach.

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

15.2. Graduate Attributes

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

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

3. Research Oriented
   Conducting design inquiry through evidence and design research.

4. Inquisitive
   A culture of inquiry, collaboration, and cross-disciplinary endeavours.

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

15.3. Program Educational Objectives (PEO's)

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

15.4. Program Outcomes (POs)

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

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

2. **PO2 - Research**

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

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

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

   proceedings, patents

4. **PO4 - Problem Solving**

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

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

   Inculcating the habits of constructive criticism, self-evaluation and lifelong learning through cross-

collaboration, design studio culture, hands-on working. Identify the need for and continue to develop skills and knowledge to embrace changes or disruptions in society and the design profession.

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

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

7. **PO7 - Globalization**

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

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

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

9. **PO9 - Employability, Entrepreneurship**

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

10. **PO10- Lifelong learning**

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

11. **PO11- Organizational behaviour**

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

12. **PO12- Finance and marketing**

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

PSOs (Program Specific Outcomes)

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

Examination Scheme for all Theory Papers:

Components	Mid-term Examination	Final Internal Assessment	End-Term Exam	Total
Weightage	15	25	60	100

SYLLABUS

SEMESTER- I

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

Objective:

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

Course Outcomes:

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

CO5	Understand and apply color principles and analyze emotional aspects of color in design practice	PO1, PO2, PO3, PO4, PO5, PO7, PO10

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	L	L	M	L		M			H			M	M	H			
CO2	H	L	L	M	L		M			H			H	H				
CO3	H	L	L		L		M			H			M	M	H	L		M
CO4	H	L	L	M	L		M			H								
CO5	H	L	L	M	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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Introduction to colour theory and light

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

Module 2: Influence of colour interaction on colour perception

- Exercises on different types of colour schemes and their applications.
- Exercises on harmonising colours

- Colour Communication
- Colour observations in daily surroundings and understanding their impact on our daily lives
- Understanding the impact of colours and light in cinema.

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

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

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student

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

Text & References:

- Goethe, J. W., & Eastlake, C. L. (1970). Theory of colours. Cambridge, Mass: M.I.T. Press.
- Eckstut, A., & Eckstut, J. (2013). The secret language of color: Science, nature, history, culture, beauty of red, orange, yellow, green, blue, and violet. New York: Black Dog & Leventhal.
- Bachmann, U. (2011). Colour and light. Sulgen: Niggli.
- Anderson, F. E. (2006). Colour: How to use colour in art and design. London: Laurence King. 5. Feisner, E. A., & Reed, R. (2014). Color studies. New York: Fairchild Books.
- De, B. E. (2015). Serious creativity: Using the power of lateral thinking to create new ideas, Harper Business
- Itten, J., & In Birren, F. (2003). The Elements of color. New York [N.Y.: John Wiley & Sons. 8. Albers, J. (2013). The interaction of color, New Haven: Yale University.
- King, D. B., & Wertheimer, M. (2008). Max Wertheimer & Gestalt theory. New Brunswick, NJ: Transaction Publ.
- Smith, R. (2009). The artist's handbook. London: Dorling Kindersley.
- Berger, J. (2012). Ways of seeing: Based on the BBC television series with John Berger. London: British Broadcasting Corp.
- McAlhone, B., Stuart, D., Quinton, G., & Asbury, N. (2016). A smile in the mind: Witty thinking in graphic design.
- Ray, A. (2012). Color In Design [MOOC]. NPTEL. https://nptel.ac.in/courses/109/104/109104075

Sushant University School of Design

SUSHANT SECTOR-55, GURGAON

Sushant University	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 1-1-0	B.Des CF
[redacted]		Version: 2023

Objective:

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

Course Outcomes:

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L	L	L		M			H			M	M				
CO2	H	M	L	L	L		L			H				H				
CO3	H	M	L	M	M		L			H			M		H	L		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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Elements and Structure of Story

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

Understanding, characters and settings, intentions and motivations.

Module 2: Creating Visual Narrative

Creating a storyboard through multiple tools and mediums.

Module 3: Project

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

Pedagogy:

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

Text & References:

Case Studies and TeDX Videos as guided by mentor.

Sushant University (Formerly Ansal University Gurugram)	SCHOOL OF DESIGN Syllabus	
23BCF-1P03	LTP: 1-2-2	B.Des CF
Visualization & Representation		Version: 2023

Objective:

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

Course Outcomes:

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L		L					H			M					
CO2	H		L		M					H					H	M		
CO3	H		L		M					H								
CO4	H		L	M	M					H			H		H			
CO5	H		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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Free-Hand Basic Sketching

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

Module 2: Shape and Form

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

Module 3: Nature Drawing

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

Module 4: Perspective by Direct Observation

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

Pedagogy:

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

Text & References:

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

Reference websites:

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

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-1P04	LTP: 1-2-2	B.Des CF
Contextual Studies I		Version: 2023

Objective:

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

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

Course Outcomes:

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H			H					
CO2	H	M					M			H			H		H	H		
CO3	H	M	M		M					H								
CO4	M	H	L	H	M		M			H			H		H			
CO5	M	H	L	H	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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Elements of Design

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

Module 2: Principles of Design

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

Module 3: Composition

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

Module 4: Problem- Solving Process

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

Pedagogy:

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

Text & References:

- Hope, A., & Walch, M. (1990). The color compendium. New York: Van Nostrand Reinhold.
- Itten, J., & In Birren, F. (2003). The Elements of color. New York [N.Y.: John Wiley & Sons.
- Albers, J. (2013). The interaction of color, New Haven: Yale University.
- King, D. B., & Wertheimer, M. (2008). Max Wertheimer & Gestalt theory. New Brunswick, NJ: Transaction Publ.
- Hannah, G. G. (2002). Elements of design: Rowena Reed Kostellow and the structure of visual relationships. New York: Princeton Architectural Press.
- Pentak, S., & Lauer, D. A. (2018). Design basics. Boston, MA : Cengage Learning.
- Wong, W. (1981). Principles of two-dimensional design. Hong Kong: Department of Extramural Studies, Chinese University of Hong Kong.
- Bowers, J. (2008). Introduction to two-dimensional design: Understanding form and function. Hoboken, N.J: Wiley.
- Holtzschue, L. (1994). Understanding color: An introduction for designers. New York, NY: Van Nostrand Reinhold.
- Itten, J. (2004). The art of color: The subjective experience and objective rationale of color. New York: John Wiley.
- Proctor, R. (1990). Principles of pattern design. New York: Dover Publication.
- Elam, K. (2011). Geometry of design: Studies in Proportion and Composition., New York : Princeton Architectural Press.

Reference websites:

- http://en.wikipedia.org/wiki/Color_theory#Color_systems_and_spaces
- http://www.colorsystem.com/
- http://www.michaelbach.de/ot/col_lilacChaser/index.html
- http://r0k.us/graphics/SIHwheel.html
- http://cvision.ucsd.edu/

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

Objective:

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

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

Course Outcomes:

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

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

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

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	L	L	M		L	M			H				H	M			
CO2	H	M			M	L	M			H			H		H	H		
CO3	H	M			M	L	M			H								
CO4	M	M	L	L			M			H			H		H			
CO5	H	L		M		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 10-50% of the desired outcome)

Scheme:

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

Course Contents:

Module 1: Soft Materials

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

Module 2: Hard Materials

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

Module 3: Combined Materials

Mixed media focusing upon application-based learning.

Pedagogy:

The course is a series of form exploration exercises focusing on understanding and exploring materials through self-explorations and self-directed learning. Though at few stages demonstrations will be given by the faculty or workshop assistant especially if using any power tools and heavy equipments, it must be done under the guidance of either of them. Personal research on the behaviour and characteristics of the materials is also very

important, followed by group discussions and interactions with the course facilitator on the

issues of sustainability and environmental issues. All assignments will be application-based keeping user-centric approach.

Text & References:

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

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

Objective:

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

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Evaluate key historiographical and theoretical debates in Modernism.	PO2, PO3, PO6, PO7, PO10
CO2	Demonstrate an understanding of the social history of art and design in the eighteenth to twentieth century.	PO2, PO3, PO6, PO7, PO10
CO3	Demonstrate appropriate visual analysis and interpretation skills.	PO2, PO3, PO6, PO7, PO10
CO4	Develop cross-cultural communication	PO2, PO3, PO6, PO7, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1		H	L			L	M			H				H	M			
CO2		H	L			L	M			H			M		H	H		
CO3		H	L			L	M			H								
CO4		H	L			L	M			H			M		H			
CO5																		

Where H= High relationship (covers up to 75-95% of the desired outcome); M=Medium (covers up to 50 to 75%); L=Low (covers up to 10-50% of the desired outcome)

Scheme:

This course is comprised of about 45 contact hours divided into 30 lectures and 15 tutorials hours spread over 15 weeks of semester.

Course Contents:

Module 1: Colonial World and Art and Design
Module 2: Industrial Revolution & The Aesthetic Movements (Art and Crafts, Art Nouveau)
Module 3: Early Modernism (and Art Deco) & Modernism (Impressionism. Impressionism, Expressionism, Cubism, Surrealism, AbstractArt)
Module 4: Socio Political Change in post colonial World, Late Modernism and its Decline & After Modernism (late 20th century)

Pedagogy:

The teaching with an emphasis on history and theory of objects as a tool for critical thinking and critical making, the course prepares a base for the students to gain an understanding of historical facts and events that has designed our present; through research and analysis of objects, methods and practices of art and design. All assignments will be application-based keeping user-centric approach.

Text & References:

- Craven, R. C. (2006). *Indian art: A concise history*. London: Thames and Hudson.

- Gombrich, E. H. (1998). *The Story of Art*. London: Phaidon Press. [Available from: https://ia801601.us.archive.org/1/items/in.ernet.dli.2015.29158/2015.29158.The- Story-Of-Art.pdf]
- In Bayer, H., Gropius, W., Gropius, I., & Newhall, B. (1975). *Bauhaus, 1919-1928*. NewYork: Museum of Modern Art. [Available from: https://monoskop.org/images/8/80/Bayer_Herbert_Gropius_Walter_Gropius_Ise_e ds_Bauhaus_1919-1928.pdf]
- Mitter, Partha. The Triumph of Modernism: India's Artists and the Avant-Garde, 1922-1947. London: Reaktion, 2007.

SEMESTER- II

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-2P01	LTP: 1-1-0	B.Des CF
Film, Media & Culture		Version: 2023

Objective:

The main purpose of this course is to introduce students to global cultures through cinemaand media and make them sensitive to different cultural contexts through cinematic expressions.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Critical reading of texts related to culture and social structures.	PO1, PO2, PO3, PO8, PO9, PO10
CO2	Ability to appreciate the narratives and forms of cinemas around the world through anunderstanding of film language and the representation of different cultural contexts.	PO1, PO2, PO3, PO8, PO9, PO10
CO3	Understanding the origin of various concepts, ideas and techniques in cinema.	PO1, PO2, PO3, PO8, PO9, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L					M	M	M			H	H	M			
CO2	L	H	L					L	L	M								
CO3	M	L	M					L	M	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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 30 contact hours divided into 15 lectures and 15 tutorials hours spread over 15 weeks of semester.

Course Contents:

Module 1: Reading Analysis
Reading and researching on various texts to understand context.
Module 2: Narrative Understanding and Depiction
Depicting story narrative and understanding language of the film.
Module 3: Understanding culture & its application
Understanding various cultures and its application in design.

Pedagogy:

The course is a series of form exploration exercises focusing on understanding and exploring materials through self-explorations and self-directed learning. Though at few stages demonstrations will be given by the faculty or workshop assistant especially if using any power tools and heavy equipments, it must be done under the guidance of either of them. Personal research on the behaviour and characteristics of the materials is also very

important, followed by group discussions and interactions with the course facilitator on the

issues of sustainability and environmental issues. All assignments will be application-based keeping user-centric approach.

Text & References:

- Williams, R. (1983). *Culture and society, 1780-1950*. Columbia University Press.
- Radunović, D. (2016). Towards a Theory of Montage. Selected Works. Volume 2.
- Corrigan, T., & Corrigan, G. (1998). *A short guide to writing about film* (p. 194). Longman.
- Sesonske, A. (1975). Ozu, His Life and Films by Donald Richie. *The Journal of Aesthetics and Art Criticism*, *33*(4), 479-480.

Sushant University (Erstwhile Ansal University Gurugram)	SCHOOL OF DESIGN Syllabus	
23BCF-2P02	LTP: 1-0-2	B.Des CF
User Study & Experience		Version: 2023

Objective:

Objective of the course in user study is to:

- Understand the importance of user research in integrated design.
- Learn how to conduct user research, including interviews, usability testing, and surveys.
- Analyze user research data to identify user needs and pain points.
- Use user research findings to inform design decisions.
- Create user-centered designs that are effective, efficient, and satisfying to use.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Conduct user research effectively.	PO1, PO2, PO3, PO10
CO2	Analyze user research data to identify user needs and pain points.	PO1, PO2, PO3, PO10
CO3	Use user research findings to inform design decisions	PO1, PO2, PO3, PO10
CO4	Create user-centered designs that are effective, efficient, and satisfying to use.	PO1, PO2, PO3, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	L	H	M							M			M	H	M			
CO2	L	H	M							M			H				H	
CO3	L	H	M							M				M				
	L	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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 30 contact hours divided into 15 lectures and 15 practical hours spread over 15 weeks of semester.

Course Contents:

Module 1: Introduction to User Research

What is user research?
Why is user research important in UX design?
Different types of user research
The user-centered design process

Module 2: Conducting User Interviews

How to prepare for a user interview
How to conduct a user interview
How to analyze user interview data

Module 3: Usability Testing

What is usability testing?
How to prepare for a usability test
How to conduct a usability test
How to analyze usability test data

Module 4: Analyzing User Research Data

How to analyze user research data
How to identify user needs and pain points
How to use user research findings to inform UX design decisions

Module 5: Creating User-Centered Designs

How to create user-centered designs
How to use user research findings to inform design decisions
How to create prototypes and test them with users

Pedagogy:

All sessions are self-exploratory with few demonstrations wherever required. The students are encouraged to observe and not work only in their classrooms. A lot of work is done as extensive studio-based assignment and research based. Each student is required to do research individually, enhancing their critical, analytical and creative thinking skills. All assignments will be application-based keeping user-centric approach.

Text & References:

- Nielsen, J. (2019). Designing for the digital age: 100 essential human-computer interaction principles. Morgan Kaufmann.
- Cooper, A., Reimann, R., Cronin, D., & Noessel, C. (2014). About face 3: The essentials of interaction design. Wiley.
- Abrams, J., & Nielsen, J. (2018). User experience design: A beginner's guide. A Book Apart.
- McDonough, D. (2019). The design of everyday things: Revised and expanded edition. MIT Press.
- Norman, D. A. (2013). The design of future things. Basic Books

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-2P03	LTP: 1-2-2	B.Des CF
Image Making & Representation		Version: 2023

Objective:

Objective:

The students should able to visualize an image related to nature or any object and represent the same with their own creativity through different techniques. The objective is:

- To develop visualization skills – image building exercise
- To generate and transform ideas on paper.
- To represent designs realistically.
- Introduction to various ways to realistic representation.
- Use of various rendering and multi-media applications.

Course Outcomes:

Mapping between COs and Pos		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Students to gain understanding of Hand, Eye & Mind Coordination.	PO1, PO3, PO5, PO10
CO2	The students develop their visualization and observation through techniques.	PO1, PO3, PO5, PO10
CO3	Enhances the ability of looking an object deeply and portray that in their own.	PO1, PO3, PO4, PO5, PO10
CO4	Demonstrate their imagination through various techniques like frottage and illustrations etc.	PO1, PO3, PO4, PO5, PO10

CO5	Enhance observation skills	PO1, PO3, PO4, PO5, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L		L					H			H				M	
CO2	H		L		L					H				H				
CO3	H		L	M	M					H						M		
CO4	H		L		L					H				M			M	
CO5	H		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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 60 contact hours divided into 15 lectures, 30 tutorials and 30 practical hours spread over 15 weeks of semester.

Course Contents:

Module 1: Data Visualization

Visualizing the informative data in terms of visuals and info-graphics.

Module 2: Still Life

Observing and sketching still-life examples (complex & combination of objects) using appropriate wet & dry mediums.

Module 3: Human Anatomy

Drawing and understanding the basic human body proportions in 2d and 3d shapes.

Module 4: Material & Textures

Drawing and rendering for realistic depiction of materials and textures.

Pedagogy;

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and put his or her abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of visualization tools. All assignments will be application-based keeping user-centric approach.

Text & References:

- Victoria Vebell, Victoria Bruck., Exploring The Basics Of Drawing ., Onword Press
- Mark Christopher Weber ., Brushwork Essentials: How to Render Expressive Form and Texture with Every Stroke., North Light Books
- Bert Dodson., Keys to Drawing with Imagination: Strategies and Exercises for Gaining Confidence and Enhancing Your Creativity ., North Light Books
- Susan Piedmont-Palladino., Tools of the imagination: drawing tools and technologies from the eighteenth century to the present ., Princeton Architectural Press
- Joseph Ungar., Rendering in mixed media ., Watson-Guptil Publications
- Dick Powell ., Design rendering techniques: a guide to drawing and presenting design ideas., North Light

Reference websites:

- http://drawsketch.about.com/od/learntodraw/ig/Learn-to-Draw-Beginner/How to-Hold-a-Pencil.htm
- http://drawsketch.about.com/cs/drawinglessons/a/firstdrawing.htm
- http://42explore.com/draw.htm
- http://campaignfordrawing.org/home/index.aspx
- http://www.linesandcolors.com/

Sushant University (Erstwhile Ansal University Gurugram)	SCHOOL OF DESIGN Syllabus	
23BCF-2P04	LTP: 1-2-2	B.Des CF
Contextual Studies II		Version: 2021

Objective:

The main purpose of this course is to introduce students to enable students understand the importance of macro-level contextual challenges. The course synthesizes training in all aspects of design and guides in the development of a design which is created due to a need-based analysis considering human values and needs of utmost importance. The course enables to understand the complete design processes and methods of delivering a design from concept to consumer. Research is all about addressing an issue, asking and answering a question or solving a problem, so the objective of this course is to introduce students to the ethical methods of exploration, conducting research, collecting information, analyzing it and documenting it

appropriately in the fields of Design. It will help student to understand trends and filter them into actionable process.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understanding the macro-level contextual challenges.	PO1, PO2, PO3, PO4, PO5, PO7, PO10
CO2	Understanding context to human values keeping environmental aspects in mind.	PO1, PO2, PO4, PO7, PO9,PO10
CO3	To understand methodology of Problem- Solving process.	PO2, PO3, PO4, PO10
CO4	Understand the relationship between content and it's consumer.	PO1, PO2, PO3, PO4, PO5, PO7, PO10

CO5	To observe and understand trends and filter them into an actionable process.	PO1, PO2, PO3, PO4, PO5, PO7, PO8, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	L	M	L		M			H			M	H			M	
CO2	H	M		M			M		L	H				H				
CO3		M	M	H						H					M	M		
CO4	M	H	L	H	M		M			H				M			M	
CO5	M	H	L	H	M		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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures and 30 tutorials hours spread over 15 weeks of semester.

Course Contents:

Module 1: Problem- Solving Process

Identifying a macro-level problem in context to consumer & analyzing related case studies and documenting it into a full-proof document.

Module 2: Designing & Implementing Design Solutions

Representation of their ideas via drawings & sketches, Final Prototype along with Material Understanding keeping user as prime stakeholder.

Pedagogy:

All sessions are self-exploratory with few demonstrations wherever required. The students

are encouraged to observe and not work only in their classrooms. A lot of work is done as extensive studio-based assignment and research based. Each student is required to do research individually, enhancing their critical, analytical and creative thinking skills. All assignments will be application-based keeping user-centric approach.

Text & References:

Various student project reports in the library & individual case studies.

Reference websites:

- http://bcs.bedfordstmartins.com/resdoc5e/
- http://en.wikipedia.org/wiki/Research
- http://www.umuc.edu/writingcenter/onlineguide/chapter5-01.cfm

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-2P05	**LTP: 1-1-2**	**B.Des CF**
Material & Exploration II		**Version: 2023**

Objective:

The objective of this course is to develop and extend construction skills, enabling learners to realize final outcomes to meet the standards of their specialized field of study. An experimental, 'hands on' approach will prove most useful to students; the skills needed to achieve these outcomes develop as a result of practice and trial and error. However, the tutors' expertise and demonstrations in the subject, supported by handouts, videos and demonstrations will also be crucial.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Think critically about the materials and their processing stages with the impact they leave on environment.	PO1, PO2, PO3, PO4, PO6, PO7, PO10
CO2	Students to gain understanding of Materiality and their properties.	PO1, PO2, PO5, PO6, PO7,PO10
CO3	Be able to select and use appropriate hand tools, machinery and technique.	PO1, PO2, PO5, PO6, PO7,PO10
CO4	Demonstrate an openness to collaboration and risk taking.	PO1, PO2, PO3, PO4, PO7,PO10
CO5	Interpret/Discuss how materials reflect our identity.	PO1, PO2, PO4, PO6, PO7,PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	L	L	M		L	M			H				M		M		
CO2	H	M			M	L	M			H			H					
CO3	H	M			M	L	M			H						H		
CO4	M	M	L	L			M			H				H			H	
CO5	H	L		M		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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 60 contact hours divided into 15 lectures, 30 tutorials and 30 practical hours spread over 15 weeks of semester.

Course Contents:

Module 1: Soft Materials

Exploration of soft materials such as Fabric, Leather, Natural Fibre etc. in context to their properties and three-dimensional visualization along with possibilities.

Module 2: Hard Materials

Exploration of soft materials such as Plaster of Paris, Wood and its techniques etc. in context to their properties and three-dimensional visualization along with possibilities.

Module 3: Combined Materials

Mixed media focusing upon application-based learning.

Pedagogy:

The teaching of Materials is highly explorative in nature, unlike other subjects where planning and executing follows a specific structure and process, studio materials rather triggers spontaneity and experimentation with the material. However, since the subject also demands/enhance comprehensive

technical aptitude, so demonstrations of tools and techniques will be given by the faculty/instructor wherever required. Other than the practical assignments, research assignment on material properties and the impact it leaves on environment is also of crucial importance. All assignments will be application-based keeping user-centric approach.

Text & References:

- In Benton, T., In Benton, C., In Sharp, D., & Open University. (1975). *Form and function: A source book for the history of architecture and design 1890-1939.*
- De, S. M. (2006). *Basic design: The dynamics of visual form*. London: A. & C. Black.
- Grillo, P. J. (1980). *Form, function, and design*. Magnolia, Mass.: P. Smith.
- McDermott, C. (1994). *Essential Design*. London: Bloomsbury.
- Powell, D. (2010). *Presentation techniques: A guide to drawing and presenting design ideas*. London: Little, Brown.

Sushant University (Erstwhile Ansal University Gurugram)	SCHOOL OF DESIGN Syllabus	
23BCF-2P06	**LTP: 2-1-0**	**B.Des CF**
History of Art & Design II		**Version: 2023**

Objective:

The Course objective is to introduce students to global histories through objects. The objectschosen (from the project of the British Museum) all tell a story about how their local area has interacted with the wider world. It aims to encourage people to discover the power of objects. Object lives and global histories can reveal how the traces of contact, exchange and movement of objects, cross cultural, social and political influences, mould the form and life of an object. The students will be encouraged to explore world history through objects in theclassroom and visit local museums.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
	Evaluate key historiographical and theoretical debates in the periodbefore	PO1, PO2, PO3,

CO1	Modernism.	PO4, PO7, PO8, PO10
CO2	Demonstrate an understanding of the social history of art and design in thetenth to twentieth century.	PO1, PO2, PO3, PO4, PO7, PO8,
CO3	Demonstrate appropriate visual analysis and interpretation skills	PO1, PO2, PO3, PO4, PO7, PO8, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	L	M	L	L			M	M		H			H	H		M		
CO2	M	M	H	L			L	L		L			H				M	
CO3	L	H	L	M			L	L		H			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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 45 contact hours divided into 30 lectures and 15 tutorials spread over 15 weeks of semester.

Course Contents:

Module 1: The Silk Route (400-700 AD)

Module 2: Raiders and Traders (900-1300 AD)

Module 3: Religion and symbols of God (1200 - 1400 AD)

Module 4: An introduction to some early status symbols (1200-1400 AD)

Module 5: The World of Exploration, Exploitation and Enlightenment

Module 6: The Threshold of the Modern World (1375 1550 AD)

Pedagogy:

The teaching with an emphasis on history and theory of objects as a tool for critical thinking and critical making, the course prepares a base for the students to gain an understanding of historical facts and events that has designed our present; through research and analysis of objects, methods and practices of art and design. All assignments will be application-based keeping user-centric approach.

Text & References:

- Craven, R. C. (2006). *Indian art: A concise history*. London: Thames and Hudson.

- Gombrich, E. H. (1998). *The Story of Art*. London: Phaidon Press. [Available from: https://ia801601.us.archive.org/1/items/in.ernet.dli.2015.29158/2015.29158.The- Story-Of-Art.pdf]
- MICHELL, G. (2000). *Hindu art and architecture*. London, Thames and Hudson.
- CRAVEN, R. C. (1976). *A concise history of Indian art*. New York, Oxford University

Semester 3

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P01	LTP: 1-2-2	B.DES
DIGITAL DESIGN AND PRESENTATION I	VERSION :2023	

Objective:

This course is oriented towards developing skills in graphic communication. It involves combining and organizing the graphic elements of type with illustrative and photographic images, diagrams, signs and symbols. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse graphic applications. It covers the development of ideas into graphic designs and presenting them suitably to an audience.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Methodically investigate the design contexts, opportunities and constraints of briefs.	PO1, PO2, PO3, PO5, PO10
CO2	Understanding of factors which enhance or obstruct graphic communication.	PO1, PO2, PO3, PO5, PO10
CO3	Develop ideas into effective graphics designs for a range of applications.	PO1, PO2, PO3, PO5, PO10
CO4	Present designs to an audience clearly.	PO1, PO2, PO3, PO5, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	L	L	M		H					H			M	M		H		
CO2	L	L	M		H					H			H				M	
CO3	L	L	M		H					H			M	M		H		
CO4	L	L	M		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 10-50% of the desired outcome)

Scheme:

This course is comprised of practical demonstrations and tutorials along with lecture components.

Course Contents:

Students will learn how to develop and record ideas for a range of applications. These may include individual pages, book design, poster design, promotional material, informational material or packs, exhibition and display panels, website information pages, film titles, audio-visual information and multimedia material. This will involve the following modules:

Unit 1:

Using different ideas-generation methods, graphic media and techniques, worksheets and sketchbooks.

Unit 2:

Organizing a diverse amount of information (eg typographic, illustrative and photographic images, aesthetic values, and use of charts, diagrams, signs and symbols). Production methods offer different opportunities and constraints for design. Students will need to be able to recognize how differences in production methods affect their designs.

These include: Paper-based media & Electronic or digital media, 3D applications.

Pedagogy:

Lectures, practical demonstration, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further research in given assignments.

Reference Books:

- Martin, D. (1995). Graphic design: Inspirations and innovations. Rockport, MA: Rockport Publishers.
- Lewis, B. (1987). An introduction to illustration. New York, NY: Apple Press.
- Wood, R. J. (1991). Handbook of illustration. London, UK: Studio Vista

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P02	LTP: 1-2-2	B.DES
DESIGN ANALYSIS AND APPLICATIONS I		VERSION :2023

Objective:

To enable the students to

- Analyzing design elements
- Understanding design theories and principles
- Developing analytical skills
- Applying design analysis techniques
- Enhancing design decision-making

This course will help the students to empower the necessary skills and knowledge by critically analyzing the designs, make informed decisions, and continuously improve their design work. These skills will help the students to be better equipped to create impactful and user-centered designs that meet the needs and expectations of users.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Apply design analysis techniques	**PO1, PO3, PO7, PO10**
CO2	Conduct user research	**PO1, PO2, PO7, PO10**
CO3	Interpret and present design analysis data	**PO1, PO2, PO3, PO5, PO10**
CO4	Iterative design improvement	**PO1, PO2, PO3, PO4, PO5, PO7, PO10**
CO5	Apply ethical considerations & reflect on design choices	**PO1, PO2, PO3, PO4, PO5, PO7**

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H			M		M			
CO2	H	M					M			H			H					
CO3	H	M	M		M					H							H	
CO4	H	H	L	H	M		M			H					H			
CO5	H	H	L	H	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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Course Contents:

Unit 1:

Introduction to Design Analysis - Understanding the role of design analysis in the design process along with principles and theories of design analysis. Importance of user-centered design and its relationship to design analysis

Unit 2:

Design Elements and Principles -Analyzing the relationship between design elements and principles

Unit 3:

User Research Methods - Introduction to user research in design analysis and learning to plan and conduct user interviews and surveys along with usability testing and user observation techniques

Unit 4:

Evaluating User Experience

Analyzing and evaluating the user experience in design with cognitive walkthroughs and heuristic evaluations to understand user feedback and incorporate it into design analysis.

Unit 5:

Data Analysis and Visualization - Interpreting and visualizing design analysis data by using data to inform design decisions and improvements.

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

TEXT & REFERENCES

1. Hope, A., & Walch, M. (1990). The color compendium. New York: Van Nostrand Reinhold.
2. Itten, J., & In Birren, F. (2003). The Elements of color. New York [N.Y.: John Wiley & Sons.]
3. Albers, J. (2013). The interaction of color, New Haven: Yale University.
4. King, D. B., & Wertheimer, M. (2008). Max Wertheimer & Gestalt theory. New Brunswick, NJ: Transaction Publ.
5. Bowers, J. (2008). Introduction to two-dimensional design: Understanding form and function. Hoboken, N.J: Wiley.
6. Itten, J. (2004). The art of color: The subjective experience and objective rationale of color. New York: John Wiley.
7. Proctor, R. (1990). Principles of pattern design. New York: Dover Publication.
8. Elam, K. (2011). Geometry of design: Studies in Proportion and Composition., New York: Princeton Architectural Press.

***Additional references/ reading material could be suggested by the subject faculty**

School of Design, Sushant University

SUSHANT UNIVERSITY SECTOR-55, GURGAON

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P03	LTP: 1-1-2	B.DES
Brand Identity Design	VERSION :2023	

Objectives

- Understand the importance of brand identity design.
- Learn the different elements of brand identity design.
- Be able to create effective brand identity designs.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define brand identity design and explain its importance.	PO4,PO5
CO2	Identify the different elements of brand identity design.	PO1
CO3	Apply the different elements of brand identity design to create effective designs.	PO1,PO2
CO4	Conduct research on target audiences and competitors.	PO1,PO3
CO5	Develop creative concepts and ideas.	PO1,PO2,PO3,PO8
CO6	Use design software to create effective visual representations of their ideas.	PO1,PO2,PO3,PO8,PO9,PO10
CO7	Present their work to clients and stakeholders.	PO2,PO3,PO8,PO9,PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1				M	M								M		M			
CO2	H												H					
CO3	L	H															H	

CO4	L		H												H			
CO5	L	L	H					H					M					
CO6	M	M	L					M	H	H					H			
CO7		M	L					L	M	M			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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Unit 1:

Introduction to Brand Identity Design

- What is brand identity design?
- Why is brand identity design important?
- The history of brand identity design

Unit 2:

The Elements of Brand Identity Design

- Brand name
- Brand logo
- Brand colors
- Brand typography
- Brand imagery
- Brand tone of voice

Unit 3:

Creating Effective Brand Identity Designs

- Conducting research on target audiences and competitors
- Developing creative concepts and ideas
- Using design software to create effective visual representations of their ideas
- Presenting their work to clients and stakeholders

Unit 4:

Case Studies

- Studying the work of other designers
- Analyzing successful and unsuccessful brand identity designs

Unit 5:

Conclusion

- Summary of the course
- Discussion of the future of brand identity design

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

Book References

- Aaker, D. A. (2019). Building strong brands (11th ed.). Simon & Schuster.
- Blyth, A., & Monk, C. (2018). Brand identity design: A practical guide (2nd ed.). Laurence King Publishing.
- Lupton, E. (2017). Branding: The essentials. Laurence King Publishing.
- McNamara, D. (2018). Designing brand identity. RotoVision.
- Ries, A., & Trout, J. (2017). Positioning: The battle for your mind (20th anniversary ed.). McGraw-Hill Education.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P04	LTP: 1-1-2	B.DES
Craft and Textile Heritage	VERSION :2023	

Objective:

- To impart knowledge on various traditional printing techniques and basic embroideries of India
- To gain practical knowledge on different fabric development processes
- To provide a balanced mix of theory and practical knowledge tied up with several situations in craft and textile industry.
- Focus on experimental learning through understanding of basic and simple design development solutions to challenging authentic results

This course will help the students to empower the necessary skills and knowledge by critically analyzing the designs, make informed decisions, and continuously improve their design work. These skills will help the students to be better equipped to create impactful and user-centered designs that meet the needs and expectations of users.

Course Outcomes:

The learning outcomes that students are expected to achieve in this course include:

- At the end of the course students will able to understand the traditional textiles of India, application of various techniques in ornamentation.
- At the end of the course students able transform their ideas into craft and textiles by studying, analyzing, & selecting the proper fabric type.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Apply design analysis techniques	PO1, PO2,PO3, PO7, PO10
CO2	Conduct user research	PO1, PO2, PO7, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	L	L				M			H			M		M			
CO2	H	M					M			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 10-50% of the desired outcome)

Scheme:
This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Course Contents:

Unit 1: Craft Heritage

Introduction to Craft Heritage, Craft Historical Evolution, Investigate the origins and evolution of numerous crafts in various countries and time periods. Crafts' Cultural Importance Investigate the links between crafts and identity, community cohesiveness, and intangible cultural heritage. Craft Techniques and Skills from the Past, Traditional craft practises such as weaving, pottery, woodwork, metallurgy, and embroidery should be studied. Examine the significance of craft groups and craftspeople in preserving and transmitting craft traditions. Examine the social and economic aspects of craft societies, such as apprenticeship systems, labour division, and gender roles. Discuss the economics of crafts, such as market trends, manufacturing models, and revenue generating.

UNIT-II-Textile Heritage

Introduction to Textile Heritage, Textile Development Throughout History, Follow the progression of textiles from ancient civilizations to the present. Examine how technical improvements, trading routes, and cultural interactions affect textile manufacture. Artistry and Traditional Textile Techniques, Investigate traditional textile methods including weaving, dying, printing, and embroidery. Analyze the creative aspects, themes, and meaning present in traditional textiles. Examine the cultural significance and symbolism linked with textiles in various communities and countries. Investigate the importance of textiles in rituals, rites, clothing, and the construction of identity. Textile Heritage Conservation & Preservation, Investigate the problems and strategies involved in the preservation and conservation of historic textiles.

Pedagogy:
All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

TEXT & REFERENCES

1. Anne Mathew, "Vogue Dictionary of Crochet Stitches", David and Charles, London,1989 2.
2. Barbara Snook, "Creative Art of Embroidery", Numbly Pub. Group Ltd, London, 1972 "

3. Gail L., cc Inspirational Ideas for embroidery On clothes and accessories", Search press Ltd, 1993
4. Readers Digest: Complete Guide to Needle work-APH Corp, New Delhi 1996
5. Shailaja Naik, " Traditional Embroideries Of India", APH Publishing corporation, New Delhi, 1996 ' 38 6.
6. Sheila Paine: Embroidered Textile –Thames & Hudson Ltd.1990

***Additional references/ reading material could be suggested by the subject faculty**

Semester 4

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-4P01	**LTP: 1-1-2**	**B.DES**
DIGITAL DESIGN AND PRESENTATION II	**VERSION :2023**	

Objective:

To enable the students to

- create and deliver visual content using digital tools.
- create animated films, visual effects, art, 3D-printed models, motion graphics, interactive 3D applications, virtual reality, and, formerly, video games.

This course can include anything from creating a website to designing a presentation to making a video. It helps you create a portfolio by designing websites, creating presentations, or making videos. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse 3D applications. It covers the development of ideas into 3- dimensional designs and presenting them suitably to an audience.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Introduction of 3D modelling on the computer through software.	PO3, PO5, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	L	H	L	H	L	M	L	M	M	M	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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 45 hours of Modules in a Semester or 3 hours per week.

Course Contents:

Unit 1:

Introduction to 3D Modeling –3D modeling is the process of gradually building an item by adding components to make geometric shapes.

Unit 2:

Rigging & Animation – Helps you to create and animate characters as well as create smooth and realistic animations.

Unit 3:

Environmental visualization in Game creation – game engine that allows you to create and export games. Environmental visualization is the process of creating realistic and immersive environments for video games. It is a critical part of game development, as it can help to create a sense of place and atmosphere, and immerse players in the game world

Unit 4:

Rendering – engine that allows you to create high-quality rendered images and videos and compositing toolset that allows you to combine images and videos to create stunning visuals.

Unit 5:

Motion tracking & compositing – toolset that allows you to import real-world footage and track its movement and compositing toolset that allows you to combine images and videos to create stunning visuals.

Unit 6:

Video editing – video editing toolset that allows you to edit and export videos.

Unit 7:

Simulation – Toolset that allows you to create realistic simulations of fluids, smoke, and other effects.

Pedagogy:

It would be a practical course with a lot of demonstrations.

TEXT & REFERENCES

1. Schell, J. (2008). The art of game design: A book of lenses. Amsterdam; Boston: Elsevier/Morgan Kaufmann.
2. Martin, D. (1995). Graphic design: Inspirations and innovations. Rockport, MA: Rockport Publishers.
3. Lewis, B. (1987). An introduction to illustration. New York, NY: Apple Press.
4. Wood, R. J. (1991). Handbook of illustration. London, UK: Studio Vista

***Additional references/ reading material could be suggested by the subject facult**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-4P05	LTP: 1-1-2	B.DES
THEATRE ART COSTUMES	VERSION :2023	

Objective:

This Course enables students to demonstrate familiarity with the fundamentals of the social/psychological aspects of why people wear clothing. Designing theatrical costumes based on historic period and character development, as well as interpretive designs, with an emphasis on clearly communicating ideas from research through drawing and fabric selection.

Projects include character analysis from a designer's viewpoint, character breakdowns, budgeting, and construction solutions.

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Students with the skills to enter the professional arena by understanding how a costume can become a viable element of the storytelling through character design.	PO1, PO2, PO5
CO2	Learn to practice the verbal and visual presentation of their ideas.	PO1, PO2
CO3	Understanding of how to break down a script and analyze each character's movies and movements and how the costume design can facilitate the story.	PO1, PO5
CO4	Developed there to learn how to assist another Artist from brainstorming to allocating tasks with team members. They will learn a mul7-pronged process that involves planning and strategy that revolves around feedback delivered collaboratively .	PO5, PO6

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	L	M	H	L	M	M					M	M		M		
CO2	H	H	L	M	M	L	M	L					M		H			
CO3	H	M	L	M	H	H	L	L						H				
CO4	M	M	L	L	H	H	M	M					H		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 10-50% of the desired outcome)

Course Contents

The course would be divided into 3 Phases- Pre Design, Design and Post-Design Phase.

Unit1:

- This is an intermediate workshop designed for students who have a basic understanding of the principles of theatrical design and who want a more intensive study of costume design and the psychology of clothing.

Unit2:

- Students develop designs that emerge through a process of character analysis, based on the script and directorial concept. Period research, design, and rendering skills are fostered through practical exercises.

Unit3:

- Instruction in basic costume construction, including drafting and draping, provide tools for students to produce final projects.

Unit4:

- To introduce the discipline of costume design, including character/script analysis, research, rendering, and production values.

Unit5:

- Correlate costume design to the literary, historical, and social/psychological aspects of the dramatic literature.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further studio practice in given assignments.

Text & References

- Hongjian, G. A. O., & Ma, X. (2015). Research on Key Technologies of Electroluminescent Costumes' Application.
- Edwards, B. (2008). *Drawing on the artist within*. Simon and Schuster.
- Baring-Gould, S. (2017). Little Red Riding Hood (1895). In *The Trials & Tribulations of Little Red Riding Hood* (pp. 197-200). Routledge.

***Additional references/ reading material could be suggested by the subject faculty**

School of Design Sushant University

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BCF-4P04	LTP: 1-1-2	B.Des
Packaging Design		Version: 2023

Objective:

This course will introduce students to the principles and practices of packaging design. Students will learn about the different types of packaging, the role of packaging in marketing, and the design process. Students will also have the opportunity to create their own packaging designs.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the principles of packaging design and explain its role in marketing	PO1, PO3, PO7, PO12
CO2	Apply the design process to create effective and appealing packaging	PO1, PO2, PO3, PO4, PO7, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		H	L		L	M	L			L	H	M	H		M		
CO2	H	H	H	H		L	M	L	L	M	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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12 lectures in each module.

Unit 1: Introduction to Packaging Design:

- Overview of the importance of packaging in marketing and branding.
- Exploration of the role of packaging in product protection and user experience.
- Introduction to the elements of packaging design, such as shape, color, typography, and materials

Unit 2: Packaging Design Principles:

- Understanding the principles of composition and layout in packaging design.
- Analysis of successful packaging designs and their impact on consumer perception.
- Introduction to design theories and their application in packaging

Unit 3: Structural Design and Materials:

- Exploring different packaging types, such as boxes, bottles, bags, and containers.
- Understanding the structural considerations in packaging design.
- Introduction to materials and their suitability for specific products and branding.

Unit 4: Graphic Design for Packaging:

- Applying graphic design principles to packaging.
- Creating compelling visuals, logos, and branding elements.
- Understanding the use of color, typography, and imagery in packaging.

Unit 5: Industry Trends and Professional Development:

- Staying updated on current trends and innovations in packaging design.
- Exploring career opportunities in packaging design.
- Networking with professionals in the industry and seeking feedback on portfolio.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further studio practice in given assignments.

Text & References

- Heller, S., & Fernandez, T. (2018). Packaging Design: A Comprehensive Guide. Rockport Publishers.
- Mayer, R. B. (2012). Packaging Design: Successful Product Branding From Concept to Shelf. Wiley.
- Wiedemann, J., & Pentawards. (2019). The Package Design Book. Taschen.
- Ellicott, J., & Roncarelli, D. (2015). Packaging Essentials: 100 Design Principles for Creating Packages. Rockport Publishers.

- Ball, D. W. (2010). Graphics and Packaging Production. Apple Academic Press.

***Additional references/ reading material could be suggested by the subject facul**

Semester 5

	SCHOOL OF DESIGN Syllabus	
23BFD-6P01	LTP: 1-1-4	B.Des
Fashion & Textile Studio II: Haute Couture- collection		Version: 2023

Objective:

This course will introduce students to the course, through an innovative way of teaching; will provide students with useful tools and skills to critically interpret the project dimension within the broader context of social, cultural, and technological contemporary shifts (new lifestyles and needs, new typological configurations and innovative technological scenarios). To impart knowledge about the assessment of the quality of readymade garments and creates an awareness and understanding of the garment labels as well as the rights and responsibilities of consumers. To give the learners an overview of the readymade garment industry, marketing principles and the entrepreneurship process.

Course Outcomes:

Mapping between COs and Pos		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Evaluating the quality of readymade garments: overall appearance, fabric, fit, workmanship, finishing, price	PO1, PO3, PO7, PO12
CO2	Project work: Visit to readymade garment retail outlets belonging to three different levels (designer outlets, middle class outlets, ordinary outlets) and compare the quality of the garments. Presentation of report by the students	PO1, PO2, PO3, PO4, PO7, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	M			L	H	M	M	M	M	H		M		
CO2	H	M	M	H	M			L	H	M	M	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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

Unit 1: Haute Couture:

- Ability to research and understand various types of clothes and fabrics and their compositions.
- Understanding the techniques necessary for the development and construction of a fashion collection

Unit 2: Skills and abilities:

- Understand the ability to digitize, visualize and simulate materials for the fashion tech application.
- Learning various marketing strategies in the international market

Unit 3: Evaluation ability and approach:

- Specialized course in understanding the process of culture and city based research to use as an inspiration for the design process.
- Manage the creative process into project development in line with trends in the Global FashionIndustry
- Apply current technologies and cutting edge techniques in the design process.
- Critical skills and awareness of the ethical dimension of the profession
- Co-Learning and co-working abilities in an international community.

Unit 4: Graphic Design for:

- Apply current technologies and cutting edge techniques in the design process .
- Critical skills and awareness of the ethical dimension of the profession
- Co-Learning and co-working abilities in an international community.

Unit 5: Industry Trends and Professional Development:

- Staying updated on current trends and innovations in designing.
- Exploring career opportunities in Haute Couture design.
- Networking with professionals in the industry and seeking feedback on portfolio.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Stamper A.A. Et al., (1991). Evaluating Apparel Quality (2nd Edition). New York: FairchildPublications Textbook of Textiles & Clothing.
- Indian Council of Agricultural Research (ICAR) Publications, Frings G. (1996).

- Fashion-From Concept to Consumer (5th Edition). USA: Prentice Hall Publications Kotler P and
- Armstrong G. (2017). Principles of Marketing (17th Edition)

***Additional references/ reading material could be suggested by the subject faculty**

	SCHOOL OF DESIGN Syllabus	
23BFD-5P02	LTP: 1-1-2	B.Des
Manufacturing Tools & Techniques I: Garment Construction		Version: 2023

Objective:

The course provides a framework, with a brief description of the concepts and choices with which today's apparel and textiles industry daily wrestles to satisfy their customers. The course provides theoretical and practical inputs of sewing, introduction to sewing machines and its functioning. It would also encompass basic pattern making techniques for various garment parts and home furnishing products.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Development of sewing skills. Ability to transform the pattern to a final stitched garment with seam,facings etc. Ability to apply aesthetic and construction sensibility to detailing ingarment construction	PO1, PO3, PO7, PO12
CO2	Awareness of the high-end machineries used in the apparel manufacturing industry.	PO1, PO2, PO3, PO4, PO7, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H			H						M			H	H		M		
CO2	H			H						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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

Unit 1: Manufacturing Tools & Techniques:

- In this subject student will be made fully aware of different quality standards and their maintenanceduring manufacturing processes for the total quality concept.
- Introduction to the sewing industry: Classification of the industry; distinctions between the ready-to-wear, ready-made clothing, tailoring, and boutique industries.

Unit 2: Skills and abilities:

- The dress form draping method is based on scientific rules and foundations in addition to the elements introduced by the designer in using the fabric and its various, unique characteristics todrape the dress form.

Unit 3: Hypotheses of the study:

- This study is designed to assess and improve apparel sewing section efficiency and productivity throughout line balancing.
- The central process in apparel manufacturing is the joining together of components which is knownas the sewing process , which is the most labour intensive type of manufacturing process

Unit 4: Methodology:

- Experimental is the use of experience in proving hypotheses.
- The creative skills are the dependent factor. The factor that results from the influence of the independent factor has been conducted on one group of students to determine the effect of theindependent factor

Unit 5: Procedure and Sample:

- A variety of methods and tools to collect scientific data for the study. Thus, to ensure that theobtained information and data was complete and precise.
- Assessment scale to evaluate the designs(A rating scale to evaluate designs, a scale is designed to measure the development of creative skills, included 12 axes distributed on each skill of creative skills which are originality, flexibility, fluency and the details, and a five-point method for measuring

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Joseph, H. (2008). *Patternmaking For Fashion Design And Dvd Package, 4/E (Dvd)*. Pearson EducationIndia.
- Knowles, L. A. (2006). *The practical guide to patternmaking for fashion designers: menswear*.Fairchild publications.
- Handford, J. (1974). *Professional Patternmaking for Designers of Women's Wear*. Textile BookService.
- Jaffe, H. (2000). *Draping for fashion design*. Pearson Education India.

***Additional references/ reading material could be suggested by the subject facu**

	SCHOOL OF DESIGN Syllabus	
23BFD-5P04	LTP: 1-2-0	B.Des
Computer Aided Design I (3D CLO)		Version: 2023

Objective:

This course will introduce students to the course, through an innovative way of teaching ,will provide students with useful tools and skills to critically interpret the project dimension within the broader context of social, cultural, and technological contemporary shifts (new lifestyles and needs, new typological configurations and innovative technological scenarios).

Course Outcomes:

Mapping between COs and Pos		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand in-depth knowledge of the implications of digitalization and virtualization of the design process in relation to the entire product life management cycle, referring to the impact in terms of different structures of costs	PO1, PO3, PO7, PO12
CO2	In-depth knowledge of the implications of digitalization and virtualization of the design process in relation to the innovation of the garment product in the design process, in communication, in the selling and commercial side	PO1, PO2, PO3, PO4, PO7, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H			H			M			M			M	H		M		
CO2	H			H			M			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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

Unit 1: Introduction to Computer Aided Design I (3D CLO):

- Ability to research and understand innovation and methodological.

- Ability to develop 3D models from 2D technical drawings of fashion products

Unit 2: Skills and abilities:

- Understand the ability to digitize, visualize and simulate materials for the fashion tech application.
- Ability to identify and critically evaluate 3D software tools in textile and garment design.

Unit 3: Evaluation ability and approach:

- Identify and critically describe the limits and opportunities of 3D software tools in textile and garment design in all the phases of value chain: ideation, prototyping, visualization, communication,distribution, showcase, selling and retailing.
- Identify and critically describe the economic, environmental, and societal impacts of implementing a completely digital/virtual design and product development process.
- Reflect on complexities associated with virtual/digital implementation of a 3D collection /business.
- Critical skills and awareness of the ethical dimension of the profession
- Co-Learning and co-working abilities in an international community.

Unit 4: Graphic Design for Computer Aided Design I (3D CLO):

- Reflect on complexities associated with virtual/digital implementation of a 3D collection /business.
- Critical skills and awareness of the ethical dimension of the profession
- Co-Learning and co-working abilities in an international community.

Unit 5: Industry Trends and Professional Development:

- Staying updated on current trends and innovations in designing.
- Exploring career opportunities in Computer Aided Design I (3D CLO) design.
- Networking with professionals in the industry and seeking feedback on portfolio.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Sayem, A. S. M., Kennon, R., & Clarke, N. (2010). 3D CAD systems for the clothing industry. *InternationalJournal of Fashion Design, Technology and Education*, *3*(2), 45-53.
- Zakaria, N., & Gupta, D. (Eds.). (2019). *Anthropometry, apparel sizing and design*. Woodhead Publishing.
- Daanen, H. A., & Psikuta, A. (2018). 3D body scanning. In *Automation in garment manufacturing* (pp.237-252). Woodhead Publishing.
- PENG, X., & KUZMICHEV, V. E. (2019). New method of armhole line analyzing by using virtual reality technology. *Молодые ученые-развитию Национальной технологической инициативы (ПОИСК)*, (1-1), 226-231.

- Liu, K., Wang, J., Zhu, C., & Hong, Y. (2016). Development of upper cycling clothes using 3D-to-2Dflattening technology and evaluation of dynamic wear comfort from the aspect of clothing pressure. *International Journal of clothing science and technology*, *28*(6), 736-749.

- Anderson, K. (2014). *Design energy simulation for architects: Guide to 3D graphics*. Routledge.

***Additional references/ reading material could be suggested by the subject faculty**

	SCHOOL OF DESIGN Syllabus	
23BFD-5P03	LTP: 1-1-4	B.Des
Fashion Design & Development I: Pret a Porter'		Version: 2023

Objective:

The focus of the course is to develop knowledge about the various types of textiles around the world. The course will give knowledge about the historic era and the textiles used in that period for better understanding of the development of textiles.

Course Outcomes:

Mapping between COs and Pos		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	The focus of the course is to develop knowledge about the various types of textiles around the world. The course will give knowledge about the historic era and the textiles used in that period for better understanding of the development of textiles.	PO1, PO3, PO7, PO12
CO2	Knowledge of various types of textiles present around the world in the past and inpresent times	PO1, PO2, PO3, PO4, PO7, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H			H			M			M			M	H		M		
CO2	H			H			M			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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

Unit 1: Pret a Porter':

- Ability to research and understand various types of clothes and fabrics and their compositions.
- Understanding the techniques necessary for the development and construction of a fashion collection

Unit 2: Skills and abilities:

- To impart knowledge about the assessment of the quality of readymade garments and creates an awareness and understanding of the garment labels as well as the rights and responsibilities of consumers.
- To give the learners an overview of the readymade garment industry, marketing principles and the entrepreneurship process.

Unit 3: Evaluation ability and approach:

- Specialized course in understanding the process of culture and city based research to use as an inspiration for the design process.
- Manage the creative process into project development in line with trends in the Global FashionIndustry
- Apply current technologies and cutting edge techniques in the design process.
- Critical skills and awareness of the ethical dimension of the profession
- Co-Learning and co-working abilities in an international community.

Unit 4: Graphic Design for:

- Apply current technologies and cutting edge techniques in the design process.
- Critical skills and awareness of the ethical dimension of the profession
- Co-Learning and co-working abilities in an international community.

Unit 5: Industry Trends and Professional Development:

- Staying updated on current trends and innovations in designing.
- Exploring career opportunities in Haute Couture design.
- Networking with professionals in the industry and seeking feedback on portfolio.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Stamper A.A. Et al., (1991). Evaluating Apparel Quality (2nd Edition). New York: FairchildPublications Textbook of Textiles & Clothing.
- Indian Council of Agricultural Research (ICAR) Publications, Frings G. (1996).
- Fashion-From Concept to Consumer (5th Edition). USA: Prentice Hall Publications Kotler P and
- Armstrong G. (2017). Principles of Marketing (17th Edition)

***Additional references/ reading material could be suggested by the subject faculty**

	SCHOOL OF DESIGN Syllabus	
23BFD-5P05	LTP: 1-1-2	B.Des
Fashion Illustration		Version: 2023

Objective:

To be able to draw their design through mind mapping and develop a style of their own. To help develop ideas and creative skills through the media of drawing and illustration. The student will be taught how to express his / her designs figuratively and how to transfer ideas onto paper. Discover and develop one's own visual language, acquiring a range of illustration techniques and will use a variety of conventional and new material, media and techniques. Continue to master drawing and illustration skills while developing their work for professional practice, working towards completing a professional portfolio of illustrations.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Students should be able to develop a Style of their own for illustrations,of their mind maps and design development	PO1, PO3, PO7, PO12
CO2	Understanding various art forms, appreciation of art along with social and cultural influences on design	PO1, PO2, PO3, PO4, PO7, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		H				M					H	M	M		H		
CO2	H	H	H	H			M			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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

Unit 1: Fashion Illustration:

- Students should be able to develop a Style of their own for illustrations, of their mind maps and design development.
- Understanding various art forms, appreciation of art along with social and cultural influences on design.
- Exploring various mediums of expression of their design.

Unit 2: Skills and abilities:

- Sketching Full figure, fashion head study
- Studying hairstyles, accessories, movements and postures.
- Using various mediums to make the same.

Unit 3: Evaluation ability and approach:

- Rendering observed objects and spaces accurately
- Using accurate perspective in a real life space
- Depicting correct proportions on facts and figures
- Rendering details, texture and reflections
- sing all of the above to create your own self-expressive drawings

Unit 4: Natural drawing:

- Nature drawings
- Human Figure Proportions , Structure , Line and Contour
- Quick Poses Exercise
- Proportion and Structure of parts of human body
- Portraiture: Achieving the correct proportions.

Unit 5: Basic fundamentals:

- To develop the basic fundamentals of drawing based on direct observation and perspectives
- To draw keeping in mind the Elements of Art and the Principles of Design.
- Develop skills and language needed to draw human figures.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Stamper A.A. Et al., (1991). Evaluating Apparel Quality (2nd Edition). New York: FairchildPublications Textbook of Textiles & Clothing.
- Indian Council of Agricultural Research (ICAR) Publications, Frings G. (1996).
- Fashion-From Concept to Consumer (5th Edition). USA: Prentice Hall Publications Kotler P and
- Armstrong G. (2017). Principles of Marketing (17th Edition)

*Additional references/ reading material could be suggested by the subject faculty

Semester 6

	SCHOOL OF DESIGN Syllabus	
23BFD-6P01	LTP: 1-1-4	B.Des
Fashion & Textile Studio II: Haute Couture- collection		Version: 2023

Objective:

This course will introduce students to the course, through an innovative way of teaching; will provide students with useful tools and skills to critically interpret the project dimension within the broader context of social, cultural, and technological contemporary shifts (new lifestyles and needs, new typological configurations and innovative technological scenarios). To impart knowledge about the assessment of the quality of readymade garments and creates an awareness and understanding of the garment labels as well as the rights and responsibilities of consumers. To give the learners an overview of the readymade garment industry, marketing principles and the entrepreneurship process.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Evaluating the quality of readymade garments: overall appearance, fabric, fit, workmanship, finishing, price	PO1, PO3, PO7, PO12
CO2	Project work: Visit to readymade garment retail outlets belonging to three different levels (designer outlets, middle class outlets, ordinary outlets) and compare the quality of the garments. Presentation of report by the students	PO1, PO2, PO3, PO4, PO7, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		H				M					H	M	M		H		
CO2	H	H	H	H			M			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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

Unit 1: Haute Couture:

- Ability to research and understand various types of clothes and fabrics and their compositions.
- Understanding the techniques necessary for the development and construction of a fashion collection

Unit 2: Skills and abilities:

- Understand the ability to digitize, visualize and simulate materials for the fashion tech application.
- Learning various marketing strategies in the international market

Unit 3: Evaluation ability and approach:

- Specialized course in understanding the process of culture and city based research to use as an inspiration for the design process.
- Manage the creative process into project development in line with trends in the Global FashionIndustry
- Apply current technologies and cutting edge techniques in the design process.
- Critical skills and awareness of the ethical dimension of the profession
- Co-Learning and co-working abilities in an international community.

Unit 4: Graphic Design for:

- Apply current technologies and cutting edge techniques in the design process.
- Critical skills and awareness of the ethical dimension of the profession
- Co-Learning and co-working abilities in an international community.

Unit 5: Industry Trends and Professional Development:

- Staying updated on current trends and innovations in designing.
- Exploring career opportunities in Haute Couture design.
- Networking with professionals in the industry and seeking feedback on portfolio.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Stamper A.A. Et al., (1991). Evaluating Apparel Quality (2nd Edition). New York: FairchildPublications Textbook of Textiles & Clothing.
- Indian Council of Agricultural Research (ICAR) Publications, Frings G. (1996).
- Fashion-From Concept to Consumer (5th Edition). USA: Prentice Hall Publications Kotler P and
- Armstrong G. (2017). Principles of Marketing (17th Edition)

*Additional references/ reading material could be suggested by the subject faculty

	SCHOOL OF DESIGN Syllabus	
23BFD-6P02	LTP: 1-1-2	B.Des
Manufacturing Tools & Techniques II: Advanced Garment Construction		Version: 2023

Objective:

This course provides opportunities for the application of design knowledge and aesthetic sensibilities towards children's wear Design. The course focuses on understanding the buying pattern for children's wear as it governs the design process. The study of the importance of proportion, design detail, fabric choice and Graphicsto the design process enable in making the final product

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Gained an understanding of Kids wear within a social context	PO1, PO2, PO5
CO2	Learnt a variety of distinct manufacturing techniques and skillsinvolved in kids wear	PO1, PO2
CO3	Developed an understanding of pattern cutting in relation to kidswear	PO1, PO5

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	M			L	H	M	M	M	H	M		H		
CO2	H	M	M		M	H	M	L	H	M	M				M			
CO3	H	M	M	H	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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

Unit 1:

- Choosing the fabrics, colors and accessories for children- Knitwear
- Unit 3: Achieving the fit and sewing techniques for children's wear
- Unit 4: Use of accessories and other fashion products with the apparel.

Unit 2:

- Measurements and basic pattern making for children- Atleast 10-14 patterns for children

Unit 3:

- Achieving the fit and sewing techniques for Women's wear

Unit 4:

- Use of accessories and other fashion products with the apparel.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Joseph, H. (2008). *Patternmaking For Fashion Design And Dvd Package, 4/E (Dvd)*. Pearson EducationIndia.
- Knowles, L. A. (2006). *The practical guide to patternmaking for fashion designers: menswear*.Fairchild publications.
- Handford, J. (1974). *Professional Patternmaking for Designers of Women's Wear*. Textile BookService.
- Jaffe, H. (2000). *Draping for fashion design*. Pearson Education India.

***Additional references/ reading material could be suggested by the subject faculty**

	SCHOOL OF DESIGN Syllabus	
23BFD-6P04	LTP: 1-2-0	B.Des
Fashion Design & Development II: Haute Couture		Version: 2023

Objective:

This course provides opportunities for the application of design knowledge and aesthetic sensibilities towards children's wear Design. The course focuses on understanding the buying pattern for children's wear as it governs the design process. The study of the importance of proportion, design detail, fabric choice and Graphics to the design process enable in making the final product

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Inspirational search of trends and forecast study. Identifying the end user both in the domestic and international sphere.Identify the problem area.	PO1, PO2, PO5
CO2	Assessment of the problem and research into influencing factors and consumer requirements	PO1, PO2
CO3	Research of various production methods and material process	PO1, PO5

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	H	H	H				M	M	M		H	M		H		
CO2	H	M	H	H	H				M	M	M				M			
CO3	H	M	H	H	H				M	M	M		M		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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

Unit 1:

- Initial representation of their design process through illustrations and flat drawings.
- Various surface design and fabric selections (Print/ Embroidery/ Dyeing etc.).
- Theme development.
- Color palette selection.

Unit 2:

- Final silhouette and style decision (A total of 12-15 garments)
- Specification sheets covering all details to be finalized
- Line Presentation

Unit 3:

- Developing Patterns and drapes of the styles finalized.
- Final production patterns to be developed.
- Three muslin fits out of the styles finalized.

Unit 4:

- *Fashion designers*: fashion houses, haute couture, contemporary
- Design, marketing and production processes
- Visual and market research

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Joseph, H. (2008). *Patternmaking For Fashion Design And Dvd Package, 4/E (Dvd)*. Pearson EducationIndia.
- Knowles, L. A. (2006). *The practical guide to patternmaking for fashion designers: menswear*.Fairchild publications.
- Handford, J. (1974). *Professional Patternmaking for Designers of Women's Wear*. Textile BookService.
- Jaffe, H. (2000). *Draping for fashion design*. Pearson Education India.

***Additional references/ reading material could be suggested by the subject faculty**

	SCHOOL OF DESIGN Syllabus	
23BDS-6P05	LTP: 1-2-0	B.Des
Practice Management		Version: 2023

Objective:

Students learn to function effectively in the real world design management situations. Students receive practical insight into the business of design management, how to set up a design office,design fees estimation. How to prepare contracts/proposals, network and solicit clients, role ofdesigners in large studios and corporation, and gain insight into patents/ copyright law.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Work collectively in a marketplace and manage their companies	PO1, PO5, PO6, PO7, PO8, PO9, PO10, PO11
CO2	Communicate effectively on the company's mission and vision	PO1, PO5, PO6, PO7, PO8, PO9, PO10, PO11

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1			H			H				M			M		H			
CO2								H	H		M	H		H	H		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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

UNIT-I

The Financial Management of a Business
Business of creativity
The company and its function

UNIT-2

The Risk & Opportunity of the creative IndustriesThe
Human resource and Talent Management Creating

Project and Project Creativity

UNIT-3

The Business Contract

Copyrights and Trademarks

Business Ethics and Legal framework

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Nisra, M.N. (1994), Sales promotion and advertising management, Himalaya publishing house, Bombay.

***Additional references/ reading material could be suggested by the subject faculty**

Semester 7

	SCHOOL OF DESIGN Syllabus	
[redacted]	LTP: 3-4-10	B.Des
[redacted]		Version: 2023

Objective:

This course provides opportunities for the application of design knowledge and aesthetic sensibilities towards Men's wear Design. The course would focus on extensive research on the history of menswear from its origins in military tailoring followed by field research of current contemporary designer menswear within specific markets with emphasis on the tailored garment. The study of the importance of proportion, design detail, fabric choice to the design process leads to a capsule collection of menswear and the cutting and making of one finished tailored garment.

Course Outcomes:

Mapping between COs and Pos		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Gained an understanding of Men's wear within a social context	PO1, PO2, PO5
CO2	Learnt a variety of distinct manufacturing techniques and skillsinvolved in Men's wear	PO1, PO2
CO3	Developed an understanding of pattern cutting in relation to Men'swear	PO1, PO5

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1			H			H				M			M		H			
CO2								H	H		M	H		H	H		M	
CO3									H		H					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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

Unit Pre-Design Phase 1:

- Research on History and origin of Men's wear fashion
- Inspirational search of trends and forecast study.
- Identifying the end user both in the domestic and international sphere.
- Identify the problem area.

Unit 2Design Phase1:

- Assessment of the problem and research into influencing factors and consumer requirements
- Research of various production methods and material processes.

Unit 3Design Phase2:

- Initial representation of their design process through illustrations and flat drawings.
- Various surface design and fabric selections (Print/ Embroidery/ Dyeing etc).
- Theme development.

Unit 4 Post- Design Phase:

- Final Silhouette and style decision (A total of 12-15 garments)
- Specification sheets covering all details to be finalized
- Line Presentation

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Joseph, H. (2008). *Patternmaking For Fashion Design And Dvd Package, 4/E (Dvd)*. Pearson EducationIndia.
- Knowles, L. A. (2006). *The practical guide to patternmaking for fashion designers: menswear*.Fairchild publications.
- Handford, J. (1974). *Professional Patternmaking for Designers of Women's Wear*. Textile BookService.
- Jaffe, H. (2000). *Draping for fashion design*. Pearson Education India.

***Additional references/ reading material could be suggested by the subject faculty**

	SCHOOL OF DESIGN Syllabus	
23BFD-7P02	LTP: 1-2-2	B.Des
Creative Draping		Version: 2023

Objective:

This course provides opportunities for the application of design knowledge and aesthetic sensibilities towards women's wear Design. The course focuses on understanding the buying pattern for women's wear as it governs the design process. The study of the importance of proportion, design detail, fabric choice and Graphics to the design process enable in making the final product. Analyze the effect of fabric grain on draping.

Course Outcomes:

Mapping between COs and Pos		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	A study of three-dimensional fashion design conceptualizing by draping in muslin or fashion fabric directly on the dress form. Skill development in observing grain of fabric, identifying drapable fabrics and creating designs suitable for draping.	PO1, PO3, PO7, PO12
CO2	Presentation of major fashion designers and draping techniques.	PO1, PO2, PO3, PO4, PO7, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H				M	M	M		M	M	M			
CO2	H	H	H	H	H				M	M	M	M		H	H		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 10-50% of the desired outcome)

Scheme:

This course consists of about 45 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

Unit 1: Introduction to Creative Draping:

- Introduction to creative and Contemporary Fashion Draping
- The process of positioning and pinning the fabric on a dress form is called draping. Draping can beused to create the basic pattern or to design organically by playing with the fabric on the form.

Unit 2: Skills and abilities:

- Dress form draping is a science that requires scientific, creative and innovative skills based on artistic foundations

- The dress form draping method is based on scientific rules and foundations in addition to the elements introduced by the designer in using the fabric and its various, unique characteristics todrape the dress form.

Unit 3: Hypotheses of the study:

- There are statistically significant differences between the pre- and post- tests in the experimentalgroup in overall creative skills in favour of the post-test in the field of dress form (draping.)

- There are statistically significant differences between the experimental and control groups in overall creative skills in the post-test in favour of the experimental group in the field of dress form draping Identify and critically describes the economic, environmental, and societal impacts of implementing acompletely digital/virtual design and product development process.

Unit 4: Methodology:

- Experimental is the use of experience in proving hypotheses.

- The creative skills are the dependent factor. The factor that results from the influence of the independent factor has been conducted on one group of students to determine the effect of theindependent factor

Unit 5: Procedure and Sample:

- A variety of methods and tools to collect scientific data for the study. Thus, to ensure that theobtained information and data was complete and precise.

- Assessment scale to evaluate the designs(A rating scale to evaluate designs, a scale is designed to measure the development of creative skills, included 12 axes distributed on each skill of creative skills which are originality, flexibility, fluency and the details, and a five-point method for measuring.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Joseph, H. (2008). *Patternmaking For Fashion Design And Dvd Package, 4/E (Dvd)*. Pearson EducationIndia.
- Knowles, L. A. (2006). *The practical guide to patternmaking for fashion designers: menswear*.Fairchild publications.
- Handford, J. (1974). *Professional Patternmaking for Designers of Women's Wear*. Textile BookService.
- Jaffe, H. (2000). *Draping for fashion design*. Pearson Education India.

***Additional references/ reading material could be suggested by the subject faculty**

	SCHOOL OF DESIGN Syllabus	
23BFD-7P03	LTP: 1-1-2	B.Des
Portfolio and Presentation		Version: 2023

Objective:

Course Rationale/Objectives Arrange and refine projects for inclusion in a Fashion & Textiles portfolio; identify industry requirements for employment; identify current events, skills, attitudes and behavior pertinent to the industry and relevant to the professional developmentof the student; and create a professional portfolio.

Apply the design process (define problem, define audience, research and gather ideas, create form, evaluate and assess, produce and explain final solution) in the designing ofFashion and textile products.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	polish and refine his/her previous work	PO2, PO3, PO4, PO5, PO7, PO11
CO2	create a portfolio (print or digital)	PO1, PO2, PO3, PO4, PO5, PO7

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(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	M	M	H	M	H				H	M	H		H		H			M
CO2	M	M	H	M	H				H	M	H	M	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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

UNIT-I

- Planning – selection of material to go into the portfolio

UNIT-2

- Refining of the selected projects

UNIT-3

- plan and schedule their own work flow and time
- Present the designed portfolio to classmates for peer learning and review

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Galbraith, J. R. (2014). Designing organizations: Strategy, structure, and process at thebusiness unit and enterprise levels. John Wiley & Sons.
- Brown, R., & Farrelly, L. (2012). Materials and interior Design. Laurence King.

***Additional references/ reading material could be suggested by the subject faculty**

	SCHOOL OF DESIGN Syllabus	
23BFD-7P04	LTP: 1-2-0	B.Des
Thesis Report		Version: 2023

Objective:

To develop comprehensive writing abilities for demonstration of research and base work studies done in Thesis project. The report will highlight all the research work done on identifiable domain and demonstrate the research as application for the final design project.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understanding of the four years of the course with respect to all aspects of Design.	PO1, PO2, PO3, PO5, PO9, PO10
CO2	Develop integration, synthesis research in and application o Design	PO1, PO2, PO3, PO5, PO9, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H				M	M	M		M	M	M			
CO2	H	H	H	H	H				M	M	M	M		H	H		M	

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12lectures in each module.

UNIT-I

- Research focus - Domain research will be supported as the base work for thesis.

UNIT-2

- Base work will involve scope of study, literature survey for identified parameters, methodology, data collection, secondary case studies, analysis, interpretation, primary guidelines.

UNIT-3

- Identification and preparation for case studies and site, and checklist for case andsite studies.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studioand to follow up the sessions with further studio practice in given assignments.

Text & References

- Nisra, M.N. (1994), Sales promotion and advertising management, Himalaya publishing house, Bombay.

*Additional references/ reading material could be suggested by the subject faculty

Semester 8

Sushant University (Erstwhile Ansal University Gurugram)	SCHOOL OF DESIGN Syllabus	
23BIA-8P01	LTP	B.Des.
Internship		Version: 2021

Course Objectives:

Internship for a period of 8 weeks at the end of seventh semester with carpenters, artisans, fabricators, interior furnishers, painters, plumbers, electricians and flooring layers and falseceiling, lighting, Acoustics, Air conditioning, Fire safety and security system consultants. To observe,

document and work with hand to gain experience of materials, tools, technology, process and management and understand the integration among all the consultants involved inthe field of interior design.

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1	The skills required for an interior designer to grow into a complete professional.	PO1, PO2, PO3, PO4, PO9, PO10, PO11, PO12
CO2	Learning Coordination and GFC drawings	PO1, PO2, PO4, PO5, PO8, PO10, PO11, PO12
CO3	To develop BOQs, Tender drawings, Presentation drawings in an actual work place Scenario	PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO11, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	M	L	L	M	H	M	H	H	H		M	H		M
CO2	H	H	M	H	H	L	L	H	M	H	H	H	H	H	M		M	
CO3	H	H	H	H	H	L	L	H	H	M	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 10-50% of the desired outcome)

Course Content:

Unit 1 – Internship Outcome

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 discussionwith 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 thereport 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'swork.

Bachelor of Design Course

Structure Communication Design

2023-2027

As approved by BOS held on 19th May 2023

SEMESTER-I (Common Foundation Programme)

Course C		Employability /S kill Development/ En trepreneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-1P05	Materials & Exploration I	Skill Developme nt/ Employabili ty	Human Values, Professional Ethics, Environnemental & Sustainability	Introduction to sustainable materials and practices; discussion on ethical sourcing and environmental impact.
	History of Art & Design I	Skill Development	Gender, Professional Ethics	Explore contributions of underrepresented genders in art history; ethical reflection on cultural appropriation.
23BCF-1P02	Storytelling & Creative Writing	Skill Development/ Entrepreneurs hi p	Gender Sensitization, Professional Ethics,Human Values	Writing prompts around gender roles, ethical dilemmas, and stories that promote empathy and human values.
23BCF-1P03	Visualization & Representation	Employability/ Sk ill Development/ En trepreneurshi p	Professional Ethics	Projects focused on ethical design narratives and socially responsible visual messaging.
23BCF-1P04	Contextual Studies I	Employability/ sk ill Development/ En trepreneurshi p	Human Values, Professional Ethics, Environnemental & Sustainability	Case studies on sustainability in design, human-centered design ethics, and values-based critique sessions.
23BCF-1P01	Expression Color & Light	Skill Development	Environmental & Sustainability	Exploration of eco-friendly pigments and light sources; discussions on energy efficiency in design.
21ENG11	English Communication/Moder n Indian Language	Skill Development		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER-II (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development /Entrepreneurship	*Alignment with cross cutting issues*	*Activities undertaken*
23BCF -2P01	Film, Media and Culture	Employability /Skill Development / Entrepreneurship	*Human Values, Gender*	Critical analysis of gender roles and media ethics; study of cultural narratives promoting human values and inclusivity.
23BCF -2P03	Image Making & Representation*	Employability /Skill Development / Entrepreneurship	*Sustainability*	Visual exercises focused on ethical representation, inclusive imagery, and sustainability messaging through visuals.
23BCF -2P04	Contextual Studies II	Employability /Skill Development / Entrepreneurship	*Environmental & Sustainability*	Exploration of design in context of social responsibility, ethics, and environmental awareness through readings and discussions.
23BCF -2P05	Materials & Exploration II	Employability /Skill Development	*Environmental & Sustainability*	Investigation of sustainable materials, life cycle of products, and ethical sourcing through hands-on projects.
23BCF -2P06	History of Art & Design II*	Skill Development	*Human Values, Gender*	Study of historical art/design through the lens of gender inclusion, cultural ethics, and value-driven evolution.
23BCF -2P02	User Study & Experience	Employability /Skill Development / Entrepreneurship	*Professional Ethics*	User-centered design research with ethical guidelines, accessibility considerations, and value-based problem-solving.
EVS21 11	Environmental Science*	Skill Development	*Professional Ethics*	Study of environmental systems, human impact, sustainability strategies, and ethical responsibility toward the planet.

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER III (Domain Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrep reneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-3P04	Craft and Textile Heritage	Employability/ Skill Development/ Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability,	Study of traditional, eco-conscious crafts and artisan communities; discussions on cultural ethics and gender roles in craft traditions.
23BCF-3P03	Brand Identity Design	Employability/ Skill Development/ Entrepreneurship	Professional Ethics	Creation of value-driven brand narratives that emphasize ethics, inclusivity, and sustainability in brand positioning.
23BCF-3P02	Design Analysis and Applications I	Employability/ Skill Development/ Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability,	Analytical case studies of ethical and sustainable design practices across industries; critique sessions focusing on gender-sensitive design.
23BCF-3P01	Digital Design & Presentation I	Employability/ Skill Development/	Professional Ethics	Development of digital presentations incorporating themes of professional ethics and environmentally conscious design strategies.
23DEL 3P04, 23DEL 3P05, 23DEL-3P06	Discipline Specific Elective II	Employability/ Skill Development/ Entrepreneurship		
	Foreign Language/M	Skill Development		
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I	Employability/ Skill Development/ Entrepreneurship		
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/ Entrepreneurship		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER IV (Domain Foundation Programme)

Note: (* represents the subjects common among all B.Des programmes)

Course Code	*Course Title*	*Employability/Skill Development/Entrepreneurship*	*Alignment with cross cutting issues*	*Activities undertaken*
23BCF-4P04	*Packaging Design*	*Employability/ Skill Development/ Entrepreneurship*	*Professional Ethics, Environnemental & Sustainability,*	*Projects using recyclable/biodegradable materials; branding with an ethical and sustainable outlook.*
23BCF-4P05	*Theatre Art Costumes*	*Employability/ Skill Development/ Entrepreneurship*	*Gender, Professional Ethics. Human Values*	*Research on gender expression through costume design and use of sustainable textiles for stage production.*
23DEL-4P01 23DEL-4P02 23DEL-4P03	*Discipline Specific Elective III*	*Employability/ Skill Development/ Entrepreneurship*		
23BCF-4P02	*Design Analysis and Applications II*	*Employability/ Skill Development/ Entrepreneurship*	*Professional Ethics, Environnemental & Sustainability,Human Values*	*Advanced case studies focusing on inclusive, ethical, and eco-conscious design solutions.*
23BCF-4P03	*Spatial & Furniture Analysis*	*Employability/ Skill Development/ Entrepreneurship*	*Professional Ethics, Environnemental & Sustainability*	*Exploration of sustainable materials and ergonomics; emphasis on human-centered, ethical spatial solutions.*
23BCF-4P01	*Digital Design & Presentation II*	*Employability/ Skill Development*	*Professional Ethic*	*Creation of digital assets that promote awareness of environmental issues and ethical design narratives.*
TDCC	*Trans Disciplinary Certificate Course*	*Employability/ Skill Development/ Entrepreneurship*		

SEMESTER V (Product Design)

Course Code	Course Title	Employability/Skil l Development/Entrepreneurship	*Alignment with cross cutting Issues*	*Activities undertaken*
21BCD-5P01	Infographics (typography)	Employability/Skill Development/Entrepreneurship	*Environnemental & Sustainability*	Designing lifestyle products with a focus on sustainability, user well-being, and ethical material use.
21BCD-5P02	Brand Personality Design	Employability/Skill Development	*Environnemental & Sustainability*	Creating precise, environmentally aware design simulations; ethical considerations in digital product development.
21BCD-5P03	Semiotics (symbolic representation, signs, Logo symbols)	Employability/Skill Development/Entrepreneurship	*Professional Ethics*	Study and application of nature-inspired sustainable design solutions; discussions on ecological ethics.
21BCD-5P04	Advertising	Employability/Skill Development	*Human Values*	Designing for inclusive user needs, accessibility, and human-centric ethics in comfort and safety.
23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV *	Employability/Skill Development/Entrepreneurship		
23BCD-5P05	Storytelling for Documentary Films	Employability/Skill Development	*Human Values*	User testing and design based on ethical UX principles, accessibility, and human-centered interaction.
23BDS-5P06	Internship Evaluation *	-		

TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrep r eneurship		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VI (Product Design)

Course Code	**Course Title**	**Employability/S kill Development/E ntrepreneurshi p**	***Alignment with cross cutting Issues***	***Activities undertaken***
23BCD -6P01	Animation	Employability/Ski ll Development/Entr epreneurship	*Environnemental Sustainability*	Speculative design projects addressing future ethical challenges, sustainability concerns, and inclusive innovation.
23BCD -6P02	UX/UI	Employability/Ski ll Development/Entr epreneurship	*Human Values*	Designing accessible, inclusive interfaces with emphasis on ethical UX practices and human-centered values.
23BDS -6P03	Certification Course *	Employability/Ski ll Development/Entr epreneurship	*Professional Ethics*	
23BCD -6P04	Film and video	Employability/Ski ll Development/Entr epreneurship	*Professional Ethics*	Holistic systems thinking with sustainable frameworks, value-driven design logic, and socially responsible innovation.

23DEL-6P 1 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V *	Employability/Ski ll Development/Entr epreneurship		
23BDS -6P05	Practice Management	Employability/Ski ll Development	*Professional Ethic,Gender*	Study of professional codes of conduct, ethical business practices, gender equity in the workplace, and sustainable studio operations.

Note: (* represents the subjects common among all B.Des programmes

SEMESTER VII (Product Design)

Course Code	**Course Title**	**Employability /Skill Development/ Entreprene urship**	***Alignment with cross cutting Issues***	***Activities undertaken***
23BCD -7P01	Thesis-Communication Design	Employabilit y/Skill Developmen t/Entreprene ursh ip	*Environnemental & Sustainability*	Final design project focused on ethical digital innovation, inclusive UX, and sustainable tech practices.
23BCD -7P02	Learning Design	Employabilit y/Skill Development	*Environnemental & Sustainability*	Styling for diverse audiences with sensitivity to gender, culture, and ethical material use.
23BCD -7P03	Portfolio & Presentation	Employability/ Skill Develo:ment	*Professional Ethics*	Curation of a personal portfolio reflecting sustainability values, ethical thinking, and inclusive design approaches.
23BCD -7P04	Thesis Report	Skill Development	*Professional Ethics*	Written reflection emphasizing human-centered, ethical, and environmentally responsible design methodology.

TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneursh ip		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VIII (Product Design)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	*Alignment with cross cutting Issues*	*Activities undertaken*
23BDS-8P01	Internship (12 weeks) *	Employability/Skill Development		

Note: (* represents the subjects common among all B.Des

Programme Handbook

B.Des Communication Design

School of Design

Sushant University

(*Applicable to students admitted in the academic year 2023- 2024)

Bachelor of Design

PEO-PSO Mapping Communication Design 2023-2024

MISSION – SUSHANT UNIVERSITY

- Transform lives and communities through education and research (M1)
- Achieve excellence through participatory governance and focus on quality research and innovation (M2)
- Attract talent through international partnerships and collaborations to achieve highest standards (M3)
- Facilitate learning through student centric and empathetic approach (M4)
- Develop thought leadership with industry integration (M5)

Program Educational Objectives (PEO's)

1. Creating persuasive communication for a target audience using all forms of visual media.
2. Innovate with new visual communication methods for creating better Identity design for organisation.
3. Collaborate with national and international organisation for achieving professional standards in projects.
4. Encourage students in decision making by providing solutions for socially relevant problems.
5. Being sensitive to social and industrial trends and addressing issues in visual communication problems.
6. Make appropriate use of skill and technology for producing high quality visual content.

Program Specific Outcome (PSO's)

1. Demonstrate **Core technical** Analytical Conceptual visual communication **skills**
2. **Apply knowledge** and skill gain through Experiential Learning to Industry immersion courses and international linkages in the field of visual communication
3. Demonstrate strategic implementation of **concepts and theories** to sustain and grow in the challenging fields of visual communication
4. Implement and undergo critical analysis of **management** styles and strategic thinking required to succeed in the visual communication field..

Program Outcome (Graduate Attributes) - (PO's)

Acquire, review, analyze and apply knowledge & skills to the Visual Communications industry. **(Knowledge & Expertise of Hotel Business)**
Acquire & Apply Research techniques based on industry Requirements.

(Research)
Understand, decode and apply the information in the right manner in the field of Visual COmmunication. (**Information & Digital Literacy)**
Identify, formulate and provide creative, innovative and effective solution to challenges faced in Visual Communication Industry. (**Problem Solving**)
Communicate effectively in both written and spoken form with Designers, allied industry professionals and community. **(Communication & Presentation Skills)**
Realize and demonstrate effective leadership responsibility. **(Behavioral Skills, Teamwork and Leadership)**
Assess the forces of globalization and its impact on the visual media industry. **(Globalization)**
Apply ethical principles and commit to professional ethics, environmental responsibilities and norms of the visual communication Industry.. **(Ethical, Social and professional understanding)**
Self-motivate and enhance entrepreneurship skills for career advancement and development **(Employability, Entrepreneurship)**
Conduct investigations and apply effective Finance & marketing management practices as per Indian conditions. **(Finance & Marketing)**

1. University Mission with Programme Objectives

M1	Transform lives and communities through education and research	**PEO1**	Creating persuasive communication for a target audience using all forms of visual media.
M2	Achieve Excellence through participatory governance and focus on quality research and innovation	**PEO2**	Innovate with new visual communication methods for creating better Identity design for organisation
M3	Attract talent through international partnerships and collaboration to achieve highest standards	**PEO3**	Collaborate with national and international organisation for achieving professional standards in projects

M4	Facilitate learning through student centric and empathetic approach	**PEO4**	Encourage students in decision making by providing solutions for socially relevant problems
M5	Develop thought leadership with industry integration	**PEO 5**	Being sensitive to social and industrial trends and addressing issues in visual communication problems
		PEO 6	Make appropriate use of skill and technology for producing high quality visual content

	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
M1	H	H	H	H	H	H
M2	H	H	H	H	M	M
M3	L	M	H	M	L	L
M4	L	M	H	H	H	M
M5	L	H	H	M	H	M

H=High, M= Medium, L=Low

Program Objectives with Program specific Outcomes

PEO 1	Creating persuasive communication for a target audience using all forms of visual media.	**PSO1**	Demonstrate **Core technical** Analytical Conceptual visual communication **skills**
PEO 2	Innovate with new visual communication methods for creating better Identity design for organisation	**PSO 2**	**Apply knowledge** and skill gain through Experiential Learning to Industry immersion courses and international linkages in the field of visual communication

PEO 3	Collaborate with national and international organisation for achieving professional standards in projects	**PSO3**	Demonstrate strategic implementation of **concepts and theories** to sustain and grow in the challenging fields of visual communication
PEO 4	Encourage students in decision making by providing solutions for socially relevant problems	**PSO 4**	Implement and undergo critical analysis of **management** styles and strategic thinking required to succeed in the visual communication field.
PEO 5	Being sensitive to social and industrial trends and addressing issues in visual communication problems		
PEO 6	Make appropriate use of skill and technology for producing high quality visual content		

	PSO1	PSO2	PSO3	PSO4
PEO1	**H**	**H**	**H**	**L**
PEO2	**H**	**H**	**H**	**M**
PEO3	**H**	**H**	**H**	**H**
PEO4	**H**	**H**	**H**	**H**
PEO5	**H**	**M**	**L**	**L**
PEO6	**M**	**H**	**M**	**L**

H= High, L=Low, M=Medium

Programme Specific Outcomes with Programme Outcomes

PSO1	Demonstrate Willingness to experiment and explore new possibilities in every problem solving context in visual communication	**PO1**	**Knowledge & Expertise of Design field**
PSO2	**Apply knowledge** and skill gain through Experiential Learning to Industry immersion courses and international linkages in the field of visual communication	**PO2**	**Research and innovation**
PSO3	Demonstrate strategic implementation of **concepts and theories** to sustain and grow in the challenging fields of visual communication	**PO3**	**Information and digital literacy**
PSO4	Implement and undergo critical analysis of **management** styles and strategic thinking required to succeed in the visual communication field. Valuing issues of Sustainability .	**PO4**	**Problem Solving**
		PO5	**Communication and presentation skills**
		PO6	**Behavioural skills, Teamwork and leadership**
		PO7	**Globalisation**
		PO8	**Ethical, Social and professional understanding**
		PO9	**Employability, Entrepreneurship**
		PO10	**Finance and marketing**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PSO1	H	H	H	H	H	L	H	L	H	L

PSO2	H	H	H	H	H	L	H	L	L	L
PSO3	H	H	H	H	H	H	H	H	H	H
PSO4	L	M	L	M	M	L	H	H	H	H

H= High, L=Low, M=Medium

PRELIMINARY DEFINITIONS AND NOMENCLATURE

In this document, unless the context otherwise requires:

1. "**Programme**" means Degree Programme, that is Bachelor of Design, Degree Programme (B.Des)
2. "**Discipline**" means specialization or branch of Bachelor of Design, Degree Programme (B.Des), like Product Design, Interior Architecture , etc.
3. "**Course**" means a theory or practical subject that is normally studied in a semester, like Principles of design.
4. **"Director, Academic Affairs"** means the authority of the University who is responsible for all academic activities of the Academic Programmes for implementation of relevant rules of this Regulations pertaining to the Academic Programmes.
5. **"Dean/Director"** means head of the School conc/erned.
6. **"PD"** means Programme Director of the respective programme of the School concerned.
7. **"Controller of Examinations (COE)"** means the authority of the University who is responsible for all activities of the University Examinations.
8. **"SU/ University"** means Sushant University (Erstwhile Ansal University)
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 eight semester B.Des Degree Programme: Should have passed (with 50% marks) the Higher Secondary Examinations of (10+2) Curriculum (Academic Stream) prescribed by the State/Central Examination Boards or any examination of any other recognized body.

1.2. Lateral entry admission

The candidates who possess the Diploma in Design awarded by the State Board of Technical Education, or its equivalent are eligible to apply for Lateral entry admission to the third semester of B.Des.

1.3. Migration/Transfer of candidates pursuing B.Des from another University approved by UGC shall be granted as per the approval of the School level lateral admissions and Migration Committee (LAMC) in the appropriate semester as per credit mapping with appropriate remedial courses undertaken.

1.4. All Migration/Transfers are subject to the approval of the Vice Chancellor of SU.

2. STRUCTURE OF PROGRAMME

2.1. Credits requirement

Minimum credit requirement is 200 credits for a student to be eligible to get an Undergraduate Degree in Design (any specialisation among ID, IA, PD, CD, FT, UX).

2.2. Categorization of Courses

B.Des Programme will have a curriculum with syllabi consisting of theory and practical courses that shall be categorized as follows:

Sl.	Category	Suggested breakup of Credits (Total 200)

1	**Core Courses**	126
2	**Discipline Specific Electives (DSE)**	30
3	**Generic Electives I (GE I)**	6
4	**Generic Electives II (GE II)**	4
5	**Dissertation/Internship**	25
6	**Skill Enhancement Course (SEC)**	3
7	**Ability Enhancement Course (AEC)**	4
8	**Service Learning/Community Service Based Course**	2
	Total	**200**

2.3.1 Induction Programme

An induction programme with two weeks duration will be conducted before the commencement of I semester class as per the school curriculum or preference. The following physical activities shall be completed during the induction programme

Physical fitness and Health

- Physical fitness Activities
- Sports/Games Related

II. Culture

- Learning an art form

- Heritage
- Intangible Cultural Heritage

III. Literature

- 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/Capstone Courses

A bridge/capstone program with minimum two weeks duration will be conducted before the commencement of 1st semester class as per the school curriculum keeping in mind the background of majority of the inducted students. The courses offered under the Capstone Programme would be pertaining to basic skills, extra courses to understand existing skill-set in the current batch of students and also build a conversational bridge between the faculty team and new students. This is also seen as an excellent opportunity to encourage comradeship among the students who come from different education backgrounds, cities and work ethics. Some of the courses can be offered in tandem with selected immediate seniors or second year students who then become informal mentors to the new batch.

Following is a list of suggested subjects indicative of -.

I. **Learning From Art**
   1. Art appreciation
   2. World around us (in art)

II. **Representation skills**

1. How Design is communicated
2. Understanding digital representation
3. Tools and techniques of expressing ideas
4. Mood boards and other presentation methods

III. Personal Development

1. Time management and School culture at SoD
2. Developing an attitude for Design
3. Physical fitness

IV. Design Aptitude

1. Critical Thinking and making
2. Social issues and the designer's role
3. Universal Human Values

2.5. Number of courses per Semester

Each semester curriculum shall normally have a blend of core courses not exceeding 22 credits and Employability Enhancement Course(s) not exceeding 5 credits. Each Employability Enhancement (EE) Courses may have credits assigned as per curriculum. Throughout the course of the four years, the programme will have at least one professional internship not less than 25 credits as a continuous in eighth semester.

2.6. Credit Assignment

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 are required to undergo Industrial training for a period (15 Weeks) as specified in the Curriculum during eighth semester. The semester-long internship has to be undertaken continuously as per the requirements of the programme. Other summer or winter internships may be encouraged to keep students connected to the industry standards; however, they may not be compulsory.

2.7.2. The students may undergo Internship at Research organization / University/Industry (after due approval from the Dean/Director) for the period prescribed in the curriculum during eighth semester, in lieu of Industrial training. The students shall be permitted to carry out their internship during the eighth Semester. The report of which under the industry as well as faculty mentor to be submitted and presented at the end of eighth Semester.

2.8. Industrial Visit

Every student is required to go for at least one Industrial Visit every semester starting from the first semester of the Programme. The Deans/Directors shall ensure that necessary arrangements are made in this regard. Industrial visits may be undertaken in groups with other disciplines, under the guidance of a faculty mentor or individually as per the requirements of the curriculum and the content of a particular subject.

2.9. Massive Open Online Courses

Students may be permitted to credit one online course under Massive Open Online Course (which are provided with a certificate) subject to a maximum of two credits. The approved list of online courses will be provided by the concerned department

from portals like Swayam, NPTEL, edX, Udemy before the commencement of every semester. The credit attained through MOOC course has to be transferred to the marksheet of their respective semester and will be a compulsory course to meet the programme requirements. In a scenario, where the complete assessment is not done by the MOOC platform the school may conduct its own exam for evaluation of the respective course. The details regarding online courses taken up by students should be sent to the Controller of Examinations one 8month before the commencement of End Semester Examination.

2.10. Medium of Instruction

The medium of instruction is English for all courses, examinations, seminar presentations and project / thesis / dissertation reports.

3. ATTENDANCE REQUIREMENTS FOR COMPLETION OF THE SEMESTER

3.1. A student who has fulfilled the following conditions shall be deemed to have satisfied the requirements for completion of a semester.

Every student is expected to attend all classes of all the courses and secure 100% attendance. However, in order to make provision for certain unavoidable reasons such as Medical / participation in sports, the student is expected to attend at least 75% of the classes.

Therefore, **he/she shall secure not less than 75%** (after rounding off to the nearest integer) of overall attendance.

3.2. However, a student who secures attendance between 65% and 74% in the current semester due to medical reasons (prolonged hospitalization / accident / specific illness) / participation in sports events may be permitted to appear for the current semester examinations subject to the condition that the student shall submit the medical certificate/ sports participation certificate attested by the Dean/Director. The same, after approval of the VC shall be forwarded to the Controller of Examinations for record purposes.

3.3. Except special circumstances as mentioned in clause 3.2, students who secure less than 75% attendance in all the courses of the semester and students who do not satisfy the other

requirements as specified by their respective programme shall not be permitted to write the University examination at the end of the semester. They are required to repeat the incomplete semester in the summer exams, as per the norms prescribed and duly notified by the Controller of Examinations.

4. FACULTY MENTOR

To help the students in planning their courses of study and for general advice on the academic programme, the Dean/Director of the Department will attach a certain number of students to a teacher of the Department who shall function as Faculty mentor for those students throughout their period of study. The Faculty Mentor shall advise the students in registering and reappearing of courses, authorize the process, monitor their attendance and progress and counsel them periodically. If necessary, the Faculty Mentor may also discuss with or inform the parents about the progress / performance of the students concerned or address their concerns if any.

The responsibilities for the faculty mentor shall be:

- To act as the channel of communication between the Dean/Director and the students of the respective group.
- To collect and maintain various statistical details of students.
- To inform the students about the various facilities and activities available to enhance the student's curricular and co-curricular activities.
- To guide student enrolment and registration of the courses.
- To authorize the final registration of the courses at the beginning of each semester.
- To monitor the academic and general performance of the students including attendance and to counsel them accordingly.

5. PROGRAMME COMMITTEE

5.1. Every Programme shall have a Programme Committee consisting of teachers of the programme concerned, student representatives and chaired by the Dean/Director. It is like a 'Quality Circle' (more commonly used in industries) with the overall goal of improving the teaching-learning process. The functions of the Programme committee include-

- Solving problems experienced by students in the classroom and in the laboratories.
- Informing the student representatives, the academic schedule including the dates of assessments and the syllabus coverage for each assessment.
- Informing the student representatives, the details of regulations regarding weightage used for each assessment. In the case of practical courses (laboratory/ project work / seminar etc.) the breakup of marks for each exercise / module of work, should be clearly discussed in the Programme committee meeting and informed to the students.
- Analysing the performance of the students of the respective Programme after each test and devising the ways and means of solving problems, if any.
- Identifying the weak students, if any, and requesting the teachers concerned to provide some additional help or guidance or coaching to such weak students.

5.2. The Programme committee shall be constituted within the first week of each semester by the Dean/Director.

5.3. At least 4 student representatives (usually 2 boys and 2 girls) shall be included in the Programme committee depending upon the strength of the programme. In case any of the designated student representatives are unavailable for the meeting due to unavoidable reasons, they may depute any of their classmates to represent them.

5.4. The Chairperson of the programme committee (Programme Director) shall invite the faculty mentor(s) to the programme committee meetings. In case any faculty member is unable to attend, they may have access to the recording and minutes of the proceedings and their issues may be addressed in absentia.

5.5. The Programme Director is required to prepare the minutes of every meeting, submit the same to the Dean/Director within two days of the meeting and arrange to circulate it among the students and faculty members concerned.

5.6. The first meeting of the Programme committee shall be held within two weeks from the date of commencement of the semester, in order to inform the students about the nature and weightage of assessments within the framework of the regulations. Two or three subsequent meetings shall be held in a semester at suitable intervals. The Programme Committee shall put on the Notice Board the cumulative attendance particulars of each student at the end of every such meeting to enable the students to know their attendance details. During these meetings the student members representing the respective class, shall meaningfully interact and express the opinions and suggestions of the other students of the class in order to improve the effectiveness of the teaching-learning process.

5.7 The recorded minutes of the meeting shall be made available to all members of the committee and the students in the class.

6. COURSE COMMITTEE FOR COMMON COURSES

Each common theory course offered to more than one discipline or group, shall have a "Course Committee" comprising all the teachers teaching the common course with one of them nominated as Course Coordinator. The nomination of the Course Coordinator shall be made by the Dean/ Director depending upon whether all the teachers teaching the common course belong to a single department or to several departments. The 'Course committee' shall meet in order to arrive at a common scheme of evaluation for the test and shall ensure a uniform evaluation of the tests. Wherever feasible, the course committee may also prepare a common question paper for the internal assessment test(s).

7. EXAMINATION SYSTEM

7.1. The academic performance of students is adjudged by the aggregate of continuous mid Semester Evaluation (MSE) and the End Semester Examination (ESE).

7.2. Each course, both theory and practical (including project work & viva voce Examinations) shall be evaluated for a maximum of 100 marks.

- The weightage of End Semester Jury (ESE) to Mid Semester Evaluation (MSE) of all courses except TDL/Soft-Skills courses is 60% to 40%.
- The weightage of End Semester Jury (ESE) to Mid Semester Evaluation (MSE) of TDL/TDC and Soft-Skills courses is 40% to 60%.

7.3. Industrial training shall be part of the course concerned.

7.4. The University examination (theory and practical) of 2 hours duration shall ordinarily be conducted twice in December and May for Odd and Even semester respectively.

End Semester Examination question paper pattern is given below:

A question paper for theory examinations of a course unit of any programme will be of 2 hours' duration with maximum marks 60/50 (weightage 60%) and will have three parts; Part A, Part-B and Part-C. (The duration of practical examinations will be as required and the value addition courses will have different format).

Part-A: 28 Marks (students are advised to devote approximately 50 minutes to 60 minutes out of total 2 hours on this part)

In this section, a student is required to answer 4 out of 5 given questions. Each question will be of 7 marks. These questions may include short numerical problems or theory questions to assess students' understanding of concepts and frameworks.

If needed in this part, a question might be designed to have maximum two sub- parts (a) and (b) with weightage of 3 and 4 or 4 and 3 marks respectively to enable testing on more concepts and frameworks.

Part-B: 20 Marks (students are advised to devote approximately 30 minutes to 40 minutes out of total 2 hours on this part)

In this part, a student is required to answer any 2 out of 3 given questions. Each question will have a weightage of 10 marks and may include long theory questions or numerical problems requiring students to apply the concepts to a given situation or in a given context and analyse a situation.

If a faculty feels that a question in this section needs to have sub-parts, there may be maximum two sub- parts provided that sub-part (a) involves understanding of a concept through a numerical or a theory question and sub- part (b) is application/ analysis of the concept used in sub-part (a).

Part-C: 12 Marks (students are advised to devote approximately 20 to 30 minutes out of total 2 hours on this part)

This part will be compulsory without any choice and will have a weightage of 12 marks. This may be a case study, a hypothetical problem or a situation seeking a possible solution(s), students' response to a situation based on general awareness of the broad discipline of study etc. The objective is not only to judge the skills of students to apply the concept to a particular situation or context but also to assess his/her analytical ability and how a student make realistic assumptions and can ascribe meaning to data (given in the question paper or to be assumed). The students will also be tested on integrative and evaluative skills by making them apply more than one concept together in a given situation or the context.

End Semester jury is given below:

A jury for studio and practical for examinations of a course unit of any programme will be of 1 hours' duration with maximum marks 60 (weightage 60%). (The duration of practical examinations will be as required and the value addition courses will have different format).

7.5. The University examination for project work/dissertation shall consist of evaluation of the final report submitted by the student or students of the project group (of not exceeding X students) by an external examiner and an internal examiner, followed by a viva-voce examination conducted separately for each student by a committee consisting of the external examiner, the supervisor of the project group and an internal examiner.

7.6. For the University examination in both theory and practical courses including project work/Dissertation the internal and external examiners shall be appointed by the Dean/Director in consultation with the Controller of Examinations.

8. PROCEDURE FOR AWARDING MARKS FOR INTERNAL ASSESSMENT

8.1. Internal Assessment

For all theory and practical courses, the distribution of marks for various **components for the Internal Assessment** is shown below in the table:

8.1.1 For a course of 100 marks containing only Theory Component

Mid Semester Examination	Quiz(s)/ Presentation (s)	Assignment(s)	Attendance	Total
15	15	5	5	40

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)	Attendance	Total
15	10	10	5	40

8.1.3. For a course of 100 marks containing both theory and Lab Component:

MID SEMESTER EVALUATION (40) – Theory (25 Marks) + Lab (15 Marks)

Theory (25)			
Mid Semester Examination	Quiz(s)/ Presentation (s)/Assignment	Attendance	**Total**
10	10	5	**25**
Lab (15)			
Mid Semester Examination	Lab/ practical performed & Lab report	**Total**	
As 10	5	**15**	

END SEMESTER EXAMINATION (60)	
Theory (35)	Lab (25)

8.2. TDCC Courses

For Inter disciplinary/trans disciplinary certificate courses the External Assessment Marks will be 40 and Internal Assessment will be 60.

8.3. Internship/Project Work

8.3.1. Here the Internal Assessment based on project prepared and submitted will be 40 and the External Assessment based on Viva-voce/presentation will 60.

8.3.2. If a student fails to submit the project report on or before the specified deadline, he/ she is deemed to have failed in the Project Work and shall re-register for the same in a subsequent semester.

8.4. Seminar Papers – Not Applicable

The seminar / Case study is to be considered as purely INTERNAL (with 100%

internal marks only). Every student is expected to present a minimum of 2 seminars per semester before the evaluation committee and for each seminar, marks can be equally apportioned. The three-member committee appointed by the Dean /Director

will evaluate the seminar and at the end of the semester the marks can be

consolidated and taken as the final mark. The evaluation shall be based on the

seminar paper (40%), presentation (40%) and response to the questions asked during presentation (20%).

8.5. Attendance and Assessment Record

Every teacher is required to upload on ERP the 'ATTENDANCE AND ASSESSMENT RECORD' which consists of attendance marked in each lecture or practical or project work class, the test marks and the record of class work (topic covered), separately for each course. The teacher is also expected to safely keep excel of the attendance and the assessments. The University or any inspection team appointed by the University may verify the records of attendance and assessment of both current and previous semesters.

9. EXAM REGULATIONS

9.1. Requirements for appearing for End Semester Examinations- A student shall normally be permitted to appear for the End Semester Examinations for all the courses registered in the current semester (vide clause 9.10) if he/she has satisfied the semester completion requirements.

9.2.-The students-will be graded under absolute 10-point **Grading Scheme** as given below:

Grade	Range	Grade Point Attached
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 B.Des academic programme:

- A student should earn minimum "D" grade in all courses separately. However, he/she can improve his/her grade ("D" grade onwards) by re-appearing.
- To pass a course, student must obtain 40% marks in the aggregate of Mid Semester Evaluation (MSE) & End Semester Examination (ESE). In order to pass a particular course, student must appear in the Final

examination irrespective of the marks obtained in the Mid Semester Evaluation.

- For successful completion of a programme, the student should secure a minimum Cumulative Grade Point Average (CGPA) of 4.0 at the end of final year of the Programme.

9.4. Promotion to Next Year

The promotion rules are applicable only for under-graduate programs across the university.

The promotion rules for B.Des are as under:

1. The students will not be debarred from going to the 2nd year, irrespective of their result of the 1st year.
2. They will be promoted to 3rd year only if at least 60% of the courses prescribed in the 1st year (excluding TDL & Soft Skills) are clear.
3. Similarly, the conditions for promotion to 4th year will be clearing a minimum of 60% courses in 2nd year.
4. Finally, the students will become eligible to earn the degree only if they fulfil the passing criterion.

9.5. Exam Duration

All End Semester Examinations (ESE) would be of two hours duration unless specified otherwise.

9.6. Re-Appearing

There is a provision for re-appearing in the examination (without attending the course-work again) for a course. Re-appearing in examination will be in following cases:

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.

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 act of unfair means and such cases will be forwarded to Unfair Means Committee.

9.10. Duration of the Programme

The minimum period required for completion of a programme shall be as specified in the Scheme of Teaching and Examination and Syllabi for a programme approved by the Academic Council on the recommendations of the Board of Studies.

The maximum number of years within which a student must pass the credit requirements for award of a degree is as follows:

i. For 3/4 years Programs = n+2 years

The maximum permissible period includes academic break, if availed by the student.

9.11. Grade sheet

After results are declared, Grade Sheets will be issued to each student which will contain the following details:

- The list of courses registered during the semester and the grade scored.
- The Grade Point Average (GPA) for the semester. The Cumulative Grade Point Average (CGPA) of all courses enrolled from first semester onwards

would be shown on the final semester grade sheet.

The Semester performance of a student is indicated as "Semester Grade Point Average (SGPA)". The SGPA is weighted average of Grade Points of all letter grades awarded to a student for all the Courses in the semester. The formula for Computing SGPA is given below:

$$\text{S GPA} = \frac{\text{Grade points secured in the Semester}}{\text{Associated Credits in the Semester}}$$

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:

$$\text{CGPA} = \frac{\text{Cumulative Grade points secured in all the previous Semester(s) including the Current Semester}}{\text{Associated Credits in the previous Semester(s) including the current Semester}}$$

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 Bachelor of Design, Degree Programme (B.Des) Degree provided that the student 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 School may have activities like Physical Activities (Sports), Cultural, literature and Media, Social Service Scheme (NSS), Self-Development such as Yoga and Human Values, Nature Club, Yoga, etc. focusing on the holistic development of its students.

Clubs At SoD (2023)

- The **Dance Club** at SoD takes immense pride in being able to express their emotions and spirits through the art of choreography. Teamwork and individual performances bring out the best values in the students.

- The **Theatre Club** at SoD carries a dynamism in its existence. It is a platform to highlight the values of the society through a participatory approach.
- The **Photography Club** of SoD aims at encouraging the budding cohorts of photographers to develop an eye for detail. The students showcase their work on social media and exhibitions.
- The **Music Club** at SoD displays a wide range of musical genres such as jazz, rock, pop, grunge, rap etc. that are pursued passionately by the students.
- The **Art Club** of SoD is a platform to actively create marvelous art pieces outside the classroom both for internal events as well as exhibitions.
- The **Literature Club** at SoD is the place for writers to unleash their passion for writing. There is a diversity in the form of expression: poems, prose, research writing and so on.
- The **Sports Club** of SoD aims to achieve excellence in sports. Participation in different sports fosters leadership, teamwork, discipline, and confidence in the students.

PROGRAMME STRUCTURE OF THE RESPECTIVE PROGRAM

S.No	Nature	Color Code
1	Courses with focus towards promoting Employability	
2	Courses with focus towards promoting Entrepreneurship	

3	Courses with focus towards promoting Skill Development	
8	Courses with focus towards promoting Employability, Entrepreneurship & Skill Development	

Bachelor of Design

Course Structure

Communication Design

2023-2027

As approved by BOS held on 19th May 2023

SEMESTER-I (Common Foundation Programme)

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							
23BCF-1P05	Materials & Exploration I	Employability /Skill Development	1	1	2	3	

23BCF-1P06	History of Art & Design I	Skill Development	2	1	0	3	
23BCF-1P02	Storytelling & Creative Writing	Skill Development/ Entrepreneurship	1	1	0	2	
23BCF-1P03	Visualization & Representation	Employability/ Skill Development/Entrepreneurship	1	2	2	4	
23BCF-1P04	Contextual Studies I	Employability/ Skill Development/Entrepreneurship	1	2	2	4	
Skill Enhancement Course (SEC)							
23BCF-1P01	Color & Light		1	1	0	2	
Ability Enhancement Course (AEC)							
	English Communication/Modern Indian Language	Skill Development	1	0	2	2	
						20	

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							
23BCF-2P01	Film, Media and Culture	Employability/ Skill Development/Entrepreneurship	1	1	0	2	
23BCF-2P03	Image Making & Representation	Employability/ Skill Development/Entrepreneurship	1	2	2	4	

23BCF-2P04	Contextual Studies II	Employability/ Skill Development/Entrepreneurship	1	2	2	4	
23BCF-2P05	Materials & Exploration II	Employability/ Skill Development/	1	1	2	3	
23BCF-2P06	History of Art & Design II	Skill Development/	2	1	0	3	
Skill Enhancement Course (SEC)							
23BCF-2P02	User Study & Experience	Employability/ Skill Development/Entrepreneurship	1	0	2	2	
Ability Enhancement Course (AEC)							
EVS2111	Environmental Science		1	0	2	2	
						20	

SEMESTER-II (Common Foundation Programme)

SEMESTER III (Domain Foundation Programme)

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							
23BCF-3P04	Craft and Textile Heritage	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BCF-3P03	Brand Identity Design	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	

23BCF-3P02	Design Analysis and Applications I	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	
23BCF-3P01	Digital Design & Presentation I	Employability/ Skill Development/	1	2	2	4	
	Discipline Specific Elective II		1	1	0	2	
Skill Enhancement Course (SEC)							
23BDS-3P05	Foreign Language/MOOC /	Skill Development	1	1	0	2	
Ability Enhancement Course (AEC)							
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I		1	1	0	2	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course		1	0	2	2	
						22	

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							
23BCF-4P04	Packaging Design	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BCF-4P05	Theatre Art Costumes	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23DEL-4P01	Discipline Specific Elective III	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	

23DEL-4P02 23DEL-4P03							
23BCF-4P02	Design Analysis and Applications II	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	
23BCF-4P03	Spatial & Furniture Analysis	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	
Skill Enhancement Course (SEC)							
23BCF-4P01	Digital Design & Presentation II	Employability/ Skill Development	1	1	2	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course		1	0	2	2	
						22	

SEMESTER IV (Domain Foundation Programme)

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							
21BCD-5P01	Infographics (typography)	Employability/ Skill Development/	1	1	4	4	
21BCD-5P02	Brand Personality Design,	Skill Development/ Entrepreneurship	1	1	2	3	
21BCD-5P03	Semiotics (symbolic representation,	Skill Development/ Entrepreneurship	1	1	2	3	

	signs, Logo symbols)						
21BCD-5P04	Advertising	Employability/ Skill Development/ Entrepreneurship	1	2	0	3	
23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV	Employability/ Skill Development/ Entrepreneurship	1	1	0	2	
23BCD-5P05	Storytelling for Documentary Films	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BDS-5P06	Internship Evaluation		0	2	0	2	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course		1	0	2	2	
						22	

SEMESTER V (Specialization)

SEMESTER VI (Specialization)

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							
23BCD-6P01	Animation	Employability/ Skill Development/ Entrepreneurship	1	1	4	4	
23BCD-6P02	UX/UI	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	

23BDS-6P03	**(Certification Course** done by Industry entities out of the pool approved by BoS)	Employability/ Skill Development/ Entrepreneurship	1	1	4	4	
23BCD-6P04	Film and video	Employability/ Skill Development/ Entrepreneurship	1	2	0	3	
23DEL-6P01 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V	Employability/ Skill Development/ Entrepreneurship	1	1	0	3	
23BDS-6P05	Practice Management	Skill Development/ Entrepreneurship	1	2	0	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/	1	0	2	2	
Total						22	
Claim credits for Scopus/ABDC/UGC/ Patent granted/national level Sport medal/National level championship winner (1st to 3rd) like Hackathon etc						2	

SEMESTER VII (Specialization)

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							
23BCD-7P01	Thesis-Communication Design	Employability/ Skill Development/	3	4	10	12	
23BCD-7P02	Learning Design	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	

23BCD-7P03	Portfolio & Presentation	Employability/ Skill Development/	1	1	2	3	
23BCD-7P04	Thesis Report	Skill Development/	1	2	0	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/ Entrepreneurship	1	0	2	2	
						24	

SEMESTER VIII (Specialization)

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							
23BDS-8P01	Internship	Employability/ Skill Development/	0	0	12 weeks	20	

SEMESTER III

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P01	LTP: 1-2-2	B.DES
DIGITAL DESIGN AND PRESENTATION I	VERSION :2023	

Objective:

This course is oriented towards developing skills in graphic communication. It involves combining and organizing the graphic elements of type with illustrative and photographic images, diagrams, signs and symbols. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse graphic applications. It covers the development of ideas into graphic designs and presenting them suitably to an audience.

Course Outcomes:

	Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1	Methodically investigate the design contexts, opportunities and constraints of briefs.	PO1, PO2, PO3, PO5, PO10
CO2	Understanding of factors which enhance or obstruct graphic communication.	PO1, PO2, PO3, PO5, PO10
CO3	Develop ideas into effective graphics designs for a range of applications.	PO1, PO2, PO3, PO5, PO10

CO4	Present designs to an audience clearly.	PO1, PO2, PO3, PO5, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	L	L	M		H					H		
CO2	L	L	M		H					H		
CO3	L	L	M		H					H		
CO4	L	L	M		H					H		

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	L	L	M		H						H			H	H	H			
CO2	L	L	M		H						H			H	H			M	
CO3	L	L	M		H						H					M	H		
CO4	L	L	M		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 10-50% of the desired outcome)

Scheme:

This course is comprised of practical demonstrations and tutorials along with lecture components.

Course Contents:

Students will learn how to develop and record ideas for a range of applications. These may include individual pages, book design, poster design, promotional material, informational material or packs, exhibition and display panels, website information pages, film titles, audio-visual information and multimedia material. This will involve the following modules:

Unit 1:

Using different ideas-generation methods, graphic media and techniques, worksheets and sketchbooks.

Unit 2:

Organizing a diverse amount of information (eg typographic, illustrative and photographic images, aesthetic values, and use of charts, diagrams, signs and symbols). Production methods offer different opportunities and constraints for design. Students will need to be able to recognize how differences in production methods affect their designs.

These include: Paper-based media & Electronic or digital media, 3D applications.

Pedagogy:

Lectures, practical demonstration, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further research in given assignments.

Reference Books:

1. Martin, D. (1995). Graphic design: Inspirations and innovations. Rockport, MA: Rockport Publishers.
2. Lewis, B. (1987). An introduction to illustration. New York, NY: Apple Press.
3. Wood, R. J. (1991). Handbook of illustration. London, UK: Studio Vista

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
238CF-3P02	LTP: 1-2-2	B.DES
DESIGN ANALYSIS AND APPLICATIONS I	VERSION :2023	

Objective:

To enable the students to

- Analyzing design elements
- Understanding design theories and principles
- Developing analytical skills
- Applying design analysis techniques
- Enhancing design decision-making

This course will help the students to empower the necessary skills and knowledge by critically analyzing the designs, make informed decisions, and continuously improve their design work. These skills will help the students to be better equipped to create impactful and user-centered designs that meet the needs and expectations of users.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Apply design analysis techniques	PO1, PO3, PO7, PO10
CO2	Conduct user research	PO1, PO2, PO7, PO10
CO3	Interpret and present design analysis data	PO1, PO2, PO3, PO5, PO10
CO4	Iterative design improvement	PO1, PO2, PO3, PO4, PO5, PO7, PO10
CO5	Apply ethical considerations & reflect on design choices	PO1, PO2, PO3, PO4, PO5, PO7

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H		L				M			H		
CO2	H	M					M			H		
CO3	H	M	M		M					H		
CO4	H	H	L	H	M		M			H		
CO5	H	H	L	H	M		M			H		

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H						H			
CO2	H	M					M			H					H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	
CO5	H	H	L	H	M		M			H									

Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Course Contents:

Unit 1:

Introduction to Design Analysis - Understanding the role of design analysis in the design process along with principles and theories of design analysis. Importance of user-centered design and its relationship to design analysis

Unit 2:

Design Elements and Principles -Analyzing the relationship between design elements and principles

Unit 3:

User Research Methods - Introduction to user research in design analysis and learning to plan and conduct user interviews and surveys along with usability testing and user observation techniques

Unit 4:

Evaluating User Experience

Analyzing and evaluating the user experience in design with cognitive walkthroughs and heuristic evaluations to understand user feedback and incorporate it into design analysis.

Unit 5:

Data Analysis and Visualization - Interpreting and visualizing design analysis data by using data to inform design decisions and improvements.

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

TEXT & REFERENCES

1. Hope, A., & Walch, M. (1990). The color compendium. New York: Van Nostrand Reinhold.
2. Itten, J., & In Birren, F. (2003). The Elements of color. New York [N.Y.: John Wiley & Sons.]
3. Albers, J. (2013). The interaction of color, New Haven: Yale University.
4. King, D. B., & Wertheimer, M. (2008). Max Wertheimer & Gestalt theory. New Brunswick, NJ: Transaction Publ.
5. Bowers, J. (2008). Introduction to two-dimensional design: Understanding form and function. Hoboken, N.J: Wiley.
6. Itten, J. (2004). The art of color: The subjective experience and objective rationale of color. New York: John Wiley.
7. Proctor, R. (1990). Principles of pattern design. New York: Dover Publication.
8. Elam, K. (2011). Geometry of design: Studies in Proportion and Composition., New York: Princeton Architectural Press.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P03	LTP: 1-1-2	B.DES
Brand Identity Design	VERSION :2023	

Objectives

- Understand the importance of brand identity design.
- Learn the different elements of brand identity design.
- Be able to create effective brand identity designs.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define brand identity design and explain its importance.	PO4,PO5
CO2	Identify the different elements of brand identity design.	PO1
CO3	Apply the different elements of brand identity design to create effective designs.	PO1,PO2
CO4	Conduct research on target audiences and competitors.	PO1,PO3
CO5	Develop creative concepts and ideas.	PO1,PO2,PO3,PO8
CO6	Use design software to create effective visual representations of their ideas.	PO1,PO2,PO3,PO8,PO9,PO10
CO7	Present their work to clients and stakeholders.	PO2,PO3,PO8,PO9,PO10

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1				M	M							
CO2	H											
CO3	L	H										
CO4	L		H									
CO5	L	L	H									
CO6	M	M	L					H				
CO7		M	L					M	H	H		
								L	M	M		

L= Weakly mapped
M= Moderately mapped
H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1				M	M														
CO2	H														H		H		
CO3	L	H																	
CO4	L		H													H			
CO5	L	L	H					H									H		
CO6	M	M	L					M	H	H									
CO7		M	L					L	M	M									

Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Unit 1:

Introduction to Brand Identity Design

- What is brand identity design?
- Why is brand identity design important?
- The history of brand identity design

Unit 2:

The Elements of Brand Identity Design

- Brand name
- Brand logo
- Brand colors
- Brand typography
- Brand imagery
- Brand tone of voice

Unit 3:

Creating Effective Brand Identity Designs

- Conducting research on target audiences and competitors
- Developing creative concepts and ideas
- Using design software to create effective visual representations of their ideas
- Presenting their work to clients and stakeholders

Unit 4:

Case Studies

- Studying the work of other designers
- Analyzing successful and unsuccessful brand identity designs

Unit 5:

Conclusion

- Summary of the course
- Discussion of the future of brand identity design

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

Book References

- Aaker, D. A. (2019). Building strong brands (11th ed.). Simon & Schuster.
- Blyth, A., & Monk, C. (2018). Brand identity design: A practical guide (2nd ed.). Laurence King Publishing.
- Lupton, E. (2017). Branding: The essentials. Laurence King Publishing.
- McNamara, D. (2018). Designing brand identity. RotoVision.
- Ries, A., & Trout, J. (2017). Positioning: The battle for your mind (20th anniversary ed.). McGraw-Hill Education.

***Additional references/ reading material could be suggested by the subject faculty**

Craft and Textile Heritage	VERSION :2023

Objective:

- To impart knowledge on various traditional printing techniques and basic embroideries of India
- To gain practical knowledge on different fabric development processes
- To provide a balanced mix of theory and practical knowledge tied up with several situations in craft and textile industry.
- Focus on experimental learning through understanding of basic and simple design development solutions to challenging authentic results

This course will help the students to empower the necessary skills and knowledge by critically analyzing the designs, make informed decisions, and continuously improve their design work. These skills will help the students to be better equipped to create impactful and user-centered designs that meet the needs and expectations of users.

Course Outcomes:

The learning outcomes that students are expected to achieve in this course include:

- At the end of the course students will able to understand the traditional textiles of India, application of various techniques in ornamentation.
- At the end of the course students able transform their ideas into craft and textiles by studying, analyzing, & selecting the proper fabric type.

Course Outcomes:

	Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1	Apply design analysis techniques	PO1, PO2, PO3, PO7, PO10
CO2	Conduct user research	PO1, PO2, PO7, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	L	L				M			H		
CO2	H	M					M			H		

L= Weakly mapped
M= Moderately mapped
H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	L	L				M			H						H			
CO2	H	M					M			H					H		M		

Scheme:
This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Course Contents:

Unit 1: Craft Heritage

Introduction to Craft Heritage, Craft Historical Evolution, Investigate the origins and evolution of numerous crafts in various countries and time periods. Crafts' Cultural Importance Investigate the links between crafts and identity, community cohesiveness, and intangible cultural heritage. Craft Techniques and Skills from the Past, Traditional craft practises such as weaving, pottery, woodwork, metallurgy, and embroidery should be studied. Examine the significance of craft groups and craftspeople in preserving and transmitting craft traditions. Examine the social and economic aspects of craft societies, such as apprenticeship systems, labour division, and gender roles. Discuss the economics of crafts, such as market trends, manufacturing models, and revenue generating.

UNIT-II Textile Heritage

Introduction to Textile Heritage, Textile Development Throughout History, Follow the progression of textiles from ancient civilizations to the present. Examine how technical improvements, trading routes, and cultural interactions affect textile manufacture. Artistry and Traditional Textile Techniques, Investigate traditional textile methods including weaving, dying, printing, and embroidery. Analyze the creative aspects, themes, and meaning present in traditional textiles. Exam.. the cultural significance and symbolism linked with texti.. in various communities and countries. Investigate the importance of textiles in rituals, rites, clothing, and the construction of identity. Textile Heritage Conservation & Preservation, Investigate the problems and strategies involved in the preservation and conservation of historic textiles.

Pedagogy:
All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and

videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

TEXT & REFERENCES

1. Anne Mathew, "Vogue Dictionary of Crochet Stitches", David and Charles, London,1989 2.
2. Barbara Snook, "Creative Art of Embroidery", Numbly Pub. Group Ltd, London, 1972 "
3. Gail L., cc Inspirational Ideas for embroidery On clothes and accessories", Search press Ltd, 1993
4. Readers Digest: Complete Guide to Needle work-APH Corp, New Delhi 1996
5. Shailaja Naik, " Traditional Embroideries Of India", APH Publishing corporation, New Delhi, 1996 ' 38 6.
6. Sheila Paine: Embroidered Textile –Thames & Hudson Ltd.1990

***Additional references/ reading material could be suggested by the subject faculty**

SEMESTER IV

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-4P01	LTP: 1-1-2	B.DES
DIGITAL DESIGN AND PRESENTATION II	VERSION :2023	

Objective:

To enable the students to

- create and deliver visual content using digital tools.
- create animated films, visual effects, art, 3D-printed models, motion graphics, interactive 3D applications, virtual reality, and, formerly, video games.

This course can include anything from creating a website to designing a presentation to making a video. It helps you create a portfolio by designing websites, creating presentations, or making videos. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse 3D applications. It covers the development of ideas into 3- dimensional designs and presenting them suitably to an audience.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Introduction of 3D modelling on the computer through software.	PO3, PO5, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	L	H	L	H	L	M	L	M	M	M	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	L	H	L	H	L	M	L	M	M	M	M			H		H		

Scheme:

This course is comprised of about 45 hours of Modules in a Semester or 3 hours per week.

Course Contents:

Unit 1:

Introduction to 3D Modeling –3D modeling is the process of gradually building an item by adding components to make geometric shapes.

Unit 2:

Rigging & Animation – Helps you to create and animate characters as well as create smooth and realistic animations.

Unit 3:

Environmental visualization in Game creation – game engine that allows you to create and export games. Environmental visualization is the process of creating realistic and immersive environments for video games. It is a critical part of game development, as it can help to create a sense of place and atmosphere, and immerse players in the game world

Unit 4:

Rendering – engine that allows you to create high-quality rendered images and videos and compositing toolset that allows you to combine images and videos to create stunning visuals.

Unit 5:

Motion tracking & compositing – toolset that allows you to import real-world footage and track its movement and compositing toolset that allows you to combine images and videos to create stunning visuals.

Unit 6:

Video editing – video editing toolset that allows you to edit and export videos.

Unit 7:

Simulation – Toolset that allows you to create realistic simulations of fluids, smoke, and other effects.

Pedagogy:

It would be a practical course with a lot of demonstrations.

TEXT & REFERENCES

1. Schell, J. (2008). The art of game design: A book of lenses. Amsterdam; Boston: Elsevier/Morgan Kaufmann.
2. Martin, D. (1995). Graphic design: Inspirations and innovations. Rockport, MA: Rockport Publishers.
3. Lewis, B. (1987). An introduction to illustration. New York, NY: Apple Press.
4. Wood, R. J. (1991). Handbook of illustration. London, UK: Studio Vista

***Additional references/ reading material could be suggested by the subject faculty**

SPATIAL & FURNITURE ANALYSIS	VERSION : 2023

Objectives:

To enable the students to

- Understand anthropometry and enhance the knowledge of ergonomics to create ability to understand furniture design and to draw and render the furniture.
- To get the knowledge about the furniture used in different materials.

This course helps the student to familiarize the students about the knowledge of furniture design and various aspects involved in the Design of furniture for various spaces. Objective of this course is to develop competency to design and manufacture furniture in relation to human Forms and use it for different purpose & functionality.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Explore the intersection of architecture, art, and design in this hands-on furniture design course	PO1, PO2, PO5, PO7, PO10
CO2	Understand various styles, systems, and products available in the market.	PO1, PO2, PO3, PO7, PO8, PO10
CO3	Hand-on experience on production of furniture for various classes of people with the parameters of economy and culture.	PO1, PO2, PO4, PO5, PO8, PO9, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**H**	**M**	**L**	**H**	**L**	**H**	**L**	**L**	**H**	**L**	**M**
CO2	**H**	**H**	**H**	**L**	**M**	**M**	**H**	**H**	**L**	**H**	**M**	**M**
CO3	**H**	**H**	**L**	**H**	**H**	**M**	**M**	**H**	**H**	**H**	**L**	**H**

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			

Scheme:

The course comprises of 60 hours of lecture, tutorial and workshop hours in a semester spread across as modules or 4 hours per week schedule.

UNIT 1:

Importance of furniture: study of shapes, forms finishes on furniture. Environmental conditions influencing furniture designs: Climatic, social, economic, availability of materials and construction techniques

UNIT 2:

Free Hand Sketches: Furniture used in spaces such as office, shops and restaurants etc.

UNIT 3:

Anthropometry: Study of Anthropometric and ergonomic data in relation to various furniture, Diagrammatic representation through charts. An exercise has to be done where actual measurements have to be taken in relation to various furniture presentations in report form.

UNIT 4:

Introduction to various Material and Hardware Used in Furniture: Wood, metals used in Furniture. Types of wood based products, Methods of care and maintenance, economics of furniture, durability and usability.

UNIT 5:

Techniques of finishing the Surfaces: Wood and Metal Paints, Polishes and varnishes etc: hand painting, brush painting, roller, spray etc.

UNIT 6:

Scaled Drawing:

Pedagogy:

The course is structured around a series of core modules through a combination of lectures, seminars, field visits, market surveys and team-based project presentations, with most of the contact hours taking place in small groups

of students. Studio exercises will be intended to provide experience in both design and execution of furniture and millwork.

TEXT & REFERENCES

Text Book(s):

1. The Encyclopedia of Furniture, Joseph Aronson, Crown Publishers, New York
2. Time Saver Standards for Interior Design, Joseph De Chiara, McGraw Hill, New York

Reference Book(s):

1. Aronson, J. (1961). The encyclopedia of furniture: Third edition. New York, NY: Crown Publishers.
2. Quinn, B. (2006). Mid-century modern: Interiors, furniture, design details. London, England: Conran Octopus.
3. Postell, J. (2007). Furniture design. Hoboken, NJ: Wiley.
4. Lucie-Smith, E. (1985). Furniture: A concise history (World of Art). London, England: Thames and Hudson.
5. Blakemore, R. G. (2005). History of interior design and furniture: From ancient Egypt to nineteenth-century Europe. Hoboken, NJ: Wiley.
6. Pile, J. F. (1995). Interior design (2nd ed., illustrated). New York, NY: H. N. Abrams.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P02	LTP: 1-2-2	B.DES
DESIGN ANALYSIS AND APPLICATIONS II	VERSION :2023	

Objective:

Students will develop an advanced understanding of design analysis principles, theories, and methodologies. They will be able to apply advanced analytical techniques to evaluate and critique designs effectively. Students will develop expertise in analyzing design aesthetics and emotional responses. They will understand the psychological impact of design elements and how to manipulate them to evoke desired emotional responses and user perceptions.

The objective of the course is to build upon the foundational knowledge and skills acquired in the introductory Design Analysis and Applications course. It aims to further develop students' understanding and expertise in the critical evaluation and practical application of design concepts.

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Advanced understanding of design analysis principles and proficiency in advanced evaluation methods	
CO2	Expertise in aesthetic and emotional analysis and specialization in usability testing in various contexts	
CO3	Design for accessibility and inclusivity	
CO4	Strategic design thinking and decision-making	
CO5	Awareness of emerging trends and technologies and critical thinking and problem-solving	

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	H	M	L	H	L	H	L	L	H	L	M
CO2	H	H	H	L	M	M	H	H	L	H	M	M
CO3	H	H	L	H	H	M	M	H	H	H	L	H

H=High, M=Medium, L=Low

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H									
CO4	H	H	L	H	M		M			H					H		H	M	
CO5	H	H	L	H	M		M			H									

Unit1: Advanced Design Analysis Principles

- Advanced design analysis theories and concepts
- Critical analysis of design elements, principles, and aesthetics
- Semiotics and its application in design analysis
- Cognitive and emotional aspects of design analysis

Unit2: Advanced Evaluation Methods

- Eye-tracking studies and analysis
- Physiological measurements in design analysis
- User sentiment analysis and emotional response assessment
- Neurodesign and its application in understanding user experiences

Unit3: Data-Driven Design Decision Making

- Introduction to data analytics for design analysis
- Statistical analysis techniques for design data
- Data visualization for design insights
- Predictive modeling for design decision making

Unit4: Advanced Usability Testing

- Usability testing in mobile devices and responsive design
- Usability testing for virtual reality and augmented reality interfaces
- Advanced usability testing techniques for interactive systems
- Analyzing and interpreting usability test results

Unit5: Aesthetic and Emotional Analysis

- Advanced theories of design aesthetics
- Analyzing emotional responses to design
- Psychological impact of design on user experiences
- Manipulating design elements for desired emotional responses

Unit6: Design Semiotics and Communication

- Semiotic analysis of visual communication in design
- Interpretation of symbols, signs, and visual elements
- Analyzing cultural and social implications in design communication
- Nonverbal communication and its impact on design analysis

Unit7: Design for Accessibility and Inclusivity

- Inclusive design principles and guidelines
- Analyzing designs for accessibility barriers
- Proposing improvements for inclusive design
- User-centered design for diverse user groups

Unit8: Strategic Design Thinking and Decision Making

- Integrating design analysis into strategic decision-making process
- Aligning design objectives with business goals

- Market research and user insights in design analysis
- Design management and leadership in design analysis

Unit9: Emerging Trends and Technologies in Design Analysis

- Impact of emerging technologies on design analysis
- Analyzing data from IoT devices for design insights
- Design analysis in artificial intelligence and machine learning applications
- Ethical considerations in design analysis of emerging technologies

Unit10: Advanced Case Studies and Project

- Analysis of complex design problems and case studies
- Applying advanced design analysis techniques to real-world projects
- Presenting findings and recommendations based on design analysis
- Integration of design analysis with the design process

Pedagogy:

- The course is structured around a series of core modules through a combination of lectures, seminars, field visits, market surveys and team-based project presentations, with most of the contact hours taking place in small groups of students. Studio exercises will be intended to provide experience in both design and execution of furniture and millwork.

Text & References:

- Walter, A. (2011). Designing for Emotion. New Riders.
- Lidwell, W., Holden, K., & Butler, J. (2010). Universal Principles of Design. Rockport Publishers.
- King, R., Churchill, E. F., & Tan, C. (2017). Designing with Data: Improving the User Experience with A/B Testing. O'Reilly Media.
- Goodman, E., Kuniavsky, M., & Moed, A. (2012). Observing the User Experience: A Practitioner's Guide to User Research. Morgan Kaufmann.
- Sauro, J., & Lewis, J. R. (2016). Quantifying the User Experience: Practical Statistics for User Research. Morgan Kaufmann.
- Norman, D. (2013). The Design of Everyday Things. Basic Books.
- Tullis, T., & Albert, W. (2013). Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics. Morgan Kaufmann.
- Tidwell, J. (2010). Designing Interfaces: Patterns for Effective Interaction Design. O'Reilly Media.

***Additional references/ reading material could be suggested by the subject faculty**

THEATRE ART COSTUMES	VERSION :2023

Objective:

This Course enables students to demonstrate familiarity with the fundamentals of the social/psychological aspects of why people wear clothing. Designing theatrical costumes based on historic period and character development, as well as interpretive designs, with an emphasis on clearly communicating ideas from research through drawing and fabric selection.

Projects include character analysis from a designer's viewpoint, character breakdowns, budgeting, and construction solutions.

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Students with the skills to enter the professional arena by understanding how a costume can become a viable element of the storytelling through character design.	PO1, PO2, PO5
CO2	Learn to practice the verbal and visual presentation of their ideas.	PO1, PO2
CO3	Understanding of how to break down a script and analyze each character's movies and movements and how the costume design can facilitate the story.	PO1, PO5
CO4	Developed there to learn how to assist another Artist from brainstorming to allocating tasks with team members. They will learn a mul7-pronged process that involves planning and strategy that revolves around feedback delivered collaboratively .	PO5, PO6

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	H	L	M	H	L	M	M				
CO2	H	H	L	M	M	L	M	L				
CO3	H	M	L	M	H	H	L	L				
CO4	M	M	L	L	H	H	M	M				

H=High, M=Medium, L=Low

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	

Course Contents

The course would be divided into 3 Phases- Pre Design, Design and Post-Design Phase.

Unit1:

- This is an intermediate workshop designed for students who have a basic understanding of the principles of theatrical design and who want a more intensive study of costume design and the psychology of clothing.

Unit2:

- Students develop designs that emerge through a process of character analysis, based on the script and directorial concept. Period research, design, and rendering skills are fostered through practical exercises.

Unit3:

- Instruction in basic costume construction, including drafting and draping, provide tools for students to produce final projects.

Unit4:

- To introduce the discipline of costume design, including character/script analysis, research, rendering, and production values.

Unit5:

- Correlate costume design to the literary, historical, and social/psychological aspects of the dramatic literature.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further studio practice in given assignments.

Text & References

- HongJian, G. A. O., & Ma, X. (2015). Research on Key Technologies of Electroluminescent Costumes' Application.

- Edwards, B. (2008). *Drawing on the artist within*. Simon and Schuster.
- Baring-Gould, S. (2017). Little Red Riding Hood (1895). In *The Trials & Tribulations of Little Red Riding Hood* (pp. 197-200). Routledge.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BCF-4P04	LTP: 1-1-2	B.Des
Packaging Design		Version: 2023

Objective:

This course will introduce students to the principles and practices of packaging design. Students will learn about the different types of packaging, the role of packaging in marketing, and the design process. Students will also have the opportunity to create their own packaging designs.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the principles of packaging design and explain its role in marketing	PO1, PO3, PO7, PO12
CO2	Apply the design process to create effective and appealing packaging	PO1, PO2, PO3, PO4, PO7, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H		H	L		L	M	L			L	H
CO2	H	H	H	H		L	M	L	L	M	L	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		H	L		L	M	L			L	H		H		M		H	
CO2	H	H	H	H		L	M	L	L	M	L	M				H			

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12 lectures in each module.

Unit 1: Introduction to Packaging Design:

- Overview of the importance of packaging in marketing and branding.
- Exploration of the role of packaging in product protection and user experience.
- Introduction to the elements of packaging design, such as shape, color, typography, and materials

Unit 2: Packaging Design Principles:

- Understanding the principles of composition and layout in packaging design.
- Analysis of successful packaging designs and their impact on consumer perception.
- Introduction to design theories and their application in packaging

Unit 3: Structural Design and Materials:

- Exploring different packaging types, such as boxes, bottles, bags, and containers.
- Understanding the structural considerations in packaging design.
- Introduction to materials and their suitability for specific products and branding.

Unit 4: Graphic Design for Packaging:

- Applying graphic design principles to packaging.
- Creating compelling visuals, logos, and branding elements.
- Understanding the use of color, typography, and imagery in packaging.

Unit 5: Industry Trends and Professional Development:

- Staying updated on current trends and innovations in packaging design.
- Exploring career opportunities in packaging design.
- Networking with professionals in the industry and seeking feedback on portfolio.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further studio practice in given assignments.

Text & References

- Heller, S., & Fernandez, T. (2018). Packaging Design: A Comprehensive Guide. Rockport Publishers.
- Mayer, R. B. (2012). Packaging Design: Successful Product Branding From Concept to Shelf. Wiley.
- Wiedemann, J., & Pentawards. (2019). The Package Design Book. Taschen.

- Ellicott, J., & Roncarelli, D. (2015). Packaging Essentials: 100 Design Principles for Creating Packages. Rockport Publishers.

- Ball, D. W. (2010). Graphics and Packaging Production. Apple Academic Press.

***Additional references/ reading material could be suggested by the subject faculty**

Semester V

Sushant University	SCHOOL OF DESIGN Syllabus	
21BCD-5P01	LTP: 1-1-4	B.DES Communication Design
Infographics		Version: 2023

Course Objectives:

This advanced undergraduate course in infographics is designed to provide students with an in-depth understanding of the principles, techniques, and best practices involved in creating effective and visually compelling infographics. Through a combination of theoretical knowledge and practical exercises, students will develop the necessary skills to design, analyze, and present complex information in a visually appealing and accessible manner.

Learning Outcomes:

By the end of this course, students will be able to:

1. Apply data visualization techniques to enhance information clarity and comprehension.
2. Utilize various tools and software to create professional-quality infographics.
3. Critically assess the ethical and social implications of infographics.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Apply data visualization techniques to enhance information clarity and comprehension.	PO3
CO2	Utilize various tools and software to create professional-quality infographics.	PO6
CO3	Critically assess the ethical and social implications of infographics.	PO5, PO10, PO11

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	M	M	H	L	L	M	L	L	H	L	H
CO2	H	M	M	H	M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	L	L	M	L	L	H	L	H		H					
CO2	H	M	M	H	M	L	L	L	M	H	M	M				H			
CO3	H	M	M	H	M	L	L	L	M	H	M	M			H				

Scheme:

Tutorial sessions, presentations, and group discussions in class.

Unit 1: Planning and Research for Infographics

- Defining the purpose, audience, and goals of an infographic.
- Conducting research and gathering data from reliable sources.

Unit 2: Data Visualization Techniques

- Exploring different types of data and choosing appropriate visual representations.
- Designing effective charts, graphs, and maps.
- Using color, typography, and icons to enhance data visualization.

Unit 3: Design Principles for Infographics

- Understanding the principles of graphic design and layout.
- Applying visual hierarchy and gestalt principles to create effective compositions.
- Using grids, alignment, and spacing for organizing information.

Unit 4: Interactive and Animated Infographics

- Understanding the concept of interactivity in infographics.
- Exploring techniques for creating interactive and animated infographics.
- Introduction adobe animate for infographic interactivity.

Unit 5: Infographic Storytelling and Narratives

- Incorporating storytelling techniques to create compelling narratives.
- Understanding the structure and flow of information in infographics.
- Creating engaging visual narratives through sequential storytelling.
- Exploring case studies of narrative-driven infographics.

Unit 6 Infographics for Social Media and Mobile Devices

- Adapting infographics for social media platforms.
- Design considerations for mobile devices and responsive design.

References

1. Cairo, A. (2019). How Charts Lie: Getting Smarter about Visual Information. W. W. Norton & Company.

4. Smiciklas, M. (2013). The Power of Infographics: Using Pictures to Communicate and Connect with Your Audiences. Que Publishing.

5. Steele, J., & Iliinsky, N. (2010). Beautiful Visualization: Looking at Data through the Eyes of Experts. O'Reilly Media.

6. Tufte, E. R. (2001). The Visual Display of Quantitative Information. Graphics Press.

7. Knaflic, C. N. (2015). Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley.

8. Best, K., & Noble, J. (2018). Visual Communication: Understanding the Principles of Visual Perception and Design. Bloomsbury Visual Arts.

9. Cairo, A. (2012). The Functional Art: An Introduction to Information Graphics and Visualization. New Riders.

10. Ware, C. (2012). Information Visualization: Perception for Design. Morgan Kaufmann.

Course Objectives:

Objective of the course is to enable students to define brand personality and explain its importance, identify the five dimensions of brand personality and apply the five dimensions of brand personality to real-world brands.

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes (POs)**
CO1	Define brand personality and explain its importance	PO1
CO2	Identify the five dimensions of brand personality.	PO1
CO3	Apply the five dimensions of brand personality to real-world brands.	PO3, PO10

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**				**L**	**L**	**M**	**L**	**L**	**H**	**L**	**H**
CO2	**L**		**L**		**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO3	**L**		**L**		**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H				L	L	M	L	L	H	L	H							
CO2	L		L		M	L	L	L	M	H	M	M		H		H			
CO3	L		L		M	L	L	L	M	H	M	M						H	

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Brand Personality
  - What is brand personality?
  - The importance of brand personality
- Unit 2: The Five Dimensions of Brand Personality
  - Sincerity
  - Excitement
  - Competence
  - Sophistication
  - Ruggedness
- Unit 3: Applying Brand Personality to Real-World Brands
  - How to identify the brand personality of a real-world brand
  - How to use brand personality to create marketing campaigns

Books and References:

- Aaker, J. L. (1997). Dimensions of brand personality. Journal of marketing research, 34(3), 347-356.

- Batra, R., & Keller, K. L. (2006). Brand personality and consumer-brand relationships. Journal of marketing, 70(4), 99-116.

- Doyle, P., & Bottomley, P. (2004). Building brand personality. Journal of strategic marketing, 22(1), 3-14.

- Kim, C., & Trail, G. T. (2010). The effect of brand personality on brand loyalty: A consumer-brand relationship perspective. Journal of the academy of marketing science, 38(1), 128-141.

- Park, C. W., & Kim, C. (2005). The role of brand personality in the consumer-brand relationship: A conceptual framework and empirical evidence. Journal of marketing, 69(4), 122-135.

Sushant University	SCHOOL OF DESIGN Syllabus	
21BCD-5P03	LTP: 1-1-2	B.DES Communication Design
Semiotics		Version: 2023

Course Objectives

- Students will be able to define visual semiotics and explain its importance.
- Students will be able to identify the different elements of visual semiotics.
- Students will be able to apply visual semiotics to real-world examples.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define visual semiotics and explain its importance.	PO1
CO2	Identify the different elements of visual semiotics.	PO1

CO3	Apply visual semiotics to real-world examples.	PO3, PO10

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H				L	L	M	L	L	H	L	H
CO2	L		L		M	L	L	L	M	H	M	M
CO3	L		L		M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H				L	L	M	L	L	H	L	H		M					
CO2	L		L		M	L	L	L	M	H	M	M				H	H		H
CO3	L		L		M	L	L	L	M	H	M	M							

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Visual Semiotics
  - What is visual semiotics?
  - The importance of visual semiotics
- Unit 2: The Elements of Visual Semiotics
  - Signifiers
  - Signified
  - Codes
- Unit 3: Applying Visual Semiotics to Real-World Examples
  - How to identify the visual semiotics of a real-world example
  - How to use visual semiotics to analyze a real-world example

References

- Baldry, H. C. (1999). Introduction to semiotics. London: Routledge.
- Díaz, C. (2007). Semiotics of visual communication. London: Continuum.
- Forceville, C. (2011). Visual narratology: Images of stories in the mind. Berlin: Mouton de Gruyter.
- Kress, G. R., & van Leeuwen, T. (2006). Reading images: The grammar of visual design. London: Routledge.
- Mick, D. G., & Politi, F. (2012). Semiotics of consumption. Abingdon, Oxon: Routledge.

Sushant University	SCHOOL OF DESIGN Syllabus	
21BCD-5P04	LTP: 1-2-0	B.DES Communication Design
Advertising		Version: 2023

Course Objectives

- Students will be able to define communication design and explain its importance in advertising.
- Students will be able to identify the different elements of communication design.

- Students will be able to apply communication design principles to create effective advertising campaigns.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define communication design and explain its importance in advertising.	PO1, PO2
CO2	Identify the different elements of communication design.	PO2
CO3	Apply communication design principles to create effective advertising campaigns.	PO3, PO7, PO8, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	H			L							
CO2		H			M							
CO3				H	M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)	Program Specific Outcomes (PSOs)

	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H			L											H			
CO2		H			M												H		H
CO3				H	M	L	L	L	M	H	M	M			H				

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Communication Design in Advertising
  - What is communication design?
  - The importance of communication design in advertising
- Unit 2: The Elements of Communication Design
  - Typography
  - Layout
  - Color
  - Photography
  - Illustration
- Unit 3: Applying Communication Design Principles to Advertising
  - How to create effective advertising campaigns
  - How to use communication design principles to create a strong visual identity for a brand
  - How to use communication design principles to persuade consumers to buy a product or service

References

- Ambrose, G., & Harris, P. (2013). The complete guide to graphic design. London: Laurence King Publishing.
- Blythe, M. (2011). Communication design: A reader. London: Routledge.
- Carter, M., & Cartey, B. (2008). The design of everyday things. London: Phaidon Press.
- Lupton, E. (2016). Graphic design thinking. London: Princeton Architectural Press.
- McQuarrie, E. (2013). The power of emotion in advertising. London: Routledge.

Sushant University	SCHOOL OF DESIGN Syllabus	
21BCD-5P05	LTP: 1-1-2	B.DES Communication Design
Storytelling for Documentary Films		Version: 2023

Course Objectives

- Students will be able to define documentary film and explain its importance.
- Students will be able to identify the different elements of documentary film storytelling.
- Students will be able to apply documentary film storytelling principles to create their own films.

Course Outcomes

- Upon completion of this course, students will be able to:
  - Define documentary film and explain its importance.
  - Identify the different elements of documentary film storytelling.
  - Apply documentary film storytelling principles to create their own films.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define documentary film and explain its importance	PO1, PO2
CO2	Identify the different elements of documentary film storytelling.	PO2, PO3
CO3	Apply documentary film storytelling principles to create films to address communication problem for a specific set of audience	PO3, PO4, PO5, PO7, PO8, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	M	M	H	L	L	M	L	L	H	L	H
CO2	H	M	M	H	M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	L	L	M	L	L	H	L	H			M			H	
CO2	H	M	M	H	M	L	L	L	M	H	M	M		H					
CO3	H	M	M	H	M	L	L	L	M	H	M	M					H		

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Documentary Film
  - What is documentary film?
  - The importance of documentary film
- Unit 2: The Elements of Documentary Film Storytelling
  - Structure
  - Character
  - Conflict

- Theme

- Unit 3: Applying Documentary Film Storytelling Principles to Create Your Own Films
  - How to choose a topic
  - How to conduct research
  - How to interview subjects
  - How to edit footage
  - How to distribute your film

References

- Avins, J. (2014). The documentary filmmaker's companion: A practical guide to planning, shooting, and editing your own documentary. Berkeley: University of California Press.
- Branston, G., & Stafford, L. (2010). The documentary reader: Conversations with filmmakers. London: Wallflower Press.
- Nichols, B. (2010). Introduction to documentary. Bloomington: Indiana University Press.
- Rubin, J. (2010). Nonfiction storytelling: A practical guide from the field. New York: Oxford University Press.
- Winston, D. (2008). Framing reality: The documentary film form. London: Wallflower Press.

SEMESTER 6

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-6P07	LTP: 1-1-4	B.DES Communication Design
Animation		Version: 2023

Course Objectives

- Students will be able to define animation and explain its importance.
- Students will be able to identify the different types of animation.
- Students will be able to create their own animations using traditional and digital techniques.

Course Outcomes

- Upon completion of this course, students will be able to:
  - Define animation and explain its importance.
  - Identify the different types of animation.
  - Create their own animations using traditional and digital techniques.

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes (POs)**
CO1	Define animation and explain its importance.	PO1, PO2
CO2	Identify the different types of animation.	PO2
CO3	Create their own animations using traditional and digital techniques.	PO3, PO7, PO8, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**M**	**M**	**H**	**L**	**L**	**M**	**L**	**L**	**H**	**L**	**H**
CO2	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO3	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Animation
  - What is animation?
  - The history of animation
  - The different types of animation
- Unit 2: Traditional Animation Techniques
  - Frame-by-frame animation
  - Cel animation
  - Stop-motion animation
- Unit 3: Digital Animation Techniques
  - 2D animation
  - 3D animation
  - Motion graphics
- Unit 4: Creating Your Own Animation
  - Choosing a topic
  - Developing a storyboard
  - Creating characters and sets
  - Animating your characters
  - Editing and finalizing your animation

References

- Fleming, C. (2016). The animator's survival kit: A comprehensive guide to animation history, techniques, and business. Burlington, MA: Focal Press.
- Thomas, F., & Johnston, O. (1981). The illusion of life: Disney animation. New York: Abbeville Press.
- Waltz, M. (2007). The complete idiot's guide to animation. Indianapolis, IN: Alpha.

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-6P04	LTP: 1-1-2	B.DES Communication Design
UX/UI		Version: 2023

Course Objectives

- Students will be able to define UX/UI and explain its importance.
- Students will be able to identify the different elements of UX/UI design.
- Students will be able to apply UX/UI design principles to create user-friendly interfaces.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define UX/UI and explain its importance.	PO1, PO2
CO2	Identify the different elements of UX/UI design.	PO2, PO4
CO3	Apply UX/UI design principles to create user-friendly interfaces.	PO3, PO4, PO7, PO8, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	M	M	H	L	L	M	L	L	H	L	H
CO2	H	M	M	H	M	L	L	L	M	H	M	M

CO3	H	M	M	H	M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	L	L	M	L	L	H	L	H					H		
CO2	H	M	M	H	M	L	L	L	M	H	M	M			H			H	
CO3	H	M	M	H	M	L	L	L	M	H	M	M							

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to UX/UI
  - What is UX/UI?
  - The importance of UX/UI
- Unit 2: The Elements of UX/UI Design
  - User research
  - Wireframing
  - Prototyping
  - User testing
- Unit 3: Applying UX/UI Design Principles to Create User-Friendly Interfaces
  - Usability
  - Accessibility
  - Visual design
  - Interaction design

References

- Nielsen, J. (2019). Designing for the digital age: The importance of user experience. Indianapolis, IN: Pearson Education.

- Shneiderman, B. (2010). Designing the user interface: Strategies for effective human-computer interaction. Reading, MA: Addison-Wesley.
- Zettersten, C. (2018). User experience design: A practical guide for creating usable and engaging digital products. Chichester, West Sussex, UK: John Wiley & Sons.

Please note that these references are in APA format. If you need references in another format, please let me know.

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-6P02	**LTP: 1-2-0**	**B.DES Communication Design**
Film and video		**Version: 2023**

Course Objectives

- Students will be able to define film and video and explain their importance.
- Students will be able to identify the different elements of film and video production.
- Students will be able to create their own films and videos using traditional and digital techniques.

Course Outcomes

- Upon completion of this course, students will be able to:
  - Define film and video and explain their importance.
  - Identify the different elements of film and video production.
  - Create their own films and videos using traditional and digital techniques

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes (POs)**
CO1	Define film and video and explain their importance as a communication medium	PO1, PO2, PO 3
CO2	Identify the different elements of film and video production.	PO2, PO 4

CO3	Create their own films and videos using traditional and digital techniques to solve a communication problem for a specific target audience	PO2, PO3, PO4, PO7, PO8, PO9, PO10

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	M	M	H	L	L	M	L				
CO2					M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	L	L	M	L											
CO2						L	L	L	M	H	M	M			H			H	
CO3	H	M	M	H	M	L	L	L	M	H	M	M							

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Film and Video
  - What is film and video?
  - The history of film and video
  - The different types of film and video
- Unit 2: Traditional Film and Video Techniques
  - Camerawork
  - Lighting
  - Sound
  - Editing
- Unit 3: Digital Film and Video Techniques
  - Non-linear editing
  - Visual effects
  - Motion graphics
- Unit 4: Creating Your Own Film or Video
  - Choosing a topic
  - Developing a script
  - Shooting your film or video
  - Editing your film or video
  - Distributing your film or video

References

- Branston, G., & Stafford, L. (2012). The film studies reader: Moves and moments. New York: Routledge.
- Levy, S. (2017). Digital filmmaking: The definitive guide to independent digital film production. Boston: Focal Press.
- Sklar, R. (2016). Film: An introduction. Boston: Bedford/St. Martin's.

Please note that these references are in APA format. If you need references in another format, please let me know.

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-6P06	LTP: 1-2-0	B.DES Communication Design
Practice Management		Version: 2023

Objective:

Professional Practice: Familiarize students with the fundamental principles and practices of the interior architecture profession, including ethical considerations, legal requirements, and industry standards.

Business Management: Develop students' understanding of basic business concepts and management principles relevant to the interior architecture field, including financial management, budgeting, project management, and resource allocation.

Entrepreneurship Skills: Cultivate students' entrepreneurial mindset and equip them with the knowledge and skills necessary to start and manage their own interior architecture practice or business.

Contract Documentation: Familiarize students with contract documents commonly used in the interior architecture industry, including agreements, contracts, and legal forms. Students will learn how to interpret, negotiate, and prepare contractual documents.

Professional Networking and Collaboration: Provide opportunities for students to engage with industry professionals, attend conferences, and participate in networking events. Students will develop professional connections, build relationships, and explore collaborative opportunities within the interior architecture industry.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)

CO1	Apply fundamental business management concepts and principles to effectively manage interior architecture projects, including financial management, project scheduling, and resource allocation.	PO1, PO4, PO10, PO12
CO2	Cultivate an entrepreneurial mindset and acquire the necessary skills to identify business opportunities, develop business plans, and effectively manage an interior architecture practice or business.	PO1, PO4, PO10, PO12
CO3	Demonstrate strong communication and interpersonal skills to effectively engage with clients, understand their needs and requirements, and communicate design concepts and solutions in a clear and professional manner.	PO1, PO4, PO10, PO12
CO4	Interpret, negotiate, and prepare contract documents commonly used in the interior architecture industry, including agreements, contracts, and legal forms.	PO1, PO4, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**M**	**M**	**H**	**L**	**L**	**M**	**L**	**L**	**H**	**L**	**H**
CO2	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO3	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO4	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	

Scheme:

Lectures, presentations, and group discussions in class.

Course Contents:

Module 1: Introduction to Professional Practice

- Overview of the interior architecture profession
- Ethical considerations and professional conduct
- Industry standards and regulations

Module 2: Entrepreneurship in Interior Architecture

- Developing an entrepreneurial mindset
- Identifying business opportunities in the interior architecture industry
- Creating a business plan and understanding start-up considerations

Module 3: Project Planning and Execution

- Defining project scope and objectives
- Creating project schedules and timelines
- Resource allocation and management

Module 4: Contract Documentation and Legal Considerations

- Understanding contract documents in the interior architecture field
- Negotiating contracts and agreements
- Legal and regulatory compliance in interior architecture practice

Module 5: Professional Networking and Collaboration

- Networking opportunities with industry professionals
- Participating in industry events and conferences
- Collaborative projects and partnerships within the interior architecture field

Pedagogy:

Lectures: Traditional lectures delivered by the instructor to provide theoretical foundations, introduce key concepts, and present case studies related to practice, management, and enterprise in the interior architecture field.

Case Studies: Analyzing real-world case studies that highlight various aspects of professional practice, business management, and entrepreneurial endeavors in the interior architecture industry. Students will examine challenges, decision-making processes, and successful strategies employed by industry professionals.

Group Discussions: Facilitating group discussions and debates to encourage students to critically analyze and reflect on key topics. This allows for the exchange of ideas, diverse perspectives, and collaborative learning among peers.

Industry Projects: Integrating industry projects or internships as part of the course curriculum. This provides students with the opportunity to apply their knowledge and skills in real-world settings, working with actual clients or participating in collaborative projects with industry partners.

Reference Books:

- Coles, R., & Stone, S. (Eds.). (2018). The Handbook of Interior Architecture and Design. Bloomsbury Visual Arts.
- Reznik, A., & Daley, B. (2018). Business of Design: Part I - Growing a Successful Interior Design Practice. Springer.
- Stone, S. (2016). Interior Design and Identity. Manchester University Press.
- Piotrowski, C., & Lind, C. R. (2017). Professional Practice for Interior Designers (5th ed.). John Wiley & Sons.

SEMESTER 7

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-7P01	LTP: 3-4-10	B.DES Communication Design
Thesis - Communication Design		Version: 2023

Objective:

The module enables the student to draw upon and integrate the learning of the modules completed in the last 3 years and apply this integrative learning to identify and solve design problems in the field of Communication Design.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Understand own visual style, areas of strength and expertise.	PO2,
CO2	Identify situations; carry out research in areas of individual interest using research methodology to create effective content and campaigns in different media.	PO3, PO4
CO3	Synthesize an effective design solution and develop aesthetically pleasing, appropriate, innovative, persuasive solutions with appropriate detailing and finish, set in relevant historical, cultural, and social contexts	PO1, PO2, PO4, PO5, PO6, PO11, PO12
CO4	Show autonomy, independence, high self-motivation, initiative, leadership, and team working abilities.	PO1, PO2, PO4, PO5, PO6, PO11, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**H**	**H**	**H**	**M**	**H**	**L**					
CO2	**H**	**H**										
CO3	**H**	**H**										
CO4	**H**	**H**	**M**	**H**	**H**	**H**	**L**					

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	M	H	L										H		
CO2	H	H													H				
CO3	H	H														H		H	
CO4	H	H	M	H	H	H	L												

Scheme:

This course is comprised of about 90 hours of Studio Work (either as Modules or 6 hours per week).

Course Contents:

The following is indicative of content of the module:

Module 1: Problem identification

Module 2: Information collection in areas of user preferences and needs, materials, technologies, costs, time constraints, etc.

Module 3: Critical analysis, collation, and design proposal

Module 4: Selection and development of an appropriate Design strategy and execution plan

Module 5: Selection of appropriate materials and technology

Module 6: Concept development and detailing

Module 7: Final concept selection for creation of Design/plan(s)

Module 8: Developing a final document which includes costing

Pedagogy:

The final project is seen as a culmination of learning at the school in the last 3 years, It should therefore demonstrate that the student has absorbed and reflected upon all the knowledge and skills gathered through all the modules of the course.

Tentative guidelines:

1. Developing a Theoretical Framework (or a Design Intent)
2. Identifying the possible user and the client.
3. Selection of possible media (Print, electronic, digital)
4. Developing Design Brief + Program (Understanding the problem)

Final Deliverables:

The final project needs to be communicated effectively. You need to create four kinds of communication aids.

1. Panels: - This is meant for quick viewing and must convey the most essential design ideas of your project in a bold and striking manner.
2. Prints: If the output was intended for print media.
3. Film or animation: If the output was intended for electronic media.
4. Website or App: If the output was intended for Digital interactive media.
5. Physical model(s), walk through, working models if applicable.
6. Project report (A-4 hard bound copy): This is a detailed documentation of all the three components, i.e., pre-design research, design development and resolution, and post-design.
7. Soft copy: This must contain your panels, your project report, films, web or mobile application.

Reference Books:

Books appropriate for the selected project.

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-7P02	LTP: 1-2-2	B.DES Communication Design
Learning Design		Version: 2023

Sure, here is a lesson plan for an undergraduate communication design course in Instructional Design.

Course Objectives

- Understand the principles of instructional design
- Apply instructional design principles to create effective learning experiences
- Communicate effectively with a variety of stakeholders
- Use design software to create effective learning experiences

Course Outcomes

- Upon completion of this course, students will be able to:
    - Define instructional design and explain its importance
    - Identify the different elements of instructional design
    - Use the principles of instructional design to create effective learning experiences
    - Communicate effectively with a variety of stakeholders
    - Use design software to create effective learning experiences

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define instructional design and explain its importance	PO1, PO2

CO2	Identify the different elements of instructional design	PO2, PO3
CO3	Use the principles of instructional design to create effective learning experiences	PO3, PO7, PO8, PO9
CO4	Communicate effectively with a variety of stakeholders	PO5, PO10,PO11,PO12
CO5	Use design software to create effective learning experiences	PO3, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**M**	**M**	**H**	**L**	**L**	**M**	**L**	**L**	**H**	**L**	**H**
CO2	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO3	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO4	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO5	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**

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- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	
CO5	H	H	L	H	M		M			H									

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

Unit 1: Introduction to Instructional Design

- What is instructional design?
- The importance of instructional design
- The elements of instructional design
- The principles of instructional design

Unit 2: Creating Effective Learning Experiences

- How to create effective learning experiences for a variety of learners
- Using design software to create effective learning experiences

Unit 3: Case Studies

- St[illegible]ving the work of professional instructional d[illegible]signers
- Analyzing the effectiveness of different instructional design strategies

References

- Instructional Design: A Systematic Approach by Merrill, ID. (Pearson Education, 2013)

- Designing Instruction for Technology-Enhanced Learning by Dick, Walter, Carey, Lou, and Carey, James O. (Pearson Education, 2012)
- The e-Learning Handbook: A Comprehensive Guide for Developing Effective, Engaging E-Learning by Rosenberg, Marc J. (McGraw-Hill Education, 2005)

Please note that this is just a sample lesson plan. The specific content and activities of the course may vary depending on the instructor and the needs of the students.

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-7P03	LTP: 1-1-2	B.DES Communication Design
Portfolio & Presentation		Version: 2023

Objective:

To produce a comprehensive portfolio presenting the acquired skills and capabilities of the student in various modules aligned to skills and techniques that the industry requires.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Showcase comprehensively an individual interest, originality, style and philosophy of communication design	PO1, PO2, PO3, PO5, PO8, PO9, PO10
CO2	Showcase professional and technical capabilities.	PO1, PO2, PO3, PO4, PO5, PO8, PO9
CO3	Synthesize effective, aesthetic, detailed & innovative design portfolio	PO2, PO3, PO5, PO9, PO10
CO4	Demonstrate work discipline and professional competence at a workplace.	PO1, PO4, PO5, PO6, PO8, PO11

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	H	H	M	H	L	L	H	H	H	L	L
CO2	H	H	H	H	H	M	M	H	H	M	L	L
CO3	M	H	H	L	H	L	L	L	H	H	M	L
CO4	H	M	M	H	H	H	L	H	L	L	H	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	

Scheme:

This course is comprised of about 30 hours of Semester Work (either as Modules or 2 hours per week).

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Course Contents:

Module 1: Introduction to portfolio development

Module 2: The development of comprehensive personal presentation techniques, including CV, letter of introduction, interview techniques and portfolio presentation

Module 3: Presentation techniques

Module 4: Development of an individual style

Module 5: Introduction to e- portfolio & virtual portfolio

Pedagogy:

The course is structured around a series of core modules through a combination of lectures and tutorials, with most of the contact hours taking place in small groups of students. Portfolio presentation will be assessed using a variety of methods – individual studio critique, group pinup/jury presentation, verbal feedback, written feedback, and drawing markups.

Reference Books:

- Silber Lee, 2001, Self-Promotion for the Creative Person: Get the Word Out About Who You are and What You Do, Three Rivers Press
- Creating a Successful Portfolio, Prentice Hall

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-7P04	LTP: 1-2-0	B.DES Communication Design
Thesis Report (research)		Version: 2023

Objective:

To develop comprehensive writing abilities for demonstration of research and base work studies done in Thesis project. The report will highlight all the research work done on identifiable domain and demonstrate the research as application for the final design project.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Encompassing the learning and understanding of the four years of the course with respect to all aspects of Design in thesis report.	PO1, PO2
CO2	Developing integration, synthesis and application of research in Design	PO2, PO8

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**H**	**M**									
CO2		**H**	**M**	**H**			**M**	**H**		**M**		

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		

Scheme:

This course comprises of 30 hours including 10 hours lecture and 20 hours of theory.

Course Contents:

Module 1: Abstract

A concise summary of your thesis, highlighting its objectives, methodology, key findings, and conclusions.

Module 2: Introduction

- Background information on the topic and its significance.
- Research problem or question addressed by your thesis.
- Objectives and scope of your study.
- Overview of the structure of your thesis.

Module 3: Literature Review

- Summary and critical analysis of relevant literature and previous research.
- Identification of gaps or limitations in existing knowledge.
- Explanation of how your research contributes to the existing body of knowledge.

Module 4: Methodology

- Description of the research design and methodology employed.
- Explanation of data collection methods and sources.
- Details of any experiments, surveys, interviews, or case studies conducted.
- Ethical considerations and measures taken to ensure validity and reliability.

Module 5: Results

- Presentation of your findings, organized logically.
- Use of tables, graphs, or charts to illustrate data.
- Objective interpretation of the results without speculation or personal bias.

Module 6: Discussion

- Analysis and interpretation of the results in relation to the research question or hypothesis.
- Comparison with existing literature and theories.
- Addressing any unexpected or contradictory findings.
- Discussion of the implications and significance of the results.

Module 7: Conclusion

- Summary of the main findings and their implications.
- Evaluation of the research objectives and the extent to which they were achieved.
- Recommendations for future research or practical applications.
- Reflection on the limitations and potential areas of improvement.

Module 8: References

List of all sources cited in your thesis using an appropriate citation style (e.g., APA, MLA).

Module 9: Appendices

Supplementary materials such as raw data, survey questionnaires, or interview transcripts.

Pedagogy:

The course is structured around one on one discussion to check progress of individual student on thesis report.

Reference Books:

- Neuferts Architect's Data; Ernst and Peter Neuferts, 4th Edition
- Time-Saver Standards for Interior Design and Space Planning, by Joseph De Chiara, Julius Panero, and Martin Zelnik

Sushant University	SCHOOL OF DESIGN Syllabus	
23BDS-8P01	LTP: 0-0-12 weeks	B.DES Communication Design
Internship		Version: 2023

Objective:

- To understand and become familiar with prevalent commercial and industrial practices and standards.
- Opportunity to understand professionalism and adapt to the pace and pressures in a professional environment.
- Develop professional presentation abilities.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Explain different techniques of communication and persuasion to plan and devise effective professional communication (proposals, reports, portfolios, etc.) and presentations.	PO5, PO6, PO7
CO2	Report with working knowledge of a professional environment and practices in the industry.	PO1, PO3, PO4, PO5,
CO3	Demonstrate work discipline and professional competence at a workplace.	PO5, PO8, PO9, PO12
CO4	Create persuasive professional and business communication and presentations.	PO6, PO9, PO10, PO11, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

CO1	H	M	H	H	H	H	H	M	H	H	H	L
CO2	H	M	H	H	H	H	L	H	H	M	H	H
CO3	H	H	M	H	H	M	L	H	H	M	M	H
CO4	M	M	H	H	H	H	L	M	H	H	H	H

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	

Scheme:

This Internship is comprised of minimum 12 weeks of work (with stipend as per industry standards) in any design-related firm/office/retail/MNC/manufacturer.

Course Contents:

- Work as given by the industry mentors
- Inputs by Faculty Mentor on how to compile final presentation and final internship report

Final Report & Deliverables:

The student is required to submit the following documents at the end of his/her Internship Period

Part 1: Internship Report should contain the following information:

Internship experience:

- History and profile of the interning organization.

- The organizational structure and roles.
- Reflection on your experience and how it could be improved.

All the text should be supported by relevant and good quality images. The report should contain information and explanation about the projects handled by you during the internship period.

Part 2: Presentation

After internship, the student is required to make a presentation of his/her work and industry experience to peers and faculty. The presentation should be concise and to the point and should include text supported by visuals with proper citations.

Part 3: Industry Feedback

Industry feedback will also be considered for final evaluation. The evaluation form is filled in by the industry mentor and submitted to the faculty in-charge of Internship and HoD.

The report must be submitted in the digital format (Uploaded to specified drive location). The students are also required to submit the hard copy of the Internship Evaluation form duly completed and signed by the industry mentor. This is to be submitted by the Industry Mentor to the Faculty in-charge & Program Director/HoD. The final presentation of the Internship experience shall be prepared and made to the Jury Panel.

Bachelor of

Design Course

Structure Product

Design 2023-2027

As approved by BOS held on 19th May 2023

SEMESTER-I (Common Foundation Programme)

Course CODE	COURSE TITLE	Employability /Skill Development/ Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-1P05	Materials & Exploration I	Skill Development/ Employability	Human Values, Professional Ethics, Environnemental & Sustainability	Introduction to sustainable materials and practices; discussion on ethical sourcing and environmental impact.
	History of Art & Design I	Skill Development	Gender, Professional Ethics	Explore contributions of underrepresented genders in art history; ethical reflection on cultural appropriation.
23BCF-1P02	Storytelling & Creative Writing	Skill Development/ Entrepreneurship	Gender Sensitization, Professional Ethics,Human Values	Writing prompts around gender roles, ethical dilemmas, and stories that promote empathy and human values.
23BCF-1P03	Visualization & Representation	Employability/ Skill Development/ Entrepreneurship	Professional Ethics	Projects focused on ethical design narratives and socially responsible visual messaging.
23BCF-1P04	Contextual Studies I	Employability/ skill Development/ Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability	Case studies on sustainability in design, human-centered design ethics, and values-based critique sessions.
23BCF-1P01	Expression Color & Light	Skill Development	Environmental & Sustainability	Exploration of eco-friendly pigments and light sources; discussions on energy efficiency in design.
21ENG11	English Communication/Modern Indian Language	Skill Development		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER-II (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development /Entrepreneurship	*Alignment with cross cutting issues*	*Activities undertaken*
23BCF -2P01	Film, Media and Culture	Employability /Skill Development / Entrepreneurship	*Human Values, Gender*	Critical analysis of gender roles and media ethics; study of cultural narratives promoting human values and inclusivity.
23BCF -2P03	Image Making & Representation*	Employability /Skill Development / Entrepreneurship	*Sustainability*	Visual exercises focused on ethical representation, inclusive imagery, and sustainability messaging through visuals.
23BCF -2P04	Contextual Studies II	Employability /Skill Development / Entrepreneurship	*Environmental & Sustainability*	Exploration of design in context of social responsibility, ethics, and environmental awareness through readings and discussions.
23BCF -2P05	Materials & Exploration II	Employability /Skill Development	*Environmental & Sustainability*	Investigation of sustainable materials, life cycle of products, and ethical sourcing through hands-on projects.
23BCF -2P06	History of Art & Design II*	Skill Development	*Human Values, Gender*	Study of historical art/design through the lens of gender inclusion, cultural ethics, and value-driven evolution.
23BCF -2P02	User Study & Experience	Employability /Skill Development / Entrepreneurship	*Professional Ethics*	User-centered design research with ethical guidelines, accessibility considerations, and value-based problem-solving.
EVS21 11	Environmental Science*	Skill Development	*Professional Ethics*	Study of environmental systems, human impact, sustainability strategies, and ethical responsibility toward the planet.

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER III (Domain Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrep reneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-3P04	Craft and Textile Heritage	Employability/ Skill Development/ Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability,	Study of traditional, eco-conscious crafts and artisan communities; discussions on cultural ethics and gender roles in craft traditions.
23BCF-3P03	Brand Identity Design	Employability/ Skill Development/ Entrepreneurship	Professional Ethics	Creation of value-driven brand narratives that emphasize ethics, inclusivity, and sustainability in brand positioning.
23BCF-3P02	Design Analysis and Applications I	Employability/ Skill Development/ Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability,	Analytical case studies of ethical and sustainable design practices across industries; critique sessions focusing on gender-sensitive design.
23BCF-3P01	Digital Design & Presentation I	Employability/ Skill Development/	Professional Ethics	Development of digital presentations incorporating themes of professional ethics and environmentally conscious design strategies.
23DEL 3P04, 23DEL 3P05, 23DEL-3P06	Discipline Specific Elective II	Employability/ Skill Development/ Entrepreneurship		
	Foreign Language/M	Skill Development		
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I	Employability/ Skill Development/ Entrepreneurship		
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/ Entrepreneurship		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER IV (Domain Foundation Programme)

Note: (* represents the subjects common among all B.Des programmes)

Course Code	*Course Title*	*Employability/Skill Development/Entrepreneurship*	*Alignment with cross cutting issues*	*Activities undertaken*
23BCF-4P04	*Packaging Design*	*Employability/ Skill Development/ Entrepreneurship*	*Professional Ethics, Environnemental & Sustainability,*	*Projects using recyclable/biodegradable materials; branding with an ethical and sustainable outlook.*
23BCF-4P05	*Theatre Art Costumes*	*Employability/ Skill Development/ Entrepreneurship*	*Gender, Professional Ethics. Human Values*	*Research on gender expression through costume design and use of sustainable textiles for stage production.*
23DEL-4P01 23DEL-4P02 23DEL-4P03	*Discipline Specific Elective III*	*Employability/ Skill Development/ Entrepreneurship*		
23BCF-4P02	*Design Analysis and Applications II*	*Employability/ Skill Development/ Entrepreneurship*	*Professional Ethics, Environnemental & Sustainability,Human Values*	*Advanced case studies focusing on inclusive, ethical, and eco-conscious design solutions.*
23BCF-4P03	*Spatial & Furniture Analysis*	*Employability/ Skill Development/ Entrepreneurship*	*Professional Ethics, Environnemental & Sustainability*	*Exploration of sustainable materials and ergonomics; emphasis on human-centered, ethical spatial solutions.*
23BCF-4P01	*Digital Design & Presentation II*	*Employability/ Skill Development*	*Professional Ethic*	*Creation of digital assets that promote awareness of environmental issues and ethical design narratives.*
TDCC	*Trans Disciplinary Certificate Course*	*Employability/ Skill Development/ Entrepreneurship*		

SEMESTER V (Product Design)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	*Alignment with cross cutting Issues*	*Activities undertaken*
23BPD-5P01	PD Studio I : Lifestyle Product Design	Employability/Skill Development/Entrepr eneurship	*Environnemental & Sustainability*	Designing lifestyle products with a focus on sustainability, user well-being, and ethical material use.
23BPD-5P02	Computer Application: CAD design	Employability/Skill Development	*Environnemental & Sustainability*	Creating precise, environmentally aware design simulations; ethical considerations in digital product development.
23BPD-5P03	Biomimicry	Employability/Skill Development/Entrepr eneurship	*Professional Ethics*	Study and application of nature-inspired sustainable design solutions; discussions on ecological ethics.
23BPD-5P04	Applied Ergonomics	Employability/Skill Development	*Human Values*	Designing for inclusive user needs, accessibility, and human-centric ethics in comfort and safety.
23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV*	Employability/Skill Development/Entrepr eneurship		
23BPD-5P06	Tangible Interface Design	Employability/Skill Development	*Human Values*	User testing and design based on ethical UX principles, accessibility, and human-centered interaction.
23BDS-5P06	Internship Evaluation*	-		

TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepr eneurship		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VI (Product Design)

Course Code	Course Title	Employability/ Skill Development/Entrepreneurship	*Alignment with cross cutting Issues*	*Activities undertaken*
23BPD-6P01	PD studio II: Futuristic Design	Employability/Skill Development/Entr epreneurship	*Environnemental & Sustainability*	Speculative design projects addressing future ethical challenges, sustainability concerns, and inclusive innovation.
23BPD-6P02	User Interface/Experience design	Employability/Skill Development/Entr epreneurship	*Human Values*	Designing accessible, inclusive interfaces with emphasis on ethical UX practices and human-centered values.
23BDS-6P03	Certification Course*	Employability/Skill Development/Entrepreneurship		
23BPD-6P04	System Design	Employability/Skill Development/Entr epreneurship	*Professional Ethics*	Holistic systems thinking with sustainable frameworks, value-driven design logic, and socially responsible innovation.
23DEL-6P01 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V*	Employability/Skill Development/Entr epreneurship		
23BDS-6P05	Practice Management	Employability/Skill Development	*Professional Ethic,Gender*	Study of professional codes of conduct, ethical business practices, gender equity in the workplace, and sustainable studio operations.

Note: (* represents the subjects common among all B.Des programmes

SEMESTER VII (Product Design)

Course Code	Course Title	Employability/ Skill Development/Entrepreneurship	*Alignment with cross cutting Issues*	*Activities undertaken*
23BPD-7P01	Thesis - Digital Product Design	Employability/Skill Development/Entrepreneurship	*Environnemental & Sustainability*	Final design project focused on ethical digital innovation, inclusive UX, and sustainable tech practices.
23BPD-7P02	Product Styling	Employability/Skill Development	*Environnemental & Sustainability*	Styling for diverse audiences with sensitivity to gender, culture, and ethical material use.
23BPD-7P03	Portfolio & Presentation	Employability/Skill Development	*Professional Ethics*	Curation of a personal portfolio reflecting sustainability values, ethical thinking, and inclusive design approaches.
23BPD-7P04	Thesis report	Skill Development	*Professional Ethics*	Written reflection emphasizing human-centered, ethical, and environmentally responsible design methodology.
TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VIII (Product Design)

Course Code	**Course Title**	**Employability/Skill Development/Entrepreneurship**	***Alignment with cross cutting Issues***	***Activities undertaken***
23BDS-8P01	Internship (12 weeks) *	Employability/Skill Development		

Note: (* represents the subjects common among all B.Des

Programme Handbook

School of Design

Sushant University

(*Applicable to students admitted in the academic year 2023- 2024)

Programme Handbook - Bachelor of Design - Product Design (B.Des PD)

(*Applicable to students admitted in the academic year 2023- 2024)

PRELIMINARY DEFINITIONS AND NOMENCLATURE

In this document, unless the context otherwise requires:

1. "**Programme**" means Degree Programme, that is Bachelor of Design, Degree Programme (B.Des)
2. "**Discipline**" means specialization or branch of Bachelor of Design, Degree Programme (B.Des), like Product Design, Interior Architecture , etc.
3. "**Course**" means a theory or practical subject that is normally studied in a semester, like Principles of design.
4. **"Director, Academic Affairs"** means the authority of the University who is responsible for all academic activities of the Academic Programmes for implementation of relevant rules of this Regulations pertaining to the Academic Programmes.
5. **"Dean/Director"** means head of the School conc/erned.
6. **"PD"** means Programme Director of the respective programme of the School concerned.
7. **"Controller of Examinations (COE)"** means the authority of the University who is responsible for all activities of the University Examinations.
8. **"SU/ University"** means Sushant University (Erstwhile Ansal University)
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 eight semester B.Des Degree Programme: Should have passed (with 50% marks) the Higher Secondary Examinations of (10+2) Curriculum (Academic Stream) prescribed by the State/Central Examination Boards or any examination of any other recognized body.

1.2. Lateral entry admission

The candidates who possess the Diploma in Design awarded by the State Board of Technical Education, or its equivalent are eligible to apply for Lateral entry admission to the third semester of B.Des.

1.3. Migration/Transfer of candidates pursuing B.Des from another University approved by UGC shall be granted as per the approval of the School level lateral admissions and Migration Committee (LAMC) in the appropriate semester as per credit mapping with appropriate remedial courses undertaken.

1.4. All Migration/Transfers are subject to the approval of the Vice Chancellor of SU.

2. STRUCTURE OF PROGRAMME

2.1. Credits requirement

Minimum credit requirement is 200 credits for a student to be eligible to get an Undergraduate Degree in Design (any specialisation among ID, IA, PD, CD, FT, UX).

2.2. Categorization of Courses

B.Des Programme will have a curriculum with syllabi consisting of theory and practical courses that shall be categorized as follows:

Sl.	Category	Suggested breakup of Credits (Total 200)
1	**Core Courses**	126

2	**Discipline Specific Electives (DSE)**	30
3	**Generic Electives I (GE I)**	6
4	**Generic Electives II (GE II)**	4
5	**Dissertation/Internship**	25
6	**Skill Enhancement Course (SEC)**	3
7	**Ability Enhancement Course (AEC)**	4
8	**Service Learning/Community Service Based Course**	2
	Total	**200**

2.3.1 Induction Programme

An induction programme with two weeks duration will be conducted before the commencement of I semester class as per the school curriculum or preference. The following physical activities shall be completed during the induction programme-.

I. Physical fitness and Health

- Physical fitness Activities
- Sports/Games Related

II. Culture

- Learning an art form
- Heritage
- Intangible Cultural Heritage

III. Literature & Media

- Literature, Cinema and Media
- Group reading of classics

IV. Social Service

- Social Awareness
- Social Service

V. Self-Development

- Spiritual, Mindfulness & Meditation
- Religion and 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/Capstone Courses

A bridge/capstone program with minimum two weeks duration will be conducted before the commencement of 1st semester class as per the school curriculum keeping in mind the background of majority of the inducted students. The courses offered under the Capstone Programme would be pertaining to basic skills, extra courses to understand existing skill-set in the current batch of students and also build a conversational bridge between the faculty team and new students. This is also seen as an excellent opportunity to encourage comradeship among the students who come from different education backgrounds, cities and work ethics. Some of the courses can be offered in tandem with selected immediate seniors or second year students who then become informal mentors to the new batch.

Following is a list of suggested subjects indicative of -.

I. Learning From Art

1. Art appreciation`
2. World around us (in art)

II. Representation skills

1. How Design is communicated

2. Understanding digital representation
3. Tools and techniques of expressing ideas
4. Mood boards and other presentation methods

III. Personal Development

1. Time management and School culture at SoD
2. Developing an attitude for Design
3. Physical fitness

IV. Design Aptitude

1. Critical Thinking and making
2. Social issues and the designer's role
3. Universal Human Values

2.5. Number of courses per Semester

Each semester curriculum shall normally have a blend of core courses not exceeding 22 credits and Employability Enhancement Course(s) not exceeding 5 credits. Each Employability Enhancement (EE) Courses may have credits assigned as per curriculum. Throughout the course of the four years, the programme will have at least one professional internship not less than 25 credits as a continuous in eighth semester.

2.6. Credit Assignment

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 are required to undergo Industrial training for a period (15 Weeks) as specified in the Curriculum during eighth semester. The semester-long internship has to be undertaken continuously as per the requirements of the programme. Other summer or winter internships may be encouraged to keep students connected to the industry standards; however, they may not be compulsory.

2.7.2. The students may undergo Internship at Research organization / University/Industry (after due approval from the Dean/Director) for the period prescribed in the curriculum during eighth semester, in lieu of Industrial training. The students shall be permitted to carry out their internship during the eighth Semester. The report of which under the industry as well as faculty mentor to be submitted and presented at the end of eighth Semester.

2.8. Industrial Visit

Every student is required to go for at least one Industrial Visit every semester starting from the first semester of the Programme. The Deans/Directors shall ensure that necessary arrangements are made in this regard. Industrial visits may be undertaken in groups with other disciplines, under the guidance of a faculty mentor or individually as per the requirements of the curriculum and the content of a particular subject.

2.9. Massive Open Online Courses

Students may be permitted to credit one online course under Massive Open Online Course (which are provided with a certificate) subject to a maximum of two credits. The approved list of online courses will be provided by the concerned department from portals like Swayam, NPTEL, edX, Udemy before the commencement of every semester. The credit attained through MOOC course has to be transferred to the marksheet of their respective semester and will be a compulsory course to meet the programme requirements. In a scenario, where the complete assessment is not done

by the MOOC platform the school may conduct its own exam for evaluation of the respective course. The details regarding online courses taken up by students should be sent to the Controller of Examinations one 8month before the commencement of End Semester Examination.

2.10. Medium of Instruction

The medium of instruction is English for all courses, examinations, seminar presentations and project / thesis / dissertation reports.

3. ATTENDANCE REQUIREMENTS FOR COMPLETION OF THE SEMESTER

3.1. A student who has fulfilled the following conditions shall be deemed to have satisfied the requirements for completion of a semester.

Every student is expected to attend all classes of all the courses and secure 100% attendance. However, in order to make provision for certain unavoidable reasons such as Medical / participation in sports, the student is expected to attend at least 75% of the classes.

Therefore, **he/she shall secure not less than 75%** (after rounding off to the nearest integer) of overall attendance.

3.2. However, a student who secures attendance between 65% and 74% in the current semester due to medical reasons (prolonged hospitalization / accident / specific illness) / participation in sports events may be permitted to appear for the current semester examinations subject to the condition that the student shall submit the medical certificate/ sports participation certificate attested by the Dean/Director. The same, after approval of the VC shall be forwarded to the Controller of Examinations for record purposes.

3.3. Except special circumstances as mentioned in clause 3.2, students who secure less than 75% attendance in all the courses of the semester and students who do not satisfy the other requirements as specified by their respective programme shall not be permitted to write the University examination at the end of the semester. They are required to repeat the incomplete semester in the summer exams, as per the norms prescribed and duly notified by the Controller of Examinations.

4. FACULTY MENTOR

To help the students in planning their courses of study and for general advice on the academic programme, the Dean/Director of the Department will attach a certain number of students to a teacher of the Department who shall function as Faculty mentor for those students throughout their period of study. The Faculty Mentor shall advise the students in registering and reappearing of courses, authorize the process, monitor their attendance and progress and counsel them periodically. If necessary, the Faculty Mentor may also discuss with or inform the parents about the progress / performance of the students concerned or address their concerns if any.

The responsibilities for the faculty mentor shall be:

- To act as the channel of communication between the Dean/Director and the students of the respective group.
- To collect and maintain various statistical details of students.
- To inform the students about the various facilities and activities available to enhance the student's curricular and co-curricular activities.
- To guide student enrolment and registration of the courses.
- To authorize the final registration of the courses at the beginning of each semester.
- To monitor the academic and general performance of the students including attendance and to counsel them accordingly.

5. PROGRAMME COMMITTEE

5.1. Every Programme shall have a Programme Committee consisting of teachers of the programme concerned, student representatives and chaired by the Dean/Director. It is like a 'Quality Circle' (more commonly used in industries) with the overall goal of improving the teaching-learning process. The functions of the Programme committee include-

- Solving problems experienced by students in the classroom and in the laboratories.
- Informing the student representatives, the academic schedule including the dates of assessments and the syllabus coverage for each assessment.
- Informing the student representatives, the details of regulations

regarding weightage used for each assessment. In the case of practical courses (laboratory/ project work / seminar etc.) the breakup of marks for each exercise / module of work, should be clearly discussed in the Programme committee meeting and informed to the students.

- Analysing the performance of the students of the respective Programme after each test and devising the ways and means of solving problems, if any.
- Identifying the weak students, if any, and requesting the teachers concerned to provide some additional help or guidance or coaching to such weak students.

5.2. The Programme committee shall be constituted within the first week of each semester by the Dean/Director.

5.3. At least 4 student representatives (usually 2 boys and 2 girls) shall be included in the Programme committee depending upon the strength of the programme. In case any of the designated student representatives are unavailable for the meeting due to unavoidable reasons, they may depute any of their classmates to represent them.

5.4. The Chairperson of the programme committee (Programme Director) shall invite the faculty mentor(s) to the programme committee meetings. In case any faculty member is unable to attend, they may have access to the recording and minutes of the proceedings and their issues may be addressed in absentia.

5.5. The Programme Director is required to prepare the minutes of every meeting, submit the same to the Dean/Director within two days of the meeting and arrange to circulate it among the students and faculty members concerned.

5.6. The first meeting of the Programme committee shall be held within two weeks from the date of commencement of the semester, in order to inform the students about the nature and weightage of assessments within the framework of the regulations. Two or three subsequent meetings shall be held in a semester at suitable intervals. The Programme Committee shall put on the Notice Board the cumulative attendance particulars of each student at the end of every such meeting to enable the students to know their attendance details. During these meetings the student members representing the respective class, shall meaningfully interact and express the opinions and suggestions of the other students of the class in order to improve the effectiveness of the teaching-learning process.

5.7 The recorded minutes of the meeting shall be made available to all members of the committee and the students in the class.

6. COURSE COMMITTEE FOR COMMON COURSES

Each common theory course offered to more than one discipline or group, shall have a "Course Committee" comprising all the teachers teaching the common course with one of them nominated as Course Coordinator. The nomination of the Course Coordinator shall be made by the Dean/ Director depending upon whether all the teachers teaching the common course belong to a single department or to several departments. The 'Course committee' shall meet in order to arrive at a common scheme of evaluation for the test and shall ensure a uniform evaluation of the tests. Wherever feasible, the course committee may also prepare a common question paper for the internal assessment test(s).

7. EXAMINATION SYSTEM

7.1. The academic performance of students is adjudged by the aggregate of continuous mid Semester Evaluation (MSE) and the End Semester Examination (ESE).

7.2. Each course, both theory and practical (including project work & viva voce Examinations) shall be evaluated for a maximum of 100 marks.

- The weightage of End Semester Jury (ESE) to Mid Semester Evaluation (MSE) of all courses except TDL/Soft-Skills courses is 60% to 40%.
- The weightage of End Semester Jury (ESE) to Mid Semester Evaluation (MSE) of TDL/TDC and Soft-Skills courses is 40% to 60%.

7.3. Industrial training shall be part of the course concerned.

7.4. The University examination (theory and practical) of 2 hours duration shall ordinarily be conducted twice in December and May for Odd and Even semester respectively.

End Semester Examination question paper pattern is given below:

A question paper for theory examinations of a course unit of any programme will be of 2 hours' duration with maximum marks 60/50 (weightage 60%) and will have three parts; Part A, Part-B and Part-C. (The duration of practical examinations will be as required and the value addition courses will have different format).

Part-A: 28 Marks (students are advised to devote approximately 50 minutes to 60 minutes out of total 2 hours on this part)

In this section, a student is required to answer 4 out of 5 given questions. Each question will be of 7 marks. These questions may include short numerical problems or theory questions to assess students' understanding of concepts and frameworks.

If needed in this part, a question might be designed to have maximum two sub- parts

(a) and (b) with weightage of 3 and 4 or 4 and 3 marks respectively to enable testing on more concepts and frameworks.

Part-B: 20 Marks (students are advised to devote approximately 30 minutes to 40 minutes out of total 2 hours on this part)

In this part, a student is required to answer any 2 out of 3 given questions. Each question will have a weightage of 10 marks and may include long theory questions or numerical problems requiring students to apply the concepts to a given situation or in a given context and analyse a situation.

If a faculty feels that a question in this section needs to have sub-parts, there may be maximum two sub- parts provided that sub-part (a) involves understanding of a concept through a numerical or a theory question and sub- part (b) is application/ analysis of the concept used in sub-part (a).

Part-C: 12 Marks (students are advised to devote approximately 20 to 30 minutes out of total 2 hours on this part)

This part will be compulsory without any choice and will have a weightage of 12 marks. This may be a case study, a hypothetical problem or a situation seeking a possible solution(s), students' response to a situation based on general awareness of the broad discipline of study etc. The objective is not only to judge the skills of students to apply the concept to a particular situation or context but also to assess his/her analytical ability and how a student make realistic assumptions and can ascribe meaning to data (given in the question paper or to be assumed). The students will also be tested on integrative and evaluative skills by making them apply more than one concept together in a given situation or the context.

End Semester jury is given below:

A jury for studio and practical for examinations of a course unit of any programme will be of 1 hours' duration with maximum marks 60 (weightage 60%). (The duration of practical examinations will be as required and the value addition courses will have different format).

7.5. The University examination for project work/dissertation shall consist of evaluation of the final report submitted by the student or students of the project group (of not exceeding X students) by an external examiner and an internal examiner, followed by a viva-voce examination conducted separately for each

student by a committee consisting of the external examiner, the supervisor of the project group and an internal examiner.

7.6. For the University examination in both theory and practical courses including project work/Dissertation the internal and external examiners shall be appointed by the Dean/Director in consultation with the Controller of Examinations.

8. PROCEDURE FOR AWARDING MARKS FOR INTERNAL ASSESSMENT

8.1. Internal Assessment

For all theory and practical courses, the distribution of marks for various **components for the Internal Assessment** is shown below in the table:

8.1.1 For a course of 100 marks containing only Theory Component

Mid Semester Examination	Quiz(s)/ Presentation (s)	Assignment(s)	Attendance	Total
15	15	5	5	40

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)	Attendance	Total
15	10	10	5	40

8.1.3. For a course of 100 marks containing both theory and Lab Component:

MID SEMESTER EVALUATION (40) – Theory (25 Marks) + Lab (15 Marks)

Theory (25)			
Mid Semester Examination	Quiz(s)/ Presentation (s)/Assignment	Attendance	**Total**
10	10	5	**25**
Lab (15)			
Mid Semester Examination	Lab/ practical performed & Lab report	**Total**	
As 10	5	**15**	

END SEMESTER EXAMINATION (60)	
Theory (35)	Lab (25)

8.2. TDCC Courses

For Inter disciplinary/trans disciplinary certificate courses the External Assessment Marks will be 40 and Internal Assessment will be 60.

8.3. Internship/Project Work

8.3.1. Here the Internal Assessment based on project prepared and submitted will be 40 and the External Assessment based on Viva-voce/presentation will 60.

8.3.2. If a student fails to submit the project report on or before the specified deadline, he/ she is deemed to have failed in the Project Work and shall re-register for the same in a subsequent semester.

8.4. Seminar Papers – Not Applicable

The seminar / Case study is to be considered as purely INTERNAL (with 100%

internal marks only). Every student is expected to present a minimum of 2 seminars per semester before the evaluation committee and for each seminar, marks can be equally apportioned. The three-member committee appointed by the Dean

/Director

will evaluate the seminar and at the end of the semester the marks can be

consolidated and taken as the final mark. The evaluation shall be based on the

seminar paper (40%), presentation (40%) and response to the questions asked during presentation (20%).

8.5. Attendance and Assessment Record

Every teacher is required to upload on ERP the 'ATTENDANCE AND ASSESSMENT RECORD' which consists of attendance marked in each lecture or practical or project work class, the test marks and the record of class work (topic covered), separately for each course. The teacher is also expected to safely keep excel of the attendance and the assessments. The University or any inspection team appointed by the University may verify the records of attendance and assessment of both current and previous semesters.

9. EXAM REGULATIONS

9.1. Requirements for appearing for End Semester Examinations- A student shall normally be permitted to appear for the End Semester Examinations for all the courses registered in the current semester (vide clause 9.10) if he/she has satisfied the semester completion requirements.

9.2. The students will be graded under absolute 10-point **Grading Scheme** as given below:

Grade	Range	Grade Point Attached
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 B.Des academic programme:

- A student should earn minimum "D" grade in all courses separately. However, he/she can improve his/her grade ("D" grade onwards) by re-appearing.
- To pass a course, student must obtain 40% marks in the aggregate of Mid Semester Evaluation (MSE) & End Semester Examination (ESE). In order to pass a particular course, student must appear in the Final examination irrespective of the marks obtained in the Mid Semester Evaluation.
- For successful completion of a programme, the student should secure a minimum Cumulative Grade Point Average (CGPA) of 4.0 at the end of final year of the Programme.

9.4. Promotion to Next Year

The promotion rules are applicable only for under-graduate programs across the university.

The promotion rules for B.Des are as under:

1. The students will not be debarred from going to the 2nd year, irrespective of their result of the 1st year.
2. They will be promoted to 3rd year only if at least 60% of the courses prescribed in the 1st year (excluding TDL & Soft Skills) are clear.
3. Similarly, the conditions for promotion to 4th year will be clearing a minimum of 60% courses in 2nd year.
4. Finally, the students will become eligible to earn the degree only if they fulfil the passing criterion.

9.5. Exam Duration

All End Semester Examinations (ESE) would be of two hours duration unless specified otherwise.

9.6. Re-Appearing

There is a provision for re-appearing in the examination (without attending the course-work again) for a course. Re-appearing in examination will be in following cases:

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.

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 act of unfair means and such cases will be forwarded to Unfair Means Committee.

9.10. Duration of the Programme

The minimum period required for completion of a programme shall be as specified in the Scheme of Teaching and Examination and Syllabi for a programme approved by the Academic Council on the recommendations of the Board of Studies.

The maximum number of years within which a student must pass the credit requirements for award of a degree is as follows:

i. For 3/4 years Programs = n+2 years

The maximum permissible period includes academic break, if availed by the student.

9.11. Grade sheet

After results are declared, Grade Sheets will be issued to each student which will contain the following details:

- The list of courses registered during the semester and the grade scored.
- The Grade Point Average (GPA) for the semester.

  The Cumulative Grade Point Average (CGPA) of all courses enrolled from first semester onwards would be shown on the final semester grade sheet.

The Semester performance of a student is indicated as "Semester Grade Point Average (SGPA)". The SGPA is weighted average of Grade Points of all letter grades awarded to a student for all the Courses in the semester. The formula for Computing SGPA is given below:

$$\text{S GPA} = \frac{\text{Grade points secured in the Semester}}{\text{Associated Credits in the Semester}}$$

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=

Cumulative Grade points secured in all the previous Semester(s) including the Current Semester

---

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 Bachelor of Design, Degree Programme (B.Des) Degree provided that the student 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.

EXTRA/ CO-CURRICULAR ACTIVITIES OF THE SCHOOL

The School may have activities like Physical Activities (Sports), Cultural, literature and Media, Social Service Scheme (NSS), Self-Development such as Yoga and Human

Values, Nature Club, Yoga, etc. focusing on the holistic development of its students.

Clubs At SoD (2021)

- The **Dance Club** at SoD takes immense pride in being able to express their emotions and spirits through the art of choreography. Teamwork and individual performances bring out the best values in the students.
- The **Theatre Club** at SoD carries a dynamism in its existence. It is a platform to highlight the values of the society through a participatory approach.
- The **Photography Club** of SoD aims at encouraging the budding cohorts of photographers to develop an eye for detail. The students showcase their work on social media and exhibitions.
- The **Music Club** at SoD displays a wide range of musical genres such as jazz, rock, pop, grunge, rap etc. that are pursued passionately by the students.
- The **Art Club** of SoD is a platform to actively create marvelous art pieces outside the classroom both for internal events as well as exhibitions.
- The **Literature Club** at SoD is the place for writers to unleash their passion for writing. There is a diversity in the form of expression: poems, prose, research writing and so on.
- The **Sports Club** of SoD aims to achieve excellence in sports. Participation in different sports fosters leadership, teamwork, discipline, and confidence in the students.

13. 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		FOR ALL SCHOOLS
2	Courses with focus towards promoting Entrepreneurship		
3	Courses with focus towards promoting Skill Development		
8	Courses with focus towards promoting Employability, Entrepreneurship & Skill Development		

SEMESTER-I (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development /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							
23BCF-1P05	Materials & Exploration I	Employability/ Skill Development	1	1	2	3	
23BCF-1P06	History of Art & Design I*	Skill	2	1	0	3	
23BCF-1P02	Storytelling & Creative Writing	Skill Development	1	1	0	2	
23BCF-1P03	Visualization & Representation*	Employability/Skill Development /Entrepreneurship	1	2	2	4	
23BCF-1P04	Contextual Studies I	Employability/Skill Development /Entrepreneurship	1	2	2	4	
Skill Enhancement Course (SEC)							
23BCF-1P01	Expression in Color & Light	Skill Development	1	1	0	2	

Ability Enhancement Course (AEC)							
21ENG 11	English Communication/Modern Indian Language*	Skill Development	1	0	2	2	
						20	

SEMESTER-II (Common Foundation Programme)

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							
23BCF -2P01	Film, Media and Culture	Employability /Skill Development/ Entrepreneurship	1	1	0	2	
23BCF -2P03	Image Making & Representation*	Employability /Skill Development/ Entrepreneurship	1	2	2	4	
23BCF -2P04	Contextual Studies II	Employability /Skill Development/ Entrepreneurship	1	2	2	4	
23BCF -2P05	Materials & Exploration II	Employability /Skill	1	1	2	3	

		Development					
23BCF-2P06	History of Art & Design II*	Skill Development	2	1	0	3	
Skill Enhancement Course (SEC)							
23BCF-2P02	User Study & Experience	Employability /Skill Development/ Entrepreneurship	1	0	2	2	
Ability Enhancement Course (AEC)							
EVS2111	Environmental Science*	Skill Development	1	0	2	2	
						20	

SEMESTER III (Domain Foundation Programme)

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							
23BCF-3P04	Craft and Textile Heritage	Employability/Skill Development	1	1	2	3	
23BCF-3P03	Brand Identity Design	Employability/Skill Development	1	1	2	3	
23BCF-	Design Analysis and	Employability/Skill	1	2	2	4	

3P02	Applications I	Development					
23BCF-3P01	Digital Design & Presentation I	Employability/Skill Development	1	2	2	4	
23DEL-3P04, 23DEL-3P05, 23DEL-3P06	Discipline Specific Elective II*	Employability/Skill Development	1	1	0	2	
Skill Enhancement Course (SEC)							
23BDS-3P05	Foreign Language/MOOC /*	Skill Development	1	1	0	2	
Ability Enhancement Course (AEC)							
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I*	Employability/Skill Development	1	1	0	2	
Generic Electives I (GE I)							

TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship	1	0	2	2	
						22	

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER IV (Domain Foundation Programme)

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							
23BCF-4P04	Packaging Design	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BCF-4P05	Theatre Art Costumes	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23DEL-4P01 23DEL-4P02 23DEL-4P03	Discipline Specific Elective III*	Employability/Skill Development/Entrepreneurship	1	1	2	3	

23BCF-4P02	Design Analysis and Applications II	Employability/Skill Development/Entrepreneurship	1	2	2	4	
23BCF-4P03	Spatial & Furniture Analysis	Employability/Skill Development/Entrepreneurship	1	2	2	4	

Skill Enhancement Course (SEC)							
23BCF-4P01	Digital Design & Presentation II	Employability/Skill Development/	1	1	2	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship	1	0	2	2	
						22	

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER V (Product Design)

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							
23BPD-5P01	PD Studio I : Lifestyle Product Design	Employability/Skill Development/Entrepreneurship	1	1	4	4	

23BPD-5P02	Computer Application: CAD design	Employability/Skill Development	1	1	2	3	
23BPD-5P03	Biomimicry	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BPD-5P04	Applied Ergonomics	Employability/Skill Development	1	2	0	3	

23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV*	Employability/Skill Development/Entrepreneurship	1	1	0	2	
23BPD-5P06	Tangible Interface Design	Employability/Skill Development	1	1	2	3	
23BDS-5P06	Internship Evaluation*	-	0	2	0	2	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship	1	0	2	2	
						22	

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VI (Product Design)

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							
23BPD-6P01	PD studio II: Futuristic Design	Employability/Skill Development/Entrepreneurship	1	1	4	4	
23BPD-6P02	User Interface/Experience design	Employability/Skill	1	1	2	3	

		Development/Entrepreneurship					
23BDS-6P03	Certification Course*	Employability/Skill Development/Entrepreneurship	1	1	4	4	
23BPD-6P04	System Design	Employability/Skill Development/Entrepreneurship	1	2	0	3	
23DEL-6P01 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V*	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BDS-6P05	Practice Management	Employability/Skill Development	1	2	0	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship	1	0	2	2	
Total						22	
Claim credits for Scopus/ABDC/UGC/ Patent granted/national level Sport medal/National level championship winner (1st to 3rd) like Hackathon etc						2	

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VII (Product Design)

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							
23BPD-7P01	Thesis - Digital Product Design	Employability/Skill Development/Entrepreneurship	3	4	10	12	
23BPD-7P02	Product Styling	Employability/Skill Development	1	2	2	4	
23BPD-7P03	Portfolio & Presentation	Employability/Skill Development	1	1	2	3	
23BPD-7P04	Thesis report	Skill Development	1	2	0	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship	1	0	2	2	
						24	

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VIII (Product Design)

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							
23BDS-8P01	Internship (12 weeks) *	Employability/Skill Development	0	0	12 weeks	20	
						Total - 20	

Noīe: (* iepíesenīs īhe subjecīs common among all B.Des píogíammes)

APPENDIX A

COURSE DESCRIPTION

Programme Handbook

Bachelor of Design, Product Design [B.Des.]

School of Design

Sushant University

(*Applicable to students admitted in the academic year 2023-2024)

14. COURSE DESCRIPTION

14.1. About the Program- B.Des, Product 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 & Manufacturing Processes, Product Design Projects, Product Detailing and CAD in Contemporary Practice help in gaining knowledge regarding contemporary developments, smart materials, cutting edge technology, state of the art advancements, etc. in the field of Product design to develop an intuitive and innovative approach.

Students are encouraged for higher degree of research, studies, explorations and to develop novel prototypes and products. Courses such as History of the Arts, Materials & Construction and Workshop imbibe a sense of appreciation towards history, culture, tradition, craftsmen, artists and guide the students in developing collaborative approaches 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.

14.2. 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 the 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.

14.3. Program Educational Objectives (PEO's)

1. Visionaries | Actively engage students in leadership in a global environment/ context
2. Research Oriented | Conducting design inquiry through evidence and design research
3. Inquisitive | A culture of inquiry, collaboration, and cross-disciplinary endeavors
4. Human centric | Sensitivity towards human behavior and commitment to the health, safety and welfare of the public
5. Learning Real-time | Enabling interaction with environment to equip students to adapt and respond to 'situations' rather than simulations
6. Inclusive | Emphasis on understanding regional cultural sensitivity and global diversity at the same time

14.4. Program Outcomes (POs)

1. PO1 - Knowledge & Expertise of Design field

Developing a professional attitude through interaction with academia and industry experts. Acquire knowledge of design thinking, practice of robust design processes involving critical thinking and team-work. And develop sensitivity to moral and ethical code of conduct as a professional equipped to perform equally well as an employee or an entrepreneur.

2. PO2 - Research

Develop knowledge of conceptual frameworks that motivate interdisciplinary research and design in human-centered design, and inform the Product design process with the same.

Knowledgeable regarding contemporary developments, smart materials, cutting edge technology, state of the art advancements, etc. to develop an intuitive and innovative approach towards the field of design.

3. PO3 - Information and digital literacy

Develop an aptitude for problem solving and opportunity inquiry with a thorough research process. Developing knowledge of the design process, research as a method of creative problem solving and inducing innovation. Developing intellectual property through original research, publishing articles in high impact factor journals, conference proceedings, patents.

4. PO4 - Problem Solving

Evaluate and understand human needs as a basis for designing. Adopt a systems approach to design, develop, innovate and implement integrated systems that include people, technology, information, energy and resources taking into account global, environmental, human, social and economic contexts.

5. PO5 - Communication and presentation skills

Inculcating the habits of constructive criticism, self-evaluation and lifelong learning through cross-collaboration, design studio culture, hands-on working. Identify the need for and continue to develop skills and knowledge to embrace changes or disruptions in society and the design profession.

6. PO6 - Behavioral skills, Teamwork and leadership

Imbibing appreciation of the versatility of history, culture, tradition, crafts, arts, technology, artists. Communicate effectively in oral, written, and visual forms, while scaling communications to audience needs and socio-technical contexts.

7. PO7 - Globalization

Imbibing appreciation of the versatility of history, culture, tradition, crafts, arts, technology, artists. Communicate effectively in oral, written, and visual forms, while scaling communications to audience needs and socio-technical contexts.

8. PO8 - Ethical, Social and professional understanding

The ten work ethic traits: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect and teamwork are defined as essential for student success and are listed below.

9. PO9 - Employability, Entrepreneurship

Developing skills that fulfil the industry requirements and are at par with market demand. Imbibing entrepreneurship skills as well that enable to set up and run own establishment and take it further.

10. PO10- Lifelong learning

The list of beneficial lifelong learning skills one can have is broad and diverse, and it pays to develop them constantly. Such skills transform our future for the better because they come from what is best in us. Mastering beneficial lifelong learning skills helps us work, learn, and live better.

11. PO11- Organizational behavior

At its core, organizational behavior analyzes the effect of social and environmental factors that affect the way employees or teams work. The way people interact, communicate, and collaborate is key to an organization's success.

12. PO12- Finance and marketing

Imbibing financial aspects such as analytical thinking. It refers to looking atand understanding a situation to interpret it and deriving an intelligent and thoughtful response. Also integrating marketing skills to promote the work and business better.

Examination Scheme for all Theory Papers:

Components	Mid-term Examination	Final Internal Assessment	End-Term Exam	Total
Weightage	15	25	60	100

Bachelor of Design Course

Structure Communication Design

2023-2027

As approved by BOS held on 19th May 2023

SEMESTER-I (Common Foundation Programme)

Course C		Employability /S kill Development/ En trepreneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-1P05	Materials & Exploration I	Skill Developme nt/ Employabili ty	Human Values, Professional Ethics, Environnemental & Sustainability	Introduction to sustainable materials and practices; discussion on ethical sourcing and environmental impact.
	History of Art & Design I	Skill Development	Gender, Professional Ethics	Explore contributions of underrepresented genders in art history; ethical reflection on cultural appropriation.
23BCF-1P02	Storytelling & Creative Writing	Skill Development/ Entrepreneurs hi p	Gender Sensitization, Professional Ethics,Human Values	Writing prompts around gender roles, ethical dilemmas, and stories that promote empathy and human values.
23BCF-1P03	Visualization & Representation	Employability/ Sk ill Development/ En trepreneurshi p	Professional Ethics	Projects focused on ethical design narratives and socially responsible visual messaging.
23BCF-1P04	Contextual Studies I	Employability/ sk ill Development/ En trepreneurshi p	Human Values, Professional Ethics, Environnemental & Sustainability	Case studies on sustainability in design, human-centered design ethics, and values-based critique sessions.
23BCF-1P01	Expression Color & Light	Skill Development	Environmental & Sustainability	Exploration of eco-friendly pigments and light sources; discussions on energy efficiency in design.
21ENG11	English Communication/Moder n Indian Language	Skill Development		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER-II (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development /Entrepreneurship	*Alignment with cross cutting issues*	*Activities undertaken*
23BCF -2P01	Film, Media and Culture	Employability /Skill Development / Entrepreneurship	*Human Values, Gender*	Critical analysis of gender roles and media ethics; study of cultural narratives promoting human values and inclusivity.
23BCF -2P03	Image Making & Representation*	Employability /Skill Development / Entrepreneurship	*Sustainability*	Visual exercises focused on ethical representation, inclusive imagery, and sustainability messaging through visuals.
23BCF -2P04	Contextual Studies II	Employability /Skill Development / Entrepreneurship	*Environmental & Sustainability*	Exploration of design in context of social responsibility, ethics, and environmental awareness through readings and discussions.
23BCF -2P05	Materials & Exploration II	Employability /Skill Development	*Environmental & Sustainability*	Investigation of sustainable materials, life cycle of products, and ethical sourcing through hands-on projects.
23BCF -2P06	History of Art & Design II*	Skill Development	*Human Values, Gender*	Study of historical art/design through the lens of gender inclusion, cultural ethics, and value-driven evolution.
23BCF -2P02	User Study & Experience	Employability /Skill Development / Entrepreneurship	*Professional Ethics*	User-centered design research with ethical guidelines, accessibility considerations, and value-based problem-solving.
EVS21 11	Environmental Science*	Skill Development	*Professional Ethics*	Study of environmental systems, human impact, sustainability strategies, and ethical responsibility toward the planet.

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER III (Domain Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrep reneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-3P04	Craft and Textile Heritage	Employability/ Skill Development/ Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability,	Study of traditional, eco-conscious crafts and artisan communities; discussions on cultural ethics and gender roles in craft traditions.
23BCF-3P03	Brand Identity Design	Employability/ Skill Development/ Entrepreneurship	Professional Ethics	Creation of value-driven brand narratives that emphasize ethics, inclusivity, and sustainability in brand positioning.
23BCF-3P02	Design Analysis and Applications I	Employability/ Skill Development/ Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability,	Analytical case studies of ethical and sustainable design practices across industries; critique sessions focusing on gender-sensitive design.
23BCF-3P01	Digital Design & Presentation I	Employability/ Skill Development/	Professional Ethics	Development of digital presentations incorporating themes of professional ethics and environmentally conscious design strategies.
23DEL 3P04, 23DEL 3P05, 23DEL-3P06	Discipline Specific Elective II	Employability/ Skill Development/ Entrepreneurship		
	Foreign Language/M	Skill Development		
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I	Employability/ Skill Development/ Entrepreneurship		
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/ Entrepreneurship		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER IV (Domain Foundation Programme)

Note: (* represents the subjects common among all B.Des programmes)

Course Code	*Course Title*	*Employability/Skill Development/Entrepreneurship*	*Alignment with cross cutting issues*	*Activities undertaken*
23BCF-4P04	*Packaging Design*	*Employability/ Skill Development/ Entrepreneurship*	*Professional Ethics, Environnemental & Sustainability,*	*Projects using recyclable/biodegradable materials; branding with an ethical and sustainable outlook.*
23BCF-4P05	*Theatre Art Costumes*	*Employability/ Skill Development/ Entrepreneurship*	*Gender, Professional Ethics. Human Values*	*Research on gender expression through costume design and use of sustainable textiles for stage production.*
23DEL-4P01 23DEL-4P02 23DEL-4P03	*Discipline Specific Elective III*	*Employability/ Skill Development/ Entrepreneurship*		
23BCF-4P02	*Design Analysis and Applications II*	*Employability/ Skill Development/ Entrepreneurship*	*Professional Ethics, Environnemental & Sustainability,Human Values*	*Advanced case studies focusing on inclusive, ethical, and eco-conscious design solutions.*
23BCF-4P03	*Spatial & Furniture Analysis*	*Employability/ Skill Development/ Entrepreneurship*	*Professional Ethics, Environnemental & Sustainability*	*Exploration of sustainable materials and ergonomics; emphasis on human-centered, ethical spatial solutions.*
23BCF-4P01	*Digital Design & Presentation II*	*Employability/ Skill Development*	*Professional Ethic*	*Creation of digital assets that promote awareness of environmental issues and ethical design narratives.*
TDCC	*Trans Disciplinary Certificate Course*	*Employability/ Skill Development/ Entrepreneurship*		

SEMESTER V (Product Design)

Course Code	Course Title	Employability/Skil l Development/Entrepreneurship	*Alignment with cross cutting Issues*	*Activities undertaken*
21BCD-5P01	Infographics (typography)	Employability/Skill Development/Entrepreneurship	*Environnemental & Sustainability*	Designing lifestyle products with a focus on sustainability, user well-being, and ethical material use.
21BCD-5P02	Brand Personality Design	Employability/Skill Development	*Environnemental & Sustainability*	Creating precise, environmentally aware design simulations; ethical considerations in digital product development.
21BCD-5P03	Semiotics (symbolic representation, signs, Logo symbols)	Employability/Skill Development/Entrepreneurship	*Professional Ethics*	Study and application of nature-inspired sustainable design solutions; discussions on ecological ethics.
21BCD-5P04	Advertising	Employability/Skill Development	*Human Values*	Designing for inclusive user needs, accessibility, and human-centric ethics in comfort and safety.
23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV *	Employability/Skill Development/Entrepreneurship		
23BCD-5P05	Storytelling for Documentary Films	Employability/Skill Development	*Human Values*	User testing and design based on ethical UX principles, accessibility, and human-centered interaction.
23BDS-5P06	Internship Evaluation *	-		

TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrep r eneurship		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VI (Product Design)

Course Code	**Course Title**	**Employability/S kill Development/E ntrepreneurshi p**	***Alignment with cross cutting Issues***	***Activities undertaken***
23BCD -6P01	Animation	Employability/Ski ll Development/Entr epreneurship	*Environnemental Sustainability*	Speculative design projects addressing future ethical challenges, sustainability concerns, and inclusive innovation.
23BCD -6P02	UX/UI	Employability/Ski ll Development/Entr epreneurship	*Human Values*	Designing accessible, inclusive interfaces with emphasis on ethical UX practices and human-centered values.
23BDS -6P03	Certification Course *	Employability/Ski ll Development/Entr epreneurship	*Professional Ethics*	
23BCD -6P04	Film and video	Employability/Ski ll Development/Entr epreneurship	*Professional Ethics*	Holistic systems thinking with sustainable frameworks, value-driven design logic, and socially responsible innovation.

23DEL-6P 1 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V *	Employability/Ski ll Development/Entr epreneurship		
23BDS -6P05	Practice Management	Employability/Ski ll Development	*Professional Ethic,Gender*	Study of professional codes of conduct, ethical business practices, gender equity in the workplace, and sustainable studio operations.

Note: (* represents the subjects common among all B.Des programmes

SEMESTER VII (Product Design)

Course Code	**Course Title**	**Employability /Skill Development/ Entreprene urship**	***Alignment with cross cutting Issues***	***Activities undertaken***
23BCD -7P01	Thesis-Communication Design	Employabilit y/Skill Developmen t/Entreprene ursh ip	*Environnemental & Sustainability*	Final design project focused on ethical digital innovation, inclusive UX, and sustainable tech practices.
23BCD -7P02	Learning Design	Employabilit y/Skill Development	*Environnemental & Sustainability*	Styling for diverse audiences with sensitivity to gender, culture, and ethical material use.
23BCD -7P03	Portfolio & Presentation	Employability/ Skill Develo:ment	*Professional Ethics*	Curation of a personal portfolio reflecting sustainability values, ethical thinking, and inclusive design approaches.
23BCD -7P04	Thesis Report	Skill Development	*Professional Ethics*	Written reflection emphasizing human-centered, ethical, and environmentally responsible design methodology.

TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneursh ip		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VIII (Product Design)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	*Alignment with cross cutting Issues*	*Activities undertaken*
23BDS-8P01	Internship (12 weeks) *	Employability/Skill Development		

Note: (* represents the subjects common among all B.Des

Programme Handbook

B.Des Communication Design

School of Design

Sushant University

(*Applicable to students admitted in the academic year 2023- 2024)

Bachelor of Design

PEO-PSO Mapping Communication Design 2023-2024

MISSION – SUSHANT UNIVERSITY

- Transform lives and communities through education and research (M1)
- Achieve excellence through participatory governance and focus on quality research and innovation (M2)
- Attract talent through international partnerships and collaborations to achieve highest standards (M3)
- Facilitate learning through student centric and empathetic approach (M4)
- Develop thought leadership with industry integration (M5)

Program Educational Objectives (PEO's)

1. Creating persuasive communication for a target audience using all forms of visual media.
2. Innovate with new visual communication methods for creating better Identity design for organisation.
3. Collaborate with national and international organisation for achieving professional standards in projects.
4. Encourage students in decision making by providing solutions for socially relevant problems.
5. Being sensitive to social and industrial trends and addressing issues in visual communication problems.
6. Make appropriate use of skill and technology for producing high quality visual content.

Program Specific Outcome (PSO's)

1. Demonstrate **Core technical** Analytical Conceptual visual communication **skills**
2. **Apply knowledge** and skill gain through Experiential Learning to Industry immersion courses and international linkages in the field of visual communication
3. Demonstrate strategic implementation of **concepts and theories** to sustain and grow in the challenging fields of visual communication
4. Implement and undergo critical analysis of **management** styles and strategic thinking required to succeed in the visual communication field..

Program Outcome (Graduate Attributes) - (PO's)

Acquire, review, analyze and apply knowledge & skills to the Visual Communications industry. **(Knowledge & Expertise of Hotel Business)**
Acquire & Apply Research techniques based on industry Requirements.

(Research)
Understand, decode and apply the information in the right manner in the field of Visual COmmunication. (**Information & Digital Literacy)**
Identify, formulate and provide creative, innovative and effective solution to challenges faced in Visual Communication Industry. (**Problem Solving**)
Communicate effectively in both written and spoken form with Designers, allied industry professionals and community. **(Communication & Presentation Skills)**
Realize and demonstrate effective leadership responsibility. **(Behavioral Skills, Teamwork and Leadership)**
Assess the forces of globalization and its impact on the visual media industry. **(Globalization)**
Apply ethical principles and commit to professional ethics, environmental responsibilities and norms of the visual communication Industry.. **(Ethical, Social and professional understanding)**
Self-motivate and enhance entrepreneurship skills for career advancement and development **(Employability, Entrepreneurship)**
Conduct investigations and apply effective Finance & marketing management practices as per Indian conditions. **(Finance & Marketing)**

1. University Mission with Programme Objectives

M1	Transform lives and communities through education and research	**PEO1**	Creating persuasive communication for a target audience using all forms of visual media.
M2	Achieve Excellence through participatory governance and focus on quality research and innovation	**PEO2**	Innovate with new visual communication methods for creating better Identity design for organisation
M3	Attract talent through international partnerships and collaboration to achieve highest standards	**PEO3**	Collaborate with national and international organisation for achieving professional standards in projects

M4	Facilitate learning through student centric and empathetic approach	**PEO4**	Encourage students in decision making by providing solutions for socially relevant problems
M5	Develop thought leadership with industry integration	**PEO 5**	Being sensitive to social and industrial trends and addressing issues in visual communication problems
		PEO 6	Make appropriate use of skill and technology for producing high quality visual content

	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
M1	H	H	H	H	H	H
M2	H	H	H	H	M	M
M3	L	M	H	M	L	L
M4	L	M	H	H	H	M
M5	L	H	H	M	H	M

H=High, M= Medium, L=Low

Program Objectives with Program specific Outcomes

PEO 1	Creating persuasive communication for a target audience using all forms of visual media.	**PSO1**	Demonstrate **Core technical** Analytical Conceptual visual communication **skills**
PEO 2	Innovate with new visual communication methods for creating better Identity design for organisation	**PSO 2**	**Apply knowledge** and skill gain through Experiential Learning to Industry immersion courses and international linkages in the field of visual communication

PEO 3	Collaborate with national and international organisation for achieving professional standards in projects	**PSO3**	Demonstrate strategic implementation of **concepts and theories** to sustain and grow in the challenging fields of visual communication
PEO 4	Encourage students in decision making by providing solutions for socially relevant problems	**PSO 4**	Implement and undergo critical analysis of **management** styles and strategic thinking required to succeed in the visual communication field.
PEO 5	Being sensitive to social and industrial trends and addressing issues in visual communication problems		
PEO 6	Make appropriate use of skill and technology for producing high quality visual content		

	PSO1	PSO2	PSO3	PSO4
PEO1	**H**	**H**	**H**	**L**
PEO2	**H**	**H**	**H**	**M**
PEO3	**H**	**H**	**H**	**H**
PEO4	**H**	**H**	**H**	**H**
PEO5	**H**	**M**	**L**	**L**
PEO6	**M**	**H**	**M**	**L**

H= High, L=Low, M=Medium

Programme Specific Outcomes with Programme Outcomes

PSO1	Demonstrate Willingness to experiment and explore new possibilities in every problem solving context in visual communication	**PO1**	**Knowledge & Expertise of Design field**
PSO2	**Apply knowledge** and skill gain through Experiential Learning to Industry immersion courses and international linkages in the field of visual communication	**PO2**	**Research and innovation**
PSO3	Demonstrate strategic implementation of **concepts and theories** to sustain and grow in the challenging fields of visual communication	**PO3**	**Information and digital literacy**
PSO4	Implement and undergo critical analysis of **management** styles and strategic thinking required to succeed in the visual communication field. Valuing issues of Sustainability .	**PO4**	**Problem Solving**
		PO5	**Communication and presentation skills**
		PO6	**Behavioural skills, Teamwork and leadership**
		PO7	**Globalisation**
		PO8	**Ethical, Social and professional understanding**
		PO9	**Employability, Entrepreneurship**
		PO10	**Finance and marketing**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
PSO1	H	H	H	H	H	L	H	L	H	L

PSO2	H	H	H	H	H	L	H	L	L	L
PSO3	H	H	H	H	H	H	H	H	H	H
PSO4	L	M	L	M	M	L	H	H	H	H

H= High, L=Low, M=Medium

PRELIMINARY DEFINITIONS AND NOMENCLATURE

In this document, unless the context otherwise requires:

1. "**Programme**" means Degree Programme, that is Bachelor of Design, Degree Programme (B.Des)
2. "**Discipline**" means specialization or branch of Bachelor of Design, Degree Programme (B.Des), like Product Design, Interior Architecture , etc.
3. "**Course**" means a theory or practical subject that is normally studied in a semester, like Principles of design.
4. **"Director, Academic Affairs"** means the authority of the University who is responsible for all academic activities of the Academic Programmes for implementation of relevant rules of this Regulations pertaining to the Academic Programmes.
5. **"Dean/Director"** means head of the School conc/erned.
6. **"PD"** means Programme Director of the respective programme of the School concerned.
7. **"Controller of Examinations (COE)"** means the authority of the University who is responsible for all activities of the University Examinations.
8. **"SU/ University"** means Sushant University (Erstwhile Ansal University)
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 eight semester B.Des Degree Programme: Should have passed (with 50% marks) the Higher Secondary Examinations of (10+2) Curriculum (Academic Stream) prescribed by the State/Central Examination Boards or any examination of any other recognized body.

1.2. Lateral entry admission

The candidates who possess the Diploma in Design awarded by the State Board of Technical Education, or its equivalent are eligible to apply for Lateral entry admission to the third semester of B.Des.

1.3. Migration/Transfer of candidates pursuing B.Des from another University approved by UGC shall be granted as per the approval of the School level lateral admissions and Migration Committee (LAMC) in the appropriate semester as per credit mapping with appropriate remedial courses undertaken.

1.4. All Migration/Transfers are subject to the approval of the Vice Chancellor of SU.

2. STRUCTURE OF PROGRAMME

2.1. Credits requirement

Minimum credit requirement is 200 credits for a student to be eligible to get an Undergraduate Degree in Design (any specialisation among ID, IA, PD, CD, FT, UX).

2.2. Categorization of Courses

B.Des Programme will have a curriculum with syllabi consisting of theory and practical courses that shall be categorized as follows:

Sl.	Category	Suggested breakup of Credits (Total 200)

1	**Core Courses**	126
2	**Discipline Specific Electives (DSE)**	30
3	**Generic Electives I (GE I)**	6
4	**Generic Electives II (GE II)**	4
5	**Dissertation/Internship**	25
6	**Skill Enhancement Course (SEC)**	3
7	**Ability Enhancement Course (AEC)**	4
8	**Service Learning/Community Service Based Course**	2
	Total	**200**

2.3.1 Induction Programme

An induction programme with two weeks duration will be conducted before the commencement of I semester class as per the school curriculum or preference. The following physical activities shall be completed during the induction programme

Physical fitness and Health

- Physical fitness Activities
- Sports/Games Related

II. Culture

- Learning an art form

- Heritage
- Intangible Cultural Heritage

III. Literature

- 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/Capstone Courses

A bridge/capstone program with minimum two weeks duration will be conducted before the commencement of 1st semester class as per the school curriculum keeping in mind the background of majority of the inducted students. The courses offered under the Capstone Programme would be pertaining to basic skills, extra courses to understand existing skill-set in the current batch of students and also build a conversational bridge between the faculty team and new students. This is also seen as an excellent opportunity to encourage comradeship among the students who come from different education backgrounds, cities and work ethics. Some of the courses can be offered in tandem with selected immediate seniors or second year students who then become informal mentors to the new batch.

Following is a list of suggested subjects indicative of -.

I. **Learning From Art**
   1. Art appreciation
   2. World around us (in art)

II. **Representation skills**

1. How Design is communicated
2. Understanding digital representation
3. Tools and techniques of expressing ideas
4. Mood boards and other presentation methods

III. Personal Development

1. Time management and School culture at SoD
2. Developing an attitude for Design
3. Physical fitness

IV. Design Aptitude

1. Critical Thinking and making
2. Social issues and the designer's role
3. Universal Human Values

2.5. Number of courses per Semester

Each semester curriculum shall normally have a blend of core courses not exceeding 22 credits and Employability Enhancement Course(s) not exceeding 5 credits. Each Employability Enhancement (EE) Courses may have credits assigned as per curriculum. Throughout the course of the four years, the programme will have at least one professional internship not less than 25 credits as a continuous in eighth semester.

2.6. Credit Assignment

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 are required to undergo Industrial training for a period (15 Weeks) as specified in the Curriculum during eighth semester. The semester-long internship has to be undertaken continuously as per the requirements of the programme. Other summer or winter internships may be encouraged to keep students connected to the industry standards; however, they may not be compulsory.

2.7.2. The students may undergo Internship at Research organization / University/Industry (after due approval from the Dean/Director) for the period prescribed in the curriculum during eighth semester, in lieu of Industrial training. The students shall be permitted to carry out their internship during the eighth Semester. The report of which under the industry as well as faculty mentor to be submitted and presented at the end of eighth Semester.

2.8. Industrial Visit

Every student is required to go for at least one Industrial Visit every semester starting from the first semester of the Programme. The Deans/Directors shall ensure that necessary arrangements are made in this regard. Industrial visits may be undertaken in groups with other disciplines, under the guidance of a faculty mentor or individually as per the requirements of the curriculum and the content of a particular subject.

2.9. Massive Open Online Courses

Students may be permitted to credit one online course under Massive Open Online Course (which are provided with a certificate) subject to a maximum of two credits. The approved list of online courses will be provided by the concerned department

from portals like Swayam, NPTEL, edX, Udemy before the commencement of every semester. The credit attained through MOOC course has to be transferred to the marksheet of their respective semester and will be a compulsory course to meet the programme requirements. In a scenario, where the complete assessment is not done by the MOOC platform the school may conduct its own exam for evaluation of the respective course. The details regarding online courses taken up by students should be sent to the Controller of Examinations one 8month before the commencement of End Semester Examination.

2.10. Medium of Instruction

The medium of instruction is English for all courses, examinations, seminar presentations and project / thesis / dissertation reports.

3. ATTENDANCE REQUIREMENTS FOR COMPLETION OF THE SEMESTER

3.1. A student who has fulfilled the following conditions shall be deemed to have satisfied the requirements for completion of a semester.

Every student is expected to attend all classes of all the courses and secure 100% attendance. However, in order to make provision for certain unavoidable reasons such as Medical / participation in sports, the student is expected to attend at least 75% of the classes.

Therefore, **he/she shall secure not less than 75%** (after rounding off to the nearest integer) of overall attendance.

3.2. However, a student who secures attendance between 65% and 74% in the current semester due to medical reasons (prolonged hospitalization / accident / specific illness) / participation in sports events may be permitted to appear for the current semester examinations subject to the condition that the student shall submit the medical certificate/ sports participation certificate attested by the Dean/Director. The same, after approval of the VC shall be forwarded to the Controller of Examinations for record purposes.

3.3. Except special circumstances as mentioned in clause 3.2, students who secure less than 75% attendance in all the courses of the semester and students who do not satisfy the other

requirements as specified by their respective programme shall not be permitted to write the University examination at the end of the semester. They are required to repeat the incomplete semester in the summer exams, as per the norms prescribed and duly notified by the Controller of Examinations.

4. FACULTY MENTOR

To help the students in planning their courses of study and for general advice on the academic programme, the Dean/Director of the Department will attach a certain number of students to a teacher of the Department who shall function as Faculty mentor for those students throughout their period of study. The Faculty Mentor shall advise the students in registering and reappearing of courses, authorize the process, monitor their attendance and progress and counsel them periodically. If necessary, the Faculty Mentor may also discuss with or inform the parents about the progress / performance of the students concerned or address their concerns if any.

The responsibilities for the faculty mentor shall be:

- To act as the channel of communication between the Dean/Director and the students of the respective group.
- To collect and maintain various statistical details of students.
- To inform the students about the various facilities and activities available to enhance the student's curricular and co-curricular activities.
- To guide student enrolment and registration of the courses.
- To authorize the final registration of the courses at the beginning of each semester.
- To monitor the academic and general performance of the students including attendance and to counsel them accordingly.

5. PROGRAMME COMMITTEE

5.1. Every Programme shall have a Programme Committee consisting of teachers of the programme concerned, student representatives and chaired by the Dean/Director. It is like a 'Quality Circle' (more commonly used in industries) with the overall goal of improving the teaching-learning process. The functions of the Programme committee include-

- Solving problems experienced by students in the classroom and in the laboratories.
- Informing the student representatives, the academic schedule including the dates of assessments and the syllabus coverage for each assessment.
- Informing the student representatives, the details of regulations regarding weightage used for each assessment. In the case of practical courses (laboratory/ project work / seminar etc.) the breakup of marks for each exercise / module of work, should be clearly discussed in the Programme committee meeting and informed to the students.
- Analysing the performance of the students of the respective Programme after each test and devising the ways and means of solving problems, if any.
- Identifying the weak students, if any, and requesting the teachers concerned to provide some additional help or guidance or coaching to such weak students.

5.2. The Programme committee shall be constituted within the first week of each semester by the Dean/Director.

5.3. At least 4 student representatives (usually 2 boys and 2 girls) shall be included in the Programme committee depending upon the strength of the programme. In case any of the designated student representatives are unavailable for the meeting due to unavoidable reasons, they may depute any of their classmates to represent them.

5.4. The Chairperson of the programme committee (Programme Director) shall invite the faculty mentor(s) to the programme committee meetings. In case any faculty member is unable to attend, they may have access to the recording and minutes of the proceedings and their issues may be addressed in absentia.

5.5. The Programme Director is required to prepare the minutes of every meeting, submit the same to the Dean/Director within two days of the meeting and arrange to circulate it among the students and faculty members concerned.

5.6. The first meeting of the Programme committee shall be held within two weeks from the date of commencement of the semester, in order to inform the students about the nature and weightage of assessments within the framework of the regulations. Two or three subsequent meetings shall be held in a semester at suitable intervals. The Programme Committee shall put on the Notice Board the cumulative attendance particulars of each student at the end of every such meeting to enable the students to know their attendance details. During these meetings the student members representing the respective class, shall meaningfully interact and express the opinions and suggestions of the other students of the class in order to improve the effectiveness of the teaching-learning process.

5.7 The recorded minutes of the meeting shall be made available to all members of the committee and the students in the class.

6. COURSE COMMITTEE FOR COMMON COURSES

Each common theory course offered to more than one discipline or group, shall have a "Course Committee" comprising all the teachers teaching the common course with one of them nominated as Course Coordinator. The nomination of the Course Coordinator shall be made by the Dean/ Director depending upon whether all the teachers teaching the common course belong to a single department or to several departments. The 'Course committee' shall meet in order to arrive at a common scheme of evaluation for the test and shall ensure a uniform evaluation of the tests. Wherever feasible, the course committee may also prepare a common question paper for the internal assessment test(s).

7. EXAMINATION SYSTEM

7.1. The academic performance of students is adjudged by the aggregate of continuous mid Semester Evaluation (MSE) and the End Semester Examination (ESE).

7.2. Each course, both theory and practical (including project work & viva voce Examinations) shall be evaluated for a maximum of 100 marks.

- The weightage of End Semester Jury (ESE) to Mid Semester Evaluation (MSE) of all courses except TDL/Soft-Skills courses is 60% to 40%.
- The weightage of End Semester Jury (ESE) to Mid Semester Evaluation (MSE) of TDL/TDC and Soft-Skills courses is 40% to 60%.

7.3. Industrial training shall be part of the course concerned.

7.4. The University examination (theory and practical) of 2 hours duration shall ordinarily be conducted twice in December and May for Odd and Even semester respectively.

End Semester Examination question paper pattern is given below:

A question paper for theory examinations of a course unit of any programme will be of 2 hours' duration with maximum marks 60/50 (weightage 60%) and will have three parts; Part A, Part-B and Part-C. (The duration of practical examinations will be as required and the value addition courses will have different format).

Part-A: 28 Marks (students are advised to devote approximately 50 minutes to 60 minutes out of total 2 hours on this part)

In this section, a student is required to answer 4 out of 5 given questions. Each question will be of 7 marks. These questions may include short numerical problems or theory questions to assess students' understanding of concepts and frameworks.

If needed in this part, a question might be designed to have maximum two sub- parts (a) and (b) with weightage of 3 and 4 or 4 and 3 marks respectively to enable testing on more concepts and frameworks.

Part-B: 20 Marks (students are advised to devote approximately 30 minutes to 40 minutes out of total 2 hours on this part)

In this part, a student is required to answer any 2 out of 3 given questions. Each question will have a weightage of 10 marks and may include long theory questions or numerical problems requiring students to apply the concepts to a given situation or in a given context and analyse a situation.

If a faculty feels that a question in this section needs to have sub-parts, there may be maximum two sub- parts provided that sub-part (a) involves understanding of a concept through a numerical or a theory question and sub- part (b) is application/ analysis of the concept used in sub-part (a).

Part-C: 12 Marks (students are advised to devote approximately 20 to 30 minutes out of total 2 hours on this part)

This part will be compulsory without any choice and will have a weightage of 12 marks. This may be a case study, a hypothetical problem or a situation seeking a possible solution(s), students' response to a situation based on general awareness of the broad discipline of study etc. The objective is not only to judge the skills of students to apply the concept to a particular situation or context but also to assess his/her analytical ability and how a student make realistic assumptions and can ascribe meaning to data (given in the question paper or to be assumed). The students will also be tested on integrative and evaluative skills by making them apply more than one concept together in a given situation or the context.

End Semester jury is given below:

A jury for studio and practical for examinations of a course unit of any programme will be of 1 hours' duration with maximum marks 60 (weightage 60%). (The duration of practical examinations will be as required and the value addition courses will have different format).

7.5. The University examination for project work/dissertation shall consist of evaluation of the final report submitted by the student or students of the project group (of not exceeding X students) by an external examiner and an internal examiner, followed by a viva-voce examination conducted separately for each student by a committee consisting of the external examiner, the supervisor of the project group and an internal examiner.

7.6. For the University examination in both theory and practical courses including project work/Dissertation the internal and external examiners shall be appointed by the Dean/Director in consultation with the Controller of Examinations.

8. PROCEDURE FOR AWARDING MARKS FOR INTERNAL ASSESSMENT

8.1. Internal Assessment

For all theory and practical courses, the distribution of marks for various **components for the Internal Assessment** is shown below in the table:

8.1.1 For a course of 100 marks containing only Theory Component

Mid Semester Examination	Quiz(s)/ Presentation (s)	Assignment(s)	Attendance	Total
15	15	5	5	40

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)	Attendance	Total
15	10	10	5	40

8.1.3. For a course of 100 marks containing both theory and Lab Component:

MID SEMESTER EVALUATION (40) – Theory (25 Marks) + Lab (15 Marks)

Theory (25)			
Mid Semester Examination	Quiz(s)/ Presentation (s)/Assignment	Attendance	**Total**
10	10	5	**25**
Lab (15)			
Mid Semester Examination	Lab/ practical performed & Lab report	**Total**	
As 10	5	**15**	

END SEMESTER EXAMINATION (60)	
Theory (35)	Lab (25)

8.2. TDCC Courses

For Inter disciplinary/trans disciplinary certificate courses the External Assessment Marks will be 40 and Internal Assessment will be 60.

8.3. Internship/Project Work

8.3.1. Here the Internal Assessment based on project prepared and submitted will be 40 and the External Assessment based on Viva-voce/presentation will 60.

8.3.2. If a student fails to submit the project report on or before the specified deadline, he/ she is deemed to have failed in the Project Work and shall re-register for the same in a subsequent semester.

8.4. Seminar Papers – Not Applicable

The seminar / Case study is to be considered as purely INTERNAL (with 100%

internal marks only). Every student is expected to present a minimum of 2 seminars per semester before the evaluation committee and for each seminar, marks can be equally apportioned. The three-member committee appointed by the Dean /Director

will evaluate the seminar and at the end of the semester the marks can be

consolidated and taken as the final mark. The evaluation shall be based on the

seminar paper (40%), presentation (40%) and response to the questions asked during presentation (20%).

8.5. Attendance and Assessment Record

Every teacher is required to upload on ERP the 'ATTENDANCE AND ASSESSMENT RECORD' which consists of attendance marked in each lecture or practical or project work class, the test marks and the record of class work (topic covered), separately for each course. The teacher is also expected to safely keep excel of the attendance and the assessments. The University or any inspection team appointed by the University may verify the records of attendance and assessment of both current and previous semesters.

9. EXAM REGULATIONS

9.1. Requirements for appearing for End Semester Examinations- A student shall normally be permitted to appear for the End Semester Examinations for all the courses registered in the current semester (vide clause 9.10) if he/she has satisfied the semester completion requirements.

9.2.-The students-will be graded under absolute 10-point **Grading Scheme** as given below:

Grade	Range	Grade Point Attached
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 B.Des academic programme:

- A student should earn minimum "D" grade in all courses separately. However, he/she can improve his/her grade ("D" grade onwards) by re-appearing.
- To pass a course, student must obtain 40% marks in the aggregate of Mid Semester Evaluation (MSE) & End Semester Examination (ESE). In order to pass a particular course, student must appear in the Final

examination irrespective of the marks obtained in the Mid Semester Evaluation.

- For successful completion of a programme, the student should secure a minimum Cumulative Grade Point Average (CGPA) of 4.0 at the end of final year of the Programme.

9.4. Promotion to Next Year

The promotion rules are applicable only for under-graduate programs across the university.

The promotion rules for B.Des are as under:

1. The students will not be debarred from going to the 2nd year, irrespective of their result of the 1st year.
2. They will be promoted to 3rd year only if at least 60% of the courses prescribed in the 1st year (excluding TDL & Soft Skills) are clear.
3. Similarly, the conditions for promotion to 4th year will be clearing a minimum of 60% courses in 2nd year.
4. Finally, the students will become eligible to earn the degree only if they fulfil the passing criterion.

9.5. Exam Duration

All End Semester Examinations (ESE) would be of two hours duration unless specified otherwise.

9.6. Re-Appearing

There is a provision for re-appearing in the examination (without attending the course-work again) for a course. Re-appearing in examination will be in following cases:

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.

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 act of unfair means and such cases will be forwarded to Unfair Means Committee.

9.10. Duration of the Programme

The minimum period required for completion of a programme shall be as specified in the Scheme of Teaching and Examination and Syllabi for a programme approved by the Academic Council on the recommendations of the Board of Studies.

The maximum number of years within which a student must pass the credit requirements for award of a degree is as follows:

i. For 3/4 years Programs = n+2 years

The maximum permissible period includes academic break, if availed by the student.

9.11. Grade sheet

After results are declared, Grade Sheets will be issued to each student which will contain the following details:

- The list of courses registered during the semester and the grade scored.
- The Grade Point Average (GPA) for the semester. The Cumulative Grade Point Average (CGPA) of all courses enrolled from first semester onwards

would be shown on the final semester grade sheet.

The Semester performance of a student is indicated as "Semester Grade Point Average (SGPA)". The SGPA is weighted average of Grade Points of all letter grades awarded to a student for all the Courses in the semester. The formula for Computing SGPA is given below:

$$\text{S GPA} = \frac{\text{Grade points secured in the Semester}}{\text{Associated Credits in the Semester}}$$

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:

$$\text{CGPA} = \frac{\text{Cumulative Grade points secured in all the previous Semester(s) including the Current Semester}}{\text{Associated Credits in the previous Semester(s) including the current Semester}}$$

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 Bachelor of Design, Degree Programme (B.Des) Degree provided that the student 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 School may have activities like Physical Activities (Sports), Cultural, literature and Media, Social Service Scheme (NSS), Self-Development such as Yoga and Human Values, Nature Club, Yoga, etc. focusing on the holistic development of its students.

Clubs At SoD (2023)

- The **Dance Club** at SoD takes immense pride in being able to express their emotions and spirits through the art of choreography. Teamwork and individual performances bring out the best values in the students.

- The **Theatre Club** at SoD carries a dynamism in its existence. It is a platform to highlight the values of the society through a participatory approach.
- The **Photography Club** of SoD aims at encouraging the budding cohorts of photographers to develop an eye for detail. The students showcase their work on social media and exhibitions.
- The **Music Club** at SoD displays a wide range of musical genres such as jazz, rock, pop, grunge, rap etc. that are pursued passionately by the students.
- The **Art Club** of SoD is a platform to actively create marvelous art pieces outside the classroom both for internal events as well as exhibitions.
- The **Literature Club** at SoD is the place for writers to unleash their passion for writing. There is a diversity in the form of expression: poems, prose, research writing and so on.
- The **Sports Club** of SoD aims to achieve excellence in sports. Participation in different sports fosters leadership, teamwork, discipline, and confidence in the students.

PROGRAMME STRUCTURE OF THE RESPECTIVE PROGRAM

S.No	Nature	Color Code
1	Courses with focus towards promoting Employability	
2	Courses with focus towards promoting Entrepreneurship	

3	Courses with focus towards promoting Skill Development	
8	Courses with focus towards promoting Employability, Entrepreneurship & Skill Development	

Bachelor of Design

Course Structure

Communication Design

2023-2027

As approved by BOS held on 19th May 2023

SEMESTER-I (Common Foundation Programme)

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							
23BCF-1P05	Materials & Exploration I	Employability /Skill Development	1	1	2	3	

23BCF-1P06	History of Art & Design I	Skill Development	2	1	0	3	
23BCF-1P02	Storytelling & Creative Writing	Skill Development/ Entrepreneurship	1	1	0	2	
23BCF-1P03	Visualization & Representation	Employability/ Skill Development/Entrepreneurship	1	2	2	4	
23BCF-1P04	Contextual Studies I	Employability/ Skill Development/Entrepreneurship	1	2	2	4	
Skill Enhancement Course (SEC)							
23BCF-1P01	Color & Light		1	1	0	2	
Ability Enhancement Course (AEC)							
	English Communication/Modern Indian Language	Skill Development	1	0	2	2	
						20	

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							
23BCF-2P01	Film, Media and Culture	Employability/ Skill Development/Entrepreneurship	1	1	0	2	
23BCF-2P03	Image Making & Representation	Employability/ Skill Development/Entrepreneurship	1	2	2	4	

23BCF-2P04	Contextual Studies II	Employability/ Skill Development/Entrepreneurship	1	2	2	4	
23BCF-2P05	Materials & Exploration II	Employability/ Skill Development/	1	1	2	3	
23BCF-2P06	History of Art & Design II	Skill Development/	2	1	0	3	
Skill Enhancement Course (SEC)							
23BCF-2P02	User Study & Experience	Employability/ Skill Development/Entrepreneurship	1	0	2	2	
Ability Enhancement Course (AEC)							
EVS2111	Environmental Science		1	0	2	2	
						20	

SEMESTER-II (Common Foundation Programme)

SEMESTER III (Domain Foundation Programme)

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							
23BCF-3P04	Craft and Textile Heritage	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BCF-3P03	Brand Identity Design	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	

23BCF-3P02	Design Analysis and Applications I	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	
23BCF-3P01	Digital Design & Presentation I	Employability/ Skill Development/	1	2	2	4	
	Discipline Specific Elective II		1	1	0	2	
Skill Enhancement Course (SEC)							
23BDS-3P05	Foreign Language/MOOC /	Skill Development	1	1	0	2	
Ability Enhancement Course (AEC)							
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I		1	1	0	2	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course		1	0	2	2	
						22	

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							
23BCF-4P04	Packaging Design	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BCF-4P05	Theatre Art Costumes	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23DEL-4P01	Discipline Specific Elective III	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	

23DEL-4P02 23DEL-4P03							
23BCF-4P02	Design Analysis and Applications II	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	
23BCF-4P03	Spatial & Furniture Analysis	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	
Skill Enhancement Course (SEC)							
23BCF-4P01	Digital Design & Presentation II	Employability/ Skill Development	1	1	2	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course		1	0	2	2	
						22	

SEMESTER IV (Domain Foundation Programme)

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							
21BCD-5P01	Infographics (typography)	Employability/ Skill Development/	1	1	4	4	
21BCD-5P02	Brand Personality Design,	Skill Development/ Entrepreneurship	1	1	2	3	
21BCD-5P03	Semiotics (symbolic representation,	Skill Development/ Entrepreneurship	1	1	2	3	

	signs, Logo symbols)						
21BCD-5P04	Advertising	Employability/ Skill Development/ Entrepreneurship	1	2	0	3	
23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV	Employability/ Skill Development/ Entrepreneurship	1	1	0	2	
23BCD-5P05	Storytelling for Documentary Films	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	
23BDS-5P06	Internship Evaluation		0	2	0	2	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course		1	0	2	2	
						22	

SEMESTER V (Specialization)

SEMESTER VI (Specialization)

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							
23BCD-6P01	Animation	Employability/ Skill Development/ Entrepreneurship	1	1	4	4	
23BCD-6P02	UX/UI	Employability/ Skill Development/ Entrepreneurship	1	1	2	3	

23BDS-6P03	**(Certification Course** done by Industry entities out of the pool approved by BoS)	Employability/ Skill Development/ Entrepreneurship	1	1	4	4	
23BCD-6P04	Film and video	Employability/ Skill Development/ Entrepreneurship	1	2	0	3	
23DEL-6P01 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V	Employability/ Skill Development/ Entrepreneurship	1	1	0	3	
23BDS-6P05	Practice Management	Skill Development/ Entrepreneurship	1	2	0	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/	1	0	2	2	
Total						22	
Claim credits for Scopus/ABDC/UGC/ Patent granted/national level Sport medal/National level championship winner (1st to 3rd) like Hackathon etc						2	

SEMESTER VII (Specialization)

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							
23BCD-7P01	Thesis-Communication Design	Employability/ Skill Development/	3	4	10	12	
23BCD-7P02	Learning Design	Employability/ Skill Development/ Entrepreneurship	1	2	2	4	

23BCD-7P03	Portfolio & Presentation	Employability/ Skill Development/	1	1	2	3	
23BCD-7P04	Thesis Report	Skill Development/	1	2	0	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/ Entrepreneurship	1	0	2	2	
						24	

SEMESTER VIII (Specialization)

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							
23BDS-8P01	Internship	Employability/ Skill Development/	0	0	12 weeks	20	

SEMESTER III

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P01	LTP: 1-2-2	B.DES
DIGITAL DESIGN AND PRESENTATION I	VERSION :2023	

Objective:

This course is oriented towards developing skills in graphic communication. It involves combining and organizing the graphic elements of type with illustrative and photographic images, diagrams, signs and symbols. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse graphic applications. It covers the development of ideas into graphic designs and presenting them suitably to an audience.

Course Outcomes:

	Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1	Methodically investigate the design contexts, opportunities and constraints of briefs.	PO1, PO2, PO3, PO5, PO10
CO2	Understanding of factors which enhance or obstruct graphic communication.	PO1, PO2, PO3, PO5, PO10
CO3	Develop ideas into effective graphics designs for a range of applications.	PO1, PO2, PO3, PO5, PO10

CO4	Present designs to an audience clearly.	PO1, PO2, PO3, PO5, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	L	L	M		H					H		
CO2	L	L	M		H					H		
CO3	L	L	M		H					H		
CO4	L	L	M		H					H		

L = Weekly mapped

M = Moderately mapped

H = Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	L	L	M		H						H			H	H	H			
CO2	L	L	M		H						H			H	H			M	
CO3	L	L	M		H						H					M	H		
CO4	L	L	M		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 10-50% of the desired outcome)

Scheme:

This course is comprised of practical demonstrations and tutorials along with lecture components.

Course Contents:

Students will learn how to develop and record ideas for a range of applications. These may include individual pages, book design, poster design, promotional material, informational material or packs, exhibition and display panels, website information pages, film titles, audio-visual information and multimedia material. This will involve the following modules:

Unit 1:

Using different ideas-generation methods, graphic media and techniques, worksheets and sketchbooks.

Unit 2:

Organizing a diverse amount of information (eg typographic, illustrative and photographic images, aesthetic values, and use of charts, diagrams, signs and symbols). Production methods offer different opportunities and constraints for design. Students will need to be able to recognize how differences in production methods affect their designs.

These include: Paper-based media & Electronic or digital media, 3D applications.

Pedagogy:

Lectures, practical demonstration, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further research in given assignments.

Reference Books:

1. Martin, D. (1995). Graphic design: Inspirations and innovations. Rockport, MA: Rockport Publishers.
2. Lewis, B. (1987). An introduction to illustration. New York, NY: Apple Press.
3. Wood, R. J. (1991). Handbook of illustration. London, UK: Studio Vista

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
238CF-3P02	LTP: 1-2-2	B.DES
DESIGN ANALYSIS AND APPLICATIONS I	VERSION :2023	

Objective:

To enable the students to

- Analyzing design elements
- Understanding design theories and principles
- Developing analytical skills
- Applying design analysis techniques
- Enhancing design decision-making

This course will help the students to empower the necessary skills and knowledge by critically analyzing the designs, make informed decisions, and continuously improve their design work. These skills will help the students to be better equipped to create impactful and user-centered designs that meet the needs and expectations of users.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Apply design analysis techniques	PO1, PO3, PO7, PO10
CO2	Conduct user research	PO1, PO2, PO7, PO10
CO3	Interpret and present design analysis data	PO1, PO2, PO3, PO5, PO10
CO4	Iterative design improvement	PO1, PO2, PO3, PO4, PO5, PO7, PO10
CO5	Apply ethical considerations & reflect on design choices	PO1, PO2, PO3, PO4, PO5, PO7

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H		L				M			H		
CO2	H	M					M			H		
CO3	H	M	M		M					H		
CO4	H	H	L	H	M		M			H		
CO5	H	H	L	H	M		M			H		

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H						H			
CO2	H	M					M			H					H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	
CO5	H	H	L	H	M		M			H									

Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Course Contents:

Unit 1:

Introduction to Design Analysis - Understanding the role of design analysis in the design process along with principles and theories of design analysis. Importance of user-centered design and its relationship to design analysis

Unit 2:

Design Elements and Principles -Analyzing the relationship between design elements and principles

Unit 3:

User Research Methods - Introduction to user research in design analysis and learning to plan and conduct user interviews and surveys along with usability testing and user observation techniques

Unit 4:

Evaluating User Experience

Analyzing and evaluating the user experience in design with cognitive walkthroughs and heuristic evaluations to understand user feedback and incorporate it into design analysis.

Unit 5:

Data Analysis and Visualization - Interpreting and visualizing design analysis data by using data to inform design decisions and improvements.

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

TEXT & REFERENCES

1. Hope, A., & Walch, M. (1990). The color compendium. New York: Van Nostrand Reinhold.
2. Itten, J., & In Birren, F. (2003). The Elements of color. New York [N.Y.: John Wiley & Sons.]
3. Albers, J. (2013). The interaction of color, New Haven: Yale University.
4. King, D. B., & Wertheimer, M. (2008). Max Wertheimer & Gestalt theory. New Brunswick, NJ: Transaction Publ.
5. Bowers, J. (2008). Introduction to two-dimensional design: Understanding form and function. Hoboken, N.J: Wiley.
6. Itten, J. (2004). The art of color: The subjective experience and objective rationale of color. New York: John Wiley.
7. Proctor, R. (1990). Principles of pattern design. New York: Dover Publication.
8. Elam, K. (2011). Geometry of design: Studies in Proportion and Composition., New York: Princeton Architectural Press.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P03	LTP: 1-1-2	B.DES
Brand Identity Design	VERSION :2023	

Objectives

- Understand the importance of brand identity design.
- Learn the different elements of brand identity design.
- Be able to create effective brand identity designs.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define brand identity design and explain its importance.	PO4,PO5
CO2	Identify the different elements of brand identity design.	PO1
CO3	Apply the different elements of brand identity design to create effective designs.	PO1,PO2
CO4	Conduct research on target audiences and competitors.	PO1,PO3
CO5	Develop creative concepts and ideas.	PO1,PO2,PO3,PO8
CO6	Use design software to create effective visual representations of their ideas.	PO1,PO2,PO3,PO8,PO9,PO10
CO7	Present their work to clients and stakeholders.	PO2,PO3,PO8,PO9,PO10

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1				M	M							
CO2	H											
CO3	L	H										
CO4	L		H									
CO5	L	L	H									
CO6	M	M	L					H				
CO7		M	L					M	H	H		
								L	M	M		

L= Weakly mapped
M= Moderately mapped
H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1				M	M														
CO2	H														H		H		
CO3	L	H																	
CO4	L		H													H			
CO5	L	L	H					H									H		
CO6	M	M	L					M	H	H									
CO7		M	L					L	M	M									

Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Unit 1:

Introduction to Brand Identity Design

- What is brand identity design?
- Why is brand identity design important?
- The history of brand identity design

Unit 2:

The Elements of Brand Identity Design

- Brand name
- Brand logo
- Brand colors
- Brand typography
- Brand imagery
- Brand tone of voice

Unit 3:

Creating Effective Brand Identity Designs

- Conducting research on target audiences and competitors
- Developing creative concepts and ideas
- Using design software to create effective visual representations of their ideas
- Presenting their work to clients and stakeholders

Unit 4:

Case Studies

- Studying the work of other designers
- Analyzing successful and unsuccessful brand identity designs

Unit 5:

Conclusion

- Summary of the course
- Discussion of the future of brand identity design

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

Book References

- Aaker, D. A. (2019). Building strong brands (11th ed.). Simon & Schuster.
- Blyth, A., & Monk, C. (2018). Brand identity design: A practical guide (2nd ed.). Laurence King Publishing.
- Lupton, E. (2017). Branding: The essentials. Laurence King Publishing.
- McNamara, D. (2018). Designing brand identity. RotoVision.
- Ries, A., & Trout, J. (2017). Positioning: The battle for your mind (20th anniversary ed.). McGraw-Hill Education.

***Additional references/ reading material could be suggested by the subject faculty**

Craft and Textile Heritage	VERSION :2023

Objective:

- To impart knowledge on various traditional printing techniques and basic embroideries of India
- To gain practical knowledge on different fabric development processes
- To provide a balanced mix of theory and practical knowledge tied up with several situations in craft and textile industry.
- Focus on experimental learning through understanding of basic and simple design development solutions to challenging authentic results

This course will help the students to empower the necessary skills and knowledge by critically analyzing the designs, make informed decisions, and continuously improve their design work. These skills will help the students to be better equipped to create impactful and user-centered designs that meet the needs and expectations of users.

Course Outcomes:

The learning outcomes that students are expected to achieve in this course include:

- At the end of the course students will able to understand the traditional textiles of India, application of various techniques in ornamentation.
- At the end of the course students able transform their ideas into craft and textiles by studying, analyzing, & selecting the proper fabric type.

Course Outcomes:

	Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1	Apply design analysis techniques	PO1, PO2, PO3, PO7, PO10
CO2	Conduct user research	PO1, PO2, PO7, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO KEYWORDS	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	L	L				M			H		
CO2	H	M					M			H		

L= Weakly mapped
M= Moderately mapped
H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	L	L				M			H						H			
CO2	H	M					M			H					H		M		

Scheme:
This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Course Contents:

Unit 1: Craft Heritage

Introduction to Craft Heritage, Craft Historical Evolution, Investigate the origins and evolution of numerous crafts in various countries and time periods. Crafts' Cultural Importance Investigate the links between crafts and identity, community cohesiveness, and intangible cultural heritage. Craft Techniques and Skills from the Past, Traditional craft practises such as weaving, pottery, woodwork, metallurgy, and embroidery should be studied. Examine the significance of craft groups and craftspeople in preserving and transmitting craft traditions. Examine the social and economic aspects of craft societies, such as apprenticeship systems, labour division, and gender roles. Discuss the economics of crafts, such as market trends, manufacturing models, and revenue generating.

UNIT-II Textile Heritage

Introduction to Textile Heritage, Textile Development Throughout History, Follow the progression of textiles from ancient civilizations to the present. Examine how technical improvements, trading routes, and cultural interactions affect textile manufacture. Artistry and Traditional Textile Techniques, Investigate traditional textile methods including weaving, dying, printing, and embroidery. Analyze the creative aspects, themes, and meaning present in traditional textiles. Exam.. the cultural significance and symbolism linked with texti.. in various communities and countries. Investigate the importance of textiles in rituals, rites, clothing, and the construction of identity. Textile Heritage Conservation & Preservation, Investigate the problems and strategies involved in the preservation and conservation of historic textiles.

Pedagogy:
All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and

videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

TEXT & REFERENCES

1. Anne Mathew, "Vogue Dictionary of Crochet Stitches", David and Charles, London,1989 2.
2. Barbara Snook, "Creative Art of Embroidery", Numbly Pub. Group Ltd, London, 1972 "
3. Gail L., cc Inspirational Ideas for embroidery On clothes and accessories", Search press Ltd, 1993
4. Readers Digest: Complete Guide to Needle work-APH Corp, New Delhi 1996
5. Shailaja Naik, " Traditional Embroideries Of India", APH Publishing corporation, New Delhi, 1996 ' 38 6.
6. Sheila Paine: Embroidered Textile –Thames & Hudson Ltd.1990

***Additional references/ reading material could be suggested by the subject faculty**

SEMESTER IV

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-4P01	LTP: 1-1-2	B.DES
DIGITAL DESIGN AND PRESENTATION II	VERSION :2023	

Objective:

To enable the students to

- create and deliver visual content using digital tools.
- create animated films, visual effects, art, 3D-printed models, motion graphics, interactive 3D applications, virtual reality, and, formerly, video games.

This course can include anything from creating a website to designing a presentation to making a video. It helps you create a portfolio by designing websites, creating presentations, or making videos. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse 3D applications. It covers the development of ideas into 3- dimensional designs and presenting them suitably to an audience.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Introduction of 3D modelling on the computer through software.	PO3, PO5, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	M	L	H	L	H	L	M	L	M	M	M	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	L	H	L	H	L	M	L	M	M	M	M			H		H		

Scheme:

This course is comprised of about 45 hours of Modules in a Semester or 3 hours per week.

Course Contents:

Unit 1:

Introduction to 3D Modeling –3D modeling is the process of gradually building an item by adding components to make geometric shapes.

Unit 2:

Rigging & Animation – Helps you to create and animate characters as well as create smooth and realistic animations.

Unit 3:

Environmental visualization in Game creation – game engine that allows you to create and export games. Environmental visualization is the process of creating realistic and immersive environments for video games. It is a critical part of game development, as it can help to create a sense of place and atmosphere, and immerse players in the game world

Unit 4:

Rendering – engine that allows you to create high-quality rendered images and videos and compositing toolset that allows you to combine images and videos to create stunning visuals.

Unit 5:

Motion tracking & compositing – toolset that allows you to import real-world footage and track its movement and compositing toolset that allows you to combine images and videos to create stunning visuals.

Unit 6:

Video editing – video editing toolset that allows you to edit and export videos.

Unit 7:

Simulation – Toolset that allows you to create realistic simulations of fluids, smoke, and other effects.

Pedagogy:

It would be a practical course with a lot of demonstrations.

TEXT & REFERENCES

1. Schell, J. (2008). The art of game design: A book of lenses. Amsterdam; Boston: Elsevier/Morgan Kaufmann.
2. Martin, D. (1995). Graphic design: Inspirations and innovations. Rockport, MA: Rockport Publishers.
3. Lewis, B. (1987). An introduction to illustration. New York, NY: Apple Press.
4. Wood, R. J. (1991). Handbook of illustration. London, UK: Studio Vista

***Additional references/ reading material could be suggested by the subject faculty**

SPATIAL & FURNITURE ANALYSIS	VERSION : 2023

Objectives:

To enable the students to

- Understand anthropometry and enhance the knowledge of ergonomics to create ability to understand furniture design and to draw and render the furniture.
- To get the knowledge about the furniture used in different materials.

This course helps the student to familiarize the students about the knowledge of furniture design and various aspects involved in the Design of furniture for various spaces. Objective of this course is to develop competency to design and manufacture furniture in relation to human Forms and use it for different purpose & functionality.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Explore the intersection of architecture, art, and design in this hands-on furniture design course	PO1, PO2, PO5, PO7, PO10
CO2	Understand various styles, systems, and products available in the market.	PO1, PO2, PO3, PO7, PO8, PO10
CO3	Hand-on experience on production of furniture for various classes of people with the parameters of economy and culture.	PO1, PO2, PO4, PO5, PO8, PO9, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**H**	**M**	**L**	**H**	**L**	**H**	**L**	**L**	**H**	**L**	**M**
CO2	**H**	**H**	**H**	**L**	**M**	**M**	**H**	**H**	**L**	**H**	**M**	**M**
CO3	**H**	**H**	**L**	**H**	**H**	**M**	**M**	**H**	**H**	**H**	**L**	**H**

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			

Scheme:

The course comprises of 60 hours of lecture, tutorial and workshop hours in a semester spread across as modules or 4 hours per week schedule.

UNIT 1:

Importance of furniture: study of shapes, forms finishes on furniture. Environmental conditions influencing furniture designs: Climatic, social, economic, availability of materials and construction techniques

UNIT 2:

Free Hand Sketches: Furniture used in spaces such as office, shops and restaurants etc.

UNIT 3:

Anthropometry: Study of Anthropometric and ergonomic data in relation to various furniture, Diagrammatic representation through charts. An exercise has to be done where actual measurements have to be taken in relation to various furniture presentations in report form.

UNIT 4:

Introduction to various Material and Hardware Used in Furniture: Wood, metals used in Furniture. Types of wood based products, Methods of care and maintenance, economics of furniture, durability and usability.

UNIT 5:

Techniques of finishing the Surfaces: Wood and Metal Paints, Polishes and varnishes etc: hand painting, brush painting, roller, spray etc.

UNIT 6:

Scaled Drawing:

Pedagogy:

The course is structured around a series of core modules through a combination of lectures, seminars, field visits, market surveys and team-based project presentations, with most of the contact hours taking place in small groups

of students. Studio exercises will be intended to provide experience in both design and execution of furniture and millwork.

TEXT & REFERENCES

Text Book(s):

1. The Encyclopedia of Furniture, Joseph Aronson, Crown Publishers, New York
2. Time Saver Standards for Interior Design, Joseph De Chiara, McGraw Hill, New York

Reference Book(s):

1. Aronson, J. (1961). The encyclopedia of furniture: Third edition. New York, NY: Crown Publishers.
2. Quinn, B. (2006). Mid-century modern: Interiors, furniture, design details. London, England: Conran Octopus.
3. Postell, J. (2007). Furniture design. Hoboken, NJ: Wiley.
4. Lucie-Smith, E. (1985). Furniture: A concise history (World of Art). London, England: Thames and Hudson.
5. Blakemore, R. G. (2005). History of interior design and furniture: From ancient Egypt to nineteenth-century Europe. Hoboken, NJ: Wiley.
6. Pile, J. F. (1995). Interior design (2nd ed., illustrated). New York, NY: H. N. Abrams.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P02	LTP: 1-2-2	B.DES
DESIGN ANALYSIS AND APPLICATIONS II	VERSION :2023	

Objective:

Students will develop an advanced understanding of design analysis principles, theories, and methodologies. They will be able to apply advanced analytical techniques to evaluate and critique designs effectively. Students will develop expertise in analyzing design aesthetics and emotional responses. They will understand the psychological impact of design elements and how to manipulate them to evoke desired emotional responses and user perceptions.

The objective of the course is to build upon the foundational knowledge and skills acquired in the introductory Design Analysis and Applications course. It aims to further develop students' understanding and expertise in the critical evaluation and practical application of design concepts.

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Advanced understanding of design analysis principles and proficiency in advanced evaluation methods	
CO2	Expertise in aesthetic and emotional analysis and specialization in usability testing in various contexts	
CO3	Design for accessibility and inclusivity	
CO4	Strategic design thinking and decision-making	
CO5	Awareness of emerging trends and technologies and critical thinking and problem-solving	

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	H	M	L	H	L	H	L	L	H	L	M
CO2	H	H	H	L	M	M	H	H	L	H	M	M
CO3	H	H	L	H	H	M	M	H	H	H	L	H

H=High, M=Medium, L=Low

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H									
CO4	H	H	L	H	M		M			H					H		H	M	
CO5	H	H	L	H	M		M			H									

Unit1: Advanced Design Analysis Principles

- Advanced design analysis theories and concepts
- Critical analysis of design elements, principles, and aesthetics
- Semiotics and its application in design analysis
- Cognitive and emotional aspects of design analysis

Unit2: Advanced Evaluation Methods

- Eye-tracking studies and analysis
- Physiological measurements in design analysis
- User sentiment analysis and emotional response assessment
- Neurodesign and its application in understanding user experiences

Unit3: Data-Driven Design Decision Making

- Introduction to data analytics for design analysis
- Statistical analysis techniques for design data
- Data visualization for design insights
- Predictive modeling for design decision making

Unit4: Advanced Usability Testing

- Usability testing in mobile devices and responsive design
- Usability testing for virtual reality and augmented reality interfaces
- Advanced usability testing techniques for interactive systems
- Analyzing and interpreting usability test results

Unit5: Aesthetic and Emotional Analysis

- Advanced theories of design aesthetics
- Analyzing emotional responses to design
- Psychological impact of design on user experiences
- Manipulating design elements for desired emotional responses

Unit6: Design Semiotics and Communication

- Semiotic analysis of visual communication in design
- Interpretation of symbols, signs, and visual elements
- Analyzing cultural and social implications in design communication
- Nonverbal communication and its impact on design analysis

Unit7: Design for Accessibility and Inclusivity

- Inclusive design principles and guidelines
- Analyzing designs for accessibility barriers
- Proposing improvements for inclusive design
- User-centered design for diverse user groups

Unit8: Strategic Design Thinking and Decision Making

- Integrating design analysis into strategic decision-making process
- Aligning design objectives with business goals

- Market research and user insights in design analysis
- Design management and leadership in design analysis

Unit9: Emerging Trends and Technologies in Design Analysis

- Impact of emerging technologies on design analysis
- Analyzing data from IoT devices for design insights
- Design analysis in artificial intelligence and machine learning applications
- Ethical considerations in design analysis of emerging technologies

Unit10: Advanced Case Studies and Project

- Analysis of complex design problems and case studies
- Applying advanced design analysis techniques to real-world projects
- Presenting findings and recommendations based on design analysis
- Integration of design analysis with the design process

Pedagogy:

- The course is structured around a series of core modules through a combination of lectures, seminars, field visits, market surveys and team-based project presentations, with most of the contact hours taking place in small groups of students. Studio exercises will be intended to provide experience in both design and execution of furniture and millwork.

Text & References:

- Walter, A. (2011). Designing for Emotion. New Riders.
- Lidwell, W., Holden, K., & Butler, J. (2010). Universal Principles of Design. Rockport Publishers.
- King, R., Churchill, E. F., & Tan, C. (2017). Designing with Data: Improving the User Experience with A/B Testing. O'Reilly Media.
- Goodman, E., Kuniavsky, M., & Moed, A. (2012). Observing the User Experience: A Practitioner's Guide to User Research. Morgan Kaufmann.
- Sauro, J., & Lewis, J. R. (2016). Quantifying the User Experience: Practical Statistics for User Research. Morgan Kaufmann.
- Norman, D. (2013). The Design of Everyday Things. Basic Books.
- Tullis, T., & Albert, W. (2013). Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics. Morgan Kaufmann.
- Tidwell, J. (2010). Designing Interfaces: Patterns for Effective Interaction Design. O'Reilly Media.

***Additional references/ reading material could be suggested by the subject faculty**

THEATRE ART COSTUMES	VERSION :2023

Objective:

This Course enables students to demonstrate familiarity with the fundamentals of the social/psychological aspects of why people wear clothing. Designing theatrical costumes based on historic period and character development, as well as interpretive designs, with an emphasis on clearly communicating ideas from research through drawing and fabric selection.

Projects include character analysis from a designer's viewpoint, character breakdowns, budgeting, and construction solutions.

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Students with the skills to enter the professional arena by understanding how a costume can become a viable element of the storytelling through character design.	PO1, PO2, PO5
CO2	Learn to practice the verbal and visual presentation of their ideas.	PO1, PO2
CO3	Understanding of how to break down a script and analyze each character's movies and movements and how the costume design can facilitate the story.	PO1, PO5
CO4	Developed there to learn how to assist another Artist from brainstorming to allocating tasks with team members. They will learn a mul7-pronged process that involves planning and strategy that revolves around feedback delivered collaboratively .	PO5, PO6

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	H	L	M	H	L	M	M				
CO2	H	H	L	M	M	L	M	L				
CO3	H	M	L	M	H	H	L	L				
CO4	M	M	L	L	H	H	M	M				

H=High, M=Medium, L=Low

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	

Course Contents

The course would be divided into 3 Phases- Pre Design, Design and Post-Design Phase.

Unit1:

- This is an intermediate workshop designed for students who have a basic understanding of the principles of theatrical design and who want a more intensive study of costume design and the psychology of clothing.

Unit2:

- Students develop designs that emerge through a process of character analysis, based on the script and directorial concept. Period research, design, and rendering skills are fostered through practical exercises.

Unit3:

- Instruction in basic costume construction, including drafting and draping, provide tools for students to produce final projects.

Unit4:

- To introduce the discipline of costume design, including character/script analysis, research, rendering, and production values.

Unit5:

- Correlate costume design to the literary, historical, and social/psychological aspects of the dramatic literature.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further studio practice in given assignments.

Text & References

- HongJian, G. A. O., & Ma, X. (2015). Research on Key Technologies of Electroluminescent Costumes' Application.

- Edwards, B. (2008). *Drawing on the artist within*. Simon and Schuster.
- Baring-Gould, S. (2017). Little Red Riding Hood (1895). In *The Trials & Tribulations of Little Red Riding Hood* (pp. 197-200). Routledge.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BCF-4P04	LTP: 1-1-2	B.Des
Packaging Design		Version: 2023

Objective:

This course will introduce students to the principles and practices of packaging design. Students will learn about the different types of packaging, the role of packaging in marketing, and the design process. Students will also have the opportunity to create their own packaging designs.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the principles of packaging design and explain its role in marketing	PO1, PO3, PO7, PO12
CO2	Apply the design process to create effective and appealing packaging	PO1, PO2, PO3, PO4, PO7, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem Solving	Design, Communication & Presentation Skills	Behavioral Skills, Teamwork & Leadership	Globalization	Ethical, Social & Professional Understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H		H	L		L	M	L			L	H
CO2	H	H	H	H		L	M	L	L	M	L	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		H	L		L	M	L			L	H		H		M		H	
CO2	H	H	H	H		L	M	L	L	M	L	M				H			

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12 lectures in each module.

Unit 1: Introduction to Packaging Design:

- Overview of the importance of packaging in marketing and branding.
- Exploration of the role of packaging in product protection and user experience.
- Introduction to the elements of packaging design, such as shape, color, typography, and materials

Unit 2: Packaging Design Principles:

- Understanding the principles of composition and layout in packaging design.
- Analysis of successful packaging designs and their impact on consumer perception.
- Introduction to design theories and their application in packaging

Unit 3: Structural Design and Materials:

- Exploring different packaging types, such as boxes, bottles, bags, and containers.
- Understanding the structural considerations in packaging design.
- Introduction to materials and their suitability for specific products and branding.

Unit 4: Graphic Design for Packaging:

- Applying graphic design principles to packaging.
- Creating compelling visuals, logos, and branding elements.
- Understanding the use of color, typography, and imagery in packaging.

Unit 5: Industry Trends and Professional Development:

- Staying updated on current trends and innovations in packaging design.
- Exploring career opportunities in packaging design.
- Networking with professionals in the industry and seeking feedback on portfolio.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further studio practice in given assignments.

Text & References

- Heller, S., & Fernandez, T. (2018). Packaging Design: A Comprehensive Guide. Rockport Publishers.
- Mayer, R. B. (2012). Packaging Design: Successful Product Branding From Concept to Shelf. Wiley.
- Wiedemann, J., & Pentawards. (2019). The Package Design Book. Taschen.

- Ellicott, J., & Roncarelli, D. (2015). Packaging Essentials: 100 Design Principles for Creating Packages. Rockport Publishers.

- Ball, D. W. (2010). Graphics and Packaging Production. Apple Academic Press.

***Additional references/ reading material could be suggested by the subject faculty**

Semester V

Sushant University	SCHOOL OF DESIGN Syllabus	
21BCD-5P01	LTP: 1-1-4	B.DES Communication Design
Infographics		Version: 2023

Course Objectives:

This advanced undergraduate course in infographics is designed to provide students with an in-depth understanding of the principles, techniques, and best practices involved in creating effective and visually compelling infographics. Through a combination of theoretical knowledge and practical exercises, students will develop the necessary skills to design, analyze, and present complex information in a visually appealing and accessible manner.

Learning Outcomes:

By the end of this course, students will be able to:

1. Apply data visualization techniques to enhance information clarity and comprehension.
2. Utilize various tools and software to create professional-quality infographics.
3. Critically assess the ethical and social implications of infographics.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Apply data visualization techniques to enhance information clarity and comprehension.	PO3
CO2	Utilize various tools and software to create professional-quality infographics.	PO6
CO3	Critically assess the ethical and social implications of infographics.	PO5, PO10, PO11

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	M	M	H	L	L	M	L	L	H	L	H
CO2	H	M	M	H	M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	L	L	M	L	L	H	L	H		H					
CO2	H	M	M	H	M	L	L	L	M	H	M	M				H			
CO3	H	M	M	H	M	L	L	L	M	H	M	M			H				

Scheme:

Tutorial sessions, presentations, and group discussions in class.

Unit 1: Planning and Research for Infographics

- Defining the purpose, audience, and goals of an infographic.
- Conducting research and gathering data from reliable sources.

Unit 2: Data Visualization Techniques

- Exploring different types of data and choosing appropriate visual representations.
- Designing effective charts, graphs, and maps.
- Using color, typography, and icons to enhance data visualization.

Unit 3: Design Principles for Infographics

- Understanding the principles of graphic design and layout.
- Applying visual hierarchy and gestalt principles to create effective compositions.
- Using grids, alignment, and spacing for organizing information.

Unit 4: Interactive and Animated Infographics

- Understanding the concept of interactivity in infographics.
- Exploring techniques for creating interactive and animated infographics.
- Introduction adobe animate for infographic interactivity.

Unit 5: Infographic Storytelling and Narratives

- Incorporating storytelling techniques to create compelling narratives.
- Understanding the structure and flow of information in infographics.
- Creating engaging visual narratives through sequential storytelling.
- Exploring case studies of narrative-driven infographics.

Unit 6 Infographics for Social Media and Mobile Devices

- Adapting infographics for social media platforms.
- Design considerations for mobile devices and responsive design.

References

1. Cairo, A. (2019). How Charts Lie: Getting Smarter about Visual Information. W. W. Norton & Company.

4. Smiciklas, M. (2013). The Power of Infographics: Using Pictures to Communicate and Connect with Your Audiences. Que Publishing.

5. Steele, J., & Iliinsky, N. (2010). Beautiful Visualization: Looking at Data through the Eyes of Experts. O'Reilly Media.

6. Tufte, E. R. (2001). The Visual Display of Quantitative Information. Graphics Press.

7. Knaflic, C. N. (2015). Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley.

8. Best, K., & Noble, J. (2018). Visual Communication: Understanding the Principles of Visual Perception and Design. Bloomsbury Visual Arts.

9. Cairo, A. (2012). The Functional Art: An Introduction to Information Graphics and Visualization. New Riders.

10. Ware, C. (2012). Information Visualization: Perception for Design. Morgan Kaufmann.

Course Objectives:

Objective of the course is to enable students to define brand personality and explain its importance, identify the five dimensions of brand personality and apply the five dimensions of brand personality to real-world brands.

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes (POs)**
CO1	Define brand personality and explain its importance	PO1
CO2	Identify the five dimensions of brand personality.	PO1
CO3	Apply the five dimensions of brand personality to real-world brands.	PO3, PO10

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**				**L**	**L**	**M**	**L**	**L**	**H**	**L**	**H**
CO2	**L**		**L**		**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO3	**L**		**L**		**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H				L	L	M	L	L	H	L	H							
CO2	L		L		M	L	L	L	M	H	M	M		H		H			
CO3	L		L		M	L	L	L	M	H	M	M						H	

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Brand Personality
  - What is brand personality?
  - The importance of brand personality
- Unit 2: The Five Dimensions of Brand Personality
  - Sincerity
  - Excitement
  - Competence
  - Sophistication
  - Ruggedness
- Unit 3: Applying Brand Personality to Real-World Brands
  - How to identify the brand personality of a real-world brand
  - How to use brand personality to create marketing campaigns

Books and References:

- Aaker, J. L. (1997). Dimensions of brand personality. Journal of marketing research, 34(3), 347-356.

- Batra, R., & Keller, K. L. (2006). Brand personality and consumer-brand relationships. Journal of marketing, 70(4), 99-116.

- Doyle, P., & Bottomley, P. (2004). Building brand personality. Journal of strategic marketing, 22(1), 3-14.

- Kim, C., & Trail, G. T. (2010). The effect of brand personality on brand loyalty: A consumer-brand relationship perspective. Journal of the academy of marketing science, 38(1), 128-141.

- Park, C. W., & Kim, C. (2005). The role of brand personality in the consumer-brand relationship: A conceptual framework and empirical evidence. Journal of marketing, 69(4), 122-135.

Sushant University	SCHOOL OF DESIGN Syllabus	
21BCD-5P03	LTP: 1-1-2	B.DES Communication Design
Semiotics		Version: 2023

Course Objectives

- Students will be able to define visual semiotics and explain its importance.
- Students will be able to identify the different elements of visual semiotics.
- Students will be able to apply visual semiotics to real-world examples.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define visual semiotics and explain its importance.	PO1
CO2	Identify the different elements of visual semiotics.	PO1

CO3	Apply visual semiotics to real-world examples.	PO3, PO10

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H				L	L	M	L	L	H	L	H
CO2	L		L		M	L	L	L	M	H	M	M
CO3	L		L		M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H				L	L	M	L	L	H	L	H		M					
CO2	L		L		M	L	L	L	M	H	M	M				H	H		H
CO3	L		L		M	L	L	L	M	H	M	M							

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Visual Semiotics
  - What is visual semiotics?
  - The importance of visual semiotics
- Unit 2: The Elements of Visual Semiotics
  - Signifiers
  - Signified
  - Codes
- Unit 3: Applying Visual Semiotics to Real-World Examples
  - How to identify the visual semiotics of a real-world example
  - How to use visual semiotics to analyze a real-world example

References

- Baldry, H. C. (1999). Introduction to semiotics. London: Routledge.
- Díaz, C. (2007). Semiotics of visual communication. London: Continuum.
- Forceville, C. (2011). Visual narratology: Images of stories in the mind. Berlin: Mouton de Gruyter.
- Kress, G. R., & van Leeuwen, T. (2006). Reading images: The grammar of visual design. London: Routledge.
- Mick, D. G., & Politi, F. (2012). Semiotics of consumption. Abingdon, Oxon: Routledge.

Sushant University	SCHOOL OF DESIGN Syllabus	
21BCD-5P04	LTP: 1-2-0	B.DES Communication Design
Advertising		Version: 2023

Course Objectives

- Students will be able to define communication design and explain its importance in advertising.
- Students will be able to identify the different elements of communication design.

- Students will be able to apply communication design principles to create effective advertising campaigns.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define communication design and explain its importance in advertising.	PO1, PO2
CO2	Identify the different elements of communication design.	PO2
CO3	Apply communication design principles to create effective advertising campaigns.	PO3, PO7, PO8, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	H			L							
CO2		H			M							
CO3				H	M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)	Program Specific Outcomes (PSOs)

	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H			L											H			
CO2		H			M												H		H
CO3				H	M	L	L	L	M	H	M	M			H				

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Communication Design in Advertising
  - What is communication design?
  - The importance of communication design in advertising
- Unit 2: The Elements of Communication Design
  - Typography
  - Layout
  - Color
  - Photography
  - Illustration
- Unit 3: Applying Communication Design Principles to Advertising
  - How to create effective advertising campaigns
  - How to use communication design principles to create a strong visual identity for a brand
  - How to use communication design principles to persuade consumers to buy a product or service

References

- Ambrose, G., & Harris, P. (2013). The complete guide to graphic design. London: Laurence King Publishing.
- Blythe, M. (2011). Communication design: A reader. London: Routledge.
- Carter, M., & Cartey, B. (2008). The design of everyday things. London: Phaidon Press.
- Lupton, E. (2016). Graphic design thinking. London: Princeton Architectural Press.
- McQuarrie, E. (2013). The power of emotion in advertising. London: Routledge.

Sushant University	SCHOOL OF DESIGN Syllabus	
21BCD-5P05	LTP: 1-1-2	B.DES Communication Design
Storytelling for Documentary Films		Version: 2023

Course Objectives

- Students will be able to define documentary film and explain its importance.
- Students will be able to identify the different elements of documentary film storytelling.
- Students will be able to apply documentary film storytelling principles to create their own films.

Course Outcomes

- Upon completion of this course, students will be able to:
  - Define documentary film and explain its importance.
  - Identify the different elements of documentary film storytelling.
  - Apply documentary film storytelling principles to create their own films.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define documentary film and explain its importance	PO1, PO2
CO2	Identify the different elements of documentary film storytelling.	PO2, PO3
CO3	Apply documentary film storytelling principles to create films to address communication problem for a specific set of audience	PO3, PO4, PO5, PO7, PO8, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	M	M	H	L	L	M	L	L	H	L	H
CO2	H	M	M	H	M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	L	L	M	L	L	H	L	H			M			H	
CO2	H	M	M	H	M	L	L	L	M	H	M	M		H					
CO3	H	M	M	H	M	L	L	L	M	H	M	M					H		

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Documentary Film
  - What is documentary film?
  - The importance of documentary film
- Unit 2: The Elements of Documentary Film Storytelling
  - Structure
  - Character
  - Conflict

- Theme

- Unit 3: Applying Documentary Film Storytelling Principles to Create Your Own Films
  - How to choose a topic
  - How to conduct research
  - How to interview subjects
  - How to edit footage
  - How to distribute your film

References

- Avins, J. (2014). The documentary filmmaker's companion: A practical guide to planning, shooting, and editing your own documentary. Berkeley: University of California Press.
- Branston, G., & Stafford, L. (2010). The documentary reader: Conversations with filmmakers. London: Wallflower Press.
- Nichols, B. (2010). Introduction to documentary. Bloomington: Indiana University Press.
- Rubin, J. (2010). Nonfiction storytelling: A practical guide from the field. New York: Oxford University Press.
- Winston, D. (2008). Framing reality: The documentary film form. London: Wallflower Press.

SEMESTER 6

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-6P07	LTP: 1-1-4	B.DES Communication Design
Animation		Version: 2023

Course Objectives

- Students will be able to define animation and explain its importance.
- Students will be able to identify the different types of animation.
- Students will be able to create their own animations using traditional and digital techniques.

Course Outcomes

- Upon completion of this course, students will be able to:
  - Define animation and explain its importance.
  - Identify the different types of animation.
  - Create their own animations using traditional and digital techniques.

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes (POs)**
CO1	Define animation and explain its importance.	PO1, PO2
CO2	Identify the different types of animation.	PO2
CO3	Create their own animations using traditional and digital techniques.	PO3, PO7, PO8, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**M**	**M**	**H**	**L**	**L**	**M**	**L**	**L**	**H**	**L**	**H**
CO2	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO3	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Animation
  - What is animation?
  - The history of animation
  - The different types of animation
- Unit 2: Traditional Animation Techniques
  - Frame-by-frame animation
  - Cel animation
  - Stop-motion animation
- Unit 3: Digital Animation Techniques
  - 2D animation
  - 3D animation
  - Motion graphics
- Unit 4: Creating Your Own Animation
  - Choosing a topic
  - Developing a storyboard
  - Creating characters and sets
  - Animating your characters
  - Editing and finalizing your animation

References

- Fleming, C. (2016). The animator's survival kit: A comprehensive guide to animation history, techniques, and business. Burlington, MA: Focal Press.
- Thomas, F., & Johnston, O. (1981). The illusion of life: Disney animation. New York: Abbeville Press.
- Waltz, M. (2007). The complete idiot's guide to animation. Indianapolis, IN: Alpha.

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-6P04	LTP: 1-1-2	B.DES Communication Design
UX/UI		Version: 2023

Course Objectives

- Students will be able to define UX/UI and explain its importance.
- Students will be able to identify the different elements of UX/UI design.
- Students will be able to apply UX/UI design principles to create user-friendly interfaces.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define UX/UI and explain its importance.	PO1, PO2
CO2	Identify the different elements of UX/UI design.	PO2, PO4
CO3	Apply UX/UI design principles to create user-friendly interfaces.	PO3, PO4, PO7, PO8, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	M	M	H	L	L	M	L	L	H	L	H
CO2	H	M	M	H	M	L	L	L	M	H	M	M

CO3	H	M	M	H	M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	L	L	M	L	L	H	L	H					H		
CO2	H	M	M	H	M	L	L	L	M	H	M	M			H			H	
CO3	H	M	M	H	M	L	L	L	M	H	M	M							

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to UX/UI
  - What is UX/UI?
  - The importance of UX/UI
- Unit 2: The Elements of UX/UI Design
  - User research
  - Wireframing
  - Prototyping
  - User testing
- Unit 3: Applying UX/UI Design Principles to Create User-Friendly Interfaces
  - Usability
  - Accessibility
  - Visual design
  - Interaction design

References

- Nielsen, J. (2019). Designing for the digital age: The importance of user experience. Indianapolis, IN: Pearson Education.

- Shneiderman, B. (2010). Designing the user interface: Strategies for effective human-computer interaction. Reading, MA: Addison-Wesley.
- Zettersten, C. (2018). User experience design: A practical guide for creating usable and engaging digital products. Chichester, West Sussex, UK: John Wiley & Sons.

Please note that these references are in APA format. If you need references in another format, please let me know.

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-6P02	**LTP: 1-2-0**	**B.DES Communication Design**
Film and video		**Version: 2023**

Course Objectives

- Students will be able to define film and video and explain their importance.
- Students will be able to identify the different elements of film and video production.
- Students will be able to create their own films and videos using traditional and digital techniques.

Course Outcomes

- Upon completion of this course, students will be able to:
  - Define film and video and explain their importance.
  - Identify the different elements of film and video production.
  - Create their own films and videos using traditional and digital techniques

Course Outcomes:

	Course Outcomes (COs)	**Mapped Programme Outcomes (POs)**
CO1	Define film and video and explain their importance as a communication medium	PO1, PO2, PO 3
CO2	Identify the different elements of film and video production.	PO2, PO 4

CO3	Create their own films and videos using traditional and digital techniques to solve a communication problem for a specific target audience	PO2, PO3, PO4, PO7, PO8, PO9, PO10

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	H	M	M	H	L	L	M	L				
CO2					M	L	L	L	M	H	M	M
CO3	H	M	M	H	M	L	L	L	M	H	M	M

- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	H	L	L	M	L											
CO2						L	L	L	M	H	M	M			H			H	
CO3	H	M	M	H	M	L	L	L	M	H	M	M							

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

- Unit 1: Introduction to Film and Video
  - What is film and video?
  - The history of film and video
  - The different types of film and video
- Unit 2: Traditional Film and Video Techniques
  - Camerawork
  - Lighting
  - Sound
  - Editing
- Unit 3: Digital Film and Video Techniques
  - Non-linear editing
  - Visual effects
  - Motion graphics
- Unit 4: Creating Your Own Film or Video
  - Choosing a topic
  - Developing a script
  - Shooting your film or video
  - Editing your film or video
  - Distributing your film or video

References

- Branston, G., & Stafford, L. (2012). The film studies reader: Moves and moments. New York: Routledge.
- Levy, S. (2017). Digital filmmaking: The definitive guide to independent digital film production. Boston: Focal Press.
- Sklar, R. (2016). Film: An introduction. Boston: Bedford/St. Martin's.

Please note that these references are in APA format. If you need references in another format, please let me know.

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-6P06	LTP: 1-2-0	B.DES Communication Design
Practice Management		Version: 2023

Objective:

Professional Practice: Familiarize students with the fundamental principles and practices of the interior architecture profession, including ethical considerations, legal requirements, and industry standards.

Business Management: Develop students' understanding of basic business concepts and management principles relevant to the interior architecture field, including financial management, budgeting, project management, and resource allocation.

Entrepreneurship Skills: Cultivate students' entrepreneurial mindset and equip them with the knowledge and skills necessary to start and manage their own interior architecture practice or business.

Contract Documentation: Familiarize students with contract documents commonly used in the interior architecture industry, including agreements, contracts, and legal forms. Students will learn how to interpret, negotiate, and prepare contractual documents.

Professional Networking and Collaboration: Provide opportunities for students to engage with industry professionals, attend conferences, and participate in networking events. Students will develop professional connections, build relationships, and explore collaborative opportunities within the interior architecture industry.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)

CO1	Apply fundamental business management concepts and principles to effectively manage interior architecture projects, including financial management, project scheduling, and resource allocation.	PO1, PO4, PO10, PO12
CO2	Cultivate an entrepreneurial mindset and acquire the necessary skills to identify business opportunities, develop business plans, and effectively manage an interior architecture practice or business.	PO1, PO4, PO10, PO12
CO3	Demonstrate strong communication and interpersonal skills to effectively engage with clients, understand their needs and requirements, and communicate design concepts and solutions in a clear and professional manner.	PO1, PO4, PO10, PO12
CO4	Interpret, negotiate, and prepare contract documents commonly used in the interior architecture industry, including agreements, contracts, and legal forms.	PO1, PO4, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**M**	**M**	**H**	**L**	**L**	**M**	**L**	**L**	**H**	**L**	**H**
CO2	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO3	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO4	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	

Scheme:

Lectures, presentations, and group discussions in class.

Course Contents:

Module 1: Introduction to Professional Practice

- Overview of the interior architecture profession
- Ethical considerations and professional conduct
- Industry standards and regulations

Module 2: Entrepreneurship in Interior Architecture

- Developing an entrepreneurial mindset
- Identifying business opportunities in the interior architecture industry
- Creating a business plan and understanding start-up considerations

Module 3: Project Planning and Execution

- Defining project scope and objectives
- Creating project schedules and timelines
- Resource allocation and management

Module 4: Contract Documentation and Legal Considerations

- Understanding contract documents in the interior architecture field
- Negotiating contracts and agreements
- Legal and regulatory compliance in interior architecture practice

Module 5: Professional Networking and Collaboration

- Networking opportunities with industry professionals
- Participating in industry events and conferences
- Collaborative projects and partnerships within the interior architecture field

Pedagogy:

Lectures: Traditional lectures delivered by the instructor to provide theoretical foundations, introduce key concepts, and present case studies related to practice, management, and enterprise in the interior architecture field.

Case Studies: Analyzing real-world case studies that highlight various aspects of professional practice, business management, and entrepreneurial endeavors in the interior architecture industry. Students will examine challenges, decision-making processes, and successful strategies employed by industry professionals.

Group Discussions: Facilitating group discussions and debates to encourage students to critically analyze and reflect on key topics. This allows for the exchange of ideas, diverse perspectives, and collaborative learning among peers.

Industry Projects: Integrating industry projects or internships as part of the course curriculum. This provides students with the opportunity to apply their knowledge and skills in real-world settings, working with actual clients or participating in collaborative projects with industry partners.

Reference Books:

- Coles, R., & Stone, S. (Eds.). (2018). The Handbook of Interior Architecture and Design. Bloomsbury Visual Arts.
- Reznik, A., & Daley, B. (2018). Business of Design: Part I - Growing a Successful Interior Design Practice. Springer.
- Stone, S. (2016). Interior Design and Identity. Manchester University Press.
- Piotrowski, C., & Lind, C. R. (2017). Professional Practice for Interior Designers (5th ed.). John Wiley & Sons.

SEMESTER 7

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-7P01	LTP: 3-4-10	B.DES Communication Design
Thesis - Communication Design		Version: 2023

Objective:

The module enables the student to draw upon and integrate the learning of the modules completed in the last 3 years and apply this integrative learning to identify and solve design problems in the field of Communication Design.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Understand own visual style, areas of strength and expertise.	PO2,
CO2	Identify situations; carry out research in areas of individual interest using research methodology to create effective content and campaigns in different media.	PO3, PO4
CO3	Synthesize an effective design solution and develop aesthetically pleasing, appropriate, innovative, persuasive solutions with appropriate detailing and finish, set in relevant historical, cultural, and social contexts	PO1, PO2, PO4, PO5, PO6, PO11, PO12
CO4	Show autonomy, independence, high self-motivation, initiative, leadership, and team working abilities.	PO1, PO2, PO4, PO5, PO6, PO11, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**H**	**H**	**H**	**M**	**H**	**L**					
CO2	**H**	**H**										
CO3	**H**	**H**										
CO4	**H**	**H**	**M**	**H**	**H**	**H**	**L**					

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	M	H	L										H		
CO2	H	H													H				
CO3	H	H														H		H	
CO4	H	H	M	H	H	H	L												

Scheme:

This course is comprised of about 90 hours of Studio Work (either as Modules or 6 hours per week).

Course Contents:

The following is indicative of content of the module:

Module 1: Problem identification

Module 2: Information collection in areas of user preferences and needs, materials, technologies, costs, time constraints, etc.

Module 3: Critical analysis, collation, and design proposal

Module 4: Selection and development of an appropriate Design strategy and execution plan

Module 5: Selection of appropriate materials and technology

Module 6: Concept development and detailing

Module 7: Final concept selection for creation of Design/plan(s)

Module 8: Developing a final document which includes costing

Pedagogy:

The final project is seen as a culmination of learning at the school in the last 3 years, It should therefore demonstrate that the student has absorbed and reflected upon all the knowledge and skills gathered through all the modules of the course.

Tentative guidelines:

1. Developing a Theoretical Framework (or a Design Intent)
2. Identifying the possible user and the client.
3. Selection of possible media (Print, electronic, digital)
4. Developing Design Brief + Program (Understanding the problem)

Final Deliverables:

The final project needs to be communicated effectively. You need to create four kinds of communication aids.

1. Panels: - This is meant for quick viewing and must convey the most essential design ideas of your project in a bold and striking manner.
2. Prints: If the output was intended for print media.
3. Film or animation: If the output was intended for electronic media.
4. Website or App: If the output was intended for Digital interactive media.
5. Physical model(s), walk through, working models if applicable.
6. Project report (A-4 hard bound copy): This is a detailed documentation of all the three components, i.e., pre-design research, design development and resolution, and post-design.
7. Soft copy: This must contain your panels, your project report, films, web or mobile application.

Reference Books:

Books appropriate for the selected project.

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-7P02	LTP: 1-2-2	B.DES Communication Design
Learning Design		Version: 2023

Sure, here is a lesson plan for an undergraduate communication design course in Instructional Design.

Course Objectives

- Understand the principles of instructional design
- Apply instructional design principles to create effective learning experiences
- Communicate effectively with a variety of stakeholders
- Use design software to create effective learning experiences

Course Outcomes

- Upon completion of this course, students will be able to:
    - Define instructional design and explain its importance
    - Identify the different elements of instructional design
    - Use the principles of instructional design to create effective learning experiences
    - Communicate effectively with a variety of stakeholders
    - Use design software to create effective learning experiences

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define instructional design and explain its importance	PO1, PO2

CO2	Identify the different elements of instructional design	PO2, PO3
CO3	Use the principles of instructional design to create effective learning experiences	PO3, PO7, PO8, PO9
CO4	Communicate effectively with a variety of stakeholders	PO5, PO10,PO11,PO12
CO5	Use design software to create effective learning experiences	PO3, PO9

- **Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**M**	**M**	**H**	**L**	**L**	**M**	**L**	**L**	**H**	**L**	**H**
CO2	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO3	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO4	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**
CO5	**H**	**M**	**M**	**H**	**M**	**L**	**L**	**L**	**M**	**H**	**M**	**M**

-
- L= Weakly mapped
- M= Moderately mapped
- H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	
CO5	H	H	L	H	M		M			H									

- **Scheme:**
- Tutorial sessions, presentations, and group discussions in class.

Course Content:

Unit 1: Introduction to Instructional Design

- What is instructional design?
- The importance of instructional design
- The elements of instructional design
- The principles of instructional design

Unit 2: Creating Effective Learning Experiences

- How to create effective learning experiences for a variety of learners
- Using design software to create effective learning experiences

Unit 3: Case Studies

- St[illegible]ving the work of professional instructional d[illegible]signers
- Analyzing the effectiveness of different instructional design strategies

References

- Instructional Design: A Systematic Approach by Merrill, ID. (Pearson Education, 2013)

- Designing Instruction for Technology-Enhanced Learning by Dick, Walter, Carey, Lou, and Carey, James O. (Pearson Education, 2012)
- The e-Learning Handbook: A Comprehensive Guide for Developing Effective, Engaging E-Learning by Rosenberg, Marc J. (McGraw-Hill Education, 2005)

Please note that this is just a sample lesson plan. The specific content and activities of the course may vary depending on the instructor and the needs of the students.

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-7P03	LTP: 1-1-2	B.DES Communication Design
Portfolio & Presentation		Version: 2023

Objective:

To produce a comprehensive portfolio presenting the acquired skills and capabilities of the student in various modules aligned to skills and techniques that the industry requires.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Showcase comprehensively an individual interest, originality, style and philosophy of communication design	PO1, PO2, PO3, PO5, PO8, PO9, PO10
CO2	Showcase professional and technical capabilities.	PO1, PO2, PO3, PO4, PO5, PO8, PO9
CO3	Synthesize effective, aesthetic, detailed & innovative design portfolio	PO2, PO3, PO5, PO9, PO10
CO4	Demonstrate work discipline and professional competence at a workplace.	PO1, PO4, PO5, PO6, PO8, PO11

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	H	H	H	M	H	L	L	H	H	H	L	L
CO2	H	H	H	H	H	M	M	H	H	M	L	L
CO3	M	H	H	L	H	L	L	L	H	H	M	L
CO4	H	M	M	H	H	H	L	H	L	L	H	M

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	

Scheme:

This course is comprised of about 30 hours of Semester Work (either as Modules or 2 hours per week).

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Course Contents:

Module 1: Introduction to portfolio development

Module 2: The development of comprehensive personal presentation techniques, including CV, letter of introduction, interview techniques and portfolio presentation

Module 3: Presentation techniques

Module 4: Development of an individual style

Module 5: Introduction to e- portfolio & virtual portfolio

Pedagogy:

The course is structured around a series of core modules through a combination of lectures and tutorials, with most of the contact hours taking place in small groups of students. Portfolio presentation will be assessed using a variety of methods – individual studio critique, group pinup/jury presentation, verbal feedback, written feedback, and drawing markups.

Reference Books:

- Silber Lee, 2001, Self-Promotion for the Creative Person: Get the Word Out About Who You are and What You Do, Three Rivers Press
- Creating a Successful Portfolio, Prentice Hall

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCD-7P04	LTP: 1-2-0	B.DES Communication Design
Thesis Report (research)		Version: 2023

Objective:

To develop comprehensive writing abilities for demonstration of research and base work studies done in Thesis project. The report will highlight all the research work done on identifiable domain and demonstrate the research as application for the final design project.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Encompassing the learning and understanding of the four years of the course with respect to all aspects of Design in thesis report.	PO1, PO2
CO2	Developing integration, synthesis and application of research in Design	PO2, PO8

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	**H**	**H**	**M**									
CO2		**H**	**M**	**H**			**M**	**H**		**M**		

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		

Scheme:

This course comprises of 30 hours including 10 hours lecture and 20 hours of theory.

Course Contents:

Module 1: Abstract

A concise summary of your thesis, highlighting its objectives, methodology, key findings, and conclusions.

Module 2: Introduction

- Background information on the topic and its significance.
- Research problem or question addressed by your thesis.
- Objectives and scope of your study.
- Overview of the structure of your thesis.

Module 3: Literature Review

- Summary and critical analysis of relevant literature and previous research.
- Identification of gaps or limitations in existing knowledge.
- Explanation of how your research contributes to the existing body of knowledge.

Module 4: Methodology

- Description of the research design and methodology employed.
- Explanation of data collection methods and sources.
- Details of any experiments, surveys, interviews, or case studies conducted.
- Ethical considerations and measures taken to ensure validity and reliability.

Module 5: Results

- Presentation of your findings, organized logically.
- Use of tables, graphs, or charts to illustrate data.
- Objective interpretation of the results without speculation or personal bias.

Module 6: Discussion

- Analysis and interpretation of the results in relation to the research question or hypothesis.
- Comparison with existing literature and theories.
- Addressing any unexpected or contradictory findings.
- Discussion of the implications and significance of the results.

Module 7: Conclusion

- Summary of the main findings and their implications.
- Evaluation of the research objectives and the extent to which they were achieved.
- Recommendations for future research or practical applications.
- Reflection on the limitations and potential areas of improvement.

Module 8: References

List of all sources cited in your thesis using an appropriate citation style (e.g., APA, MLA).

Module 9: Appendices

Supplementary materials such as raw data, survey questionnaires, or interview transcripts.

Pedagogy:

The course is structured around one on one discussion to check progress of individual student on thesis report.

Reference Books:

- Neuferts Architect's Data; Ernst and Peter Neuferts, 4th Edition
- Time-Saver Standards for Interior Design and Space Planning, by Joseph De Chiara, Julius Panero, and Martin Zelnik

Sushant University	SCHOOL OF DESIGN Syllabus	
23BDS-8P01	LTP: 0-0-12 weeks	B.DES Communication Design
Internship		Version: 2023

Objective:

- To understand and become familiar with prevalent commercial and industrial practices and standards.
- Opportunity to understand professionalism and adapt to the pace and pressures in a professional environment.
- Develop professional presentation abilities.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Explain different techniques of communication and persuasion to plan and devise effective professional communication (proposals, reports, portfolios, etc.) and presentations.	PO5, PO6, PO7
CO2	Report with working knowledge of a professional environment and practices in the industry.	PO1, PO3, PO4, PO5,
CO3	Demonstrate work discipline and professional competence at a workplace.	PO5, PO8, PO9, PO12
CO4	Create persuasive professional and business communication and presentations.	PO6, PO9, PO10, PO11, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

PO Keywords	Knowledge & Expertise of Design Field	Research	Information & Digital Literacy	Problem solving	Communication & presentation skills	Behavioral Skills, Teamwork and Leadership	Globalization	Ethical, Social and professional understanding	Employability, Entrepreneurship	Lifelong Learning	Organizational Behavior	Finance & Marketing
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

CO1	H	M	H	H	H	H	H	M	H	H	H	L
CO2	H	M	H	H	H	H	L	H	H	M	H	H
CO3	H	H	M	H	H	M	L	H	H	M	M	H
CO4	M	M	H	H	H	H	L	M	H	H	H	H

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Relationship between the course outcomes (COs) and program outcomes (PO)

(COs)	Program Outcomes (POs)													Program Specific Outcomes (PSOs)					
	PO 1	PO 2	PO 3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H		L				M			H	H					H			
CO2	H	M					M			H	H				H		M		
CO3	H	M	M		M					H						H			
CO4	H	H	L	H	M		M			H					H		H	M	

Scheme:

This Internship is comprised of minimum 12 weeks of work (with stipend as per industry standards) in any design-related firm/office/retail/MNC/manufacturer.

Course Contents:

- Work as given by the industry mentors
- Inputs by Faculty Mentor on how to compile final presentation and final internship report

Final Report & Deliverables:

The student is required to submit the following documents at the end of his/her Internship Period

Part 1: Internship Report should contain the following information:

Internship experience:

- History and profile of the interning organization.

- The organizational structure and roles.
- Reflection on your experience and how it could be improved.

All the text should be supported by relevant and good quality images. The report should contain information and explanation about the projects handled by you during the internship period.

Part 2: Presentation

After internship, the student is required to make a presentation of his/her work and industry experience to peers and faculty. The presentation should be concise and to the point and should include text supported by visuals with proper citations.

Part 3: Industry Feedback

Industry feedback will also be considered for final evaluation. The evaluation form is filled in by the industry mentor and submitted to the faculty in-charge of Internship and HoD.

The report must be submitted in the digital format (Uploaded to specified drive location). The students are also required to submit the hard copy of the Internship Evaluation form duly completed and signed by the industry mentor. This is to be submitted by the Industry Mentor to the Faculty in-charge & Program Director/HoD. The final presentation of the Internship experience shall be prepared and made to the Jury Panel.

Bachelor of

Design Course

Structure Product

Design 2023-2027

As approved by BOS held on 19th May 2023

SEMESTER-I (Common Foundation Programme)

Course CODE	COURSE TITLE	Employability /Skill Development/ Entrepreneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-1P05	Materials & Exploration I	Skill Development/ Employability	Human Values, Professional Ethics, Environnemental & Sustainability	Introduction to sustainable materials and practices; discussion on ethical sourcing and environmental impact.
	History of Art & Design I	Skill Development	Gender, Professional Ethics	Explore contributions of underrepresented genders in art history; ethical reflection on cultural appropriation.
23BCF-1P02	Storytelling & Creative Writing	Skill Development/ Entrepreneurship	Gender Sensitization, Professional Ethics,Human Values	Writing prompts around gender roles, ethical dilemmas, and stories that promote empathy and human values.
23BCF-1P03	Visualization & Representation	Employability/ Skill Development/ Entrepreneurship	Professional Ethics	Projects focused on ethical design narratives and socially responsible visual messaging.
23BCF-1P04	Contextual Studies I	Employability/ skill Development/ Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability	Case studies on sustainability in design, human-centered design ethics, and values-based critique sessions.
23BCF-1P01	Expression Color & Light	Skill Development	Environmental & Sustainability	Exploration of eco-friendly pigments and light sources; discussions on energy efficiency in design.
21ENG11	English Communication/Modern Indian Language	Skill Development		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER-II (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development /Entrepreneurship	*Alignment with cross cutting issues*	*Activities undertaken*
23BCF -2P01	Film, Media and Culture	Employability /Skill Development / Entrepreneurship	*Human Values, Gender*	Critical analysis of gender roles and media ethics; study of cultural narratives promoting human values and inclusivity.
23BCF -2P03	Image Making & Representation*	Employability /Skill Development / Entrepreneurship	*Sustainability*	Visual exercises focused on ethical representation, inclusive imagery, and sustainability messaging through visuals.
23BCF -2P04	Contextual Studies II	Employability /Skill Development / Entrepreneurship	*Environmental & Sustainability*	Exploration of design in context of social responsibility, ethics, and environmental awareness through readings and discussions.
23BCF -2P05	Materials & Exploration II	Employability /Skill Development	*Environmental & Sustainability*	Investigation of sustainable materials, life cycle of products, and ethical sourcing through hands-on projects.
23BCF -2P06	History of Art & Design II*	Skill Development	*Human Values, Gender*	Study of historical art/design through the lens of gender inclusion, cultural ethics, and value-driven evolution.
23BCF -2P02	User Study & Experience	Employability /Skill Development / Entrepreneurship	*Professional Ethics*	User-centered design research with ethical guidelines, accessibility considerations, and value-based problem-solving.
EVS21 11	Environmental Science*	Skill Development	*Professional Ethics*	Study of environmental systems, human impact, sustainability strategies, and ethical responsibility toward the planet.

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER III (Domain Foundation Programme)

Course Code	Course Title	Employability/Skill Development/Entrep reneurship	Alignment with cross cutting issues	Activities undertaken
23BCF-3P04	Craft and Textile Heritage	Employability/ Skill Development/ Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability,	Study of traditional, eco-conscious crafts and artisan communities; discussions on cultural ethics and gender roles in craft traditions.
23BCF-3P03	Brand Identity Design	Employability/ Skill Development/ Entrepreneurship	Professional Ethics	Creation of value-driven brand narratives that emphasize ethics, inclusivity, and sustainability in brand positioning.
23BCF-3P02	Design Analysis and Applications I	Employability/ Skill Development/ Entrepreneurship	Human Values, Professional Ethics, Environnemental & Sustainability,	Analytical case studies of ethical and sustainable design practices across industries; critique sessions focusing on gender-sensitive design.
23BCF-3P01	Digital Design & Presentation I	Employability/ Skill Development/	Professional Ethics	Development of digital presentations incorporating themes of professional ethics and environmentally conscious design strategies.
23DEL 3P04, 23DEL 3P05, 23DEL-3P06	Discipline Specific Elective II	Employability/ Skill Development/ Entrepreneurship		
	Foreign Language/M	Skill Development		
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I	Employability/ Skill Development/ Entrepreneurship		
TDCC	Trans Disciplinary Certificate Course	Employability/ Skill Development/ Entrepreneurship		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER IV (Domain Foundation Programme)

Note: (* represents the subjects common among all B.Des programmes)

Course Code	*Course Title*	*Employability/Skill Development/Entrepreneurship*	*Alignment with cross cutting issues*	*Activities undertaken*
23BCF-4P04	*Packaging Design*	*Employability/ Skill Development/ Entrepreneurship*	*Professional Ethics, Environnemental & Sustainability,*	*Projects using recyclable/biodegradable materials; branding with an ethical and sustainable outlook.*
23BCF-4P05	*Theatre Art Costumes*	*Employability/ Skill Development/ Entrepreneurship*	*Gender, Professional Ethics. Human Values*	*Research on gender expression through costume design and use of sustainable textiles for stage production.*
23DEL-4P01 23DEL-4P02 23DEL-4P03	*Discipline Specific Elective III*	*Employability/ Skill Development/ Entrepreneurship*		
23BCF-4P02	*Design Analysis and Applications II*	*Employability/ Skill Development/ Entrepreneurship*	*Professional Ethics, Environnemental & Sustainability,Human Values*	*Advanced case studies focusing on inclusive, ethical, and eco-conscious design solutions.*
23BCF-4P03	*Spatial & Furniture Analysis*	*Employability/ Skill Development/ Entrepreneurship*	*Professional Ethics, Environnemental & Sustainability*	*Exploration of sustainable materials and ergonomics; emphasis on human-centered, ethical spatial solutions.*
23BCF-4P01	*Digital Design & Presentation II*	*Employability/ Skill Development*	*Professional Ethic*	*Creation of digital assets that promote awareness of environmental issues and ethical design narratives.*
TDCC	*Trans Disciplinary Certificate Course*	*Employability/ Skill Development/ Entrepreneurship*		

SEMESTER V (Product Design)

Course Code	Course Title	Employability/Skill Development/Entrepreneurship	*Alignment with cross cutting Issues*	*Activities undertaken*
23BPD-5P01	PD Studio I : Lifestyle Product Design	Employability/Skill Development/Entrepr eneurship	*Environnemental & Sustainability*	Designing lifestyle products with a focus on sustainability, user well-being, and ethical material use.
23BPD-5P02	Computer Application: CAD design	Employability/Skill Development	*Environnemental & Sustainability*	Creating precise, environmentally aware design simulations; ethical considerations in digital product development.
23BPD-5P03	Biomimicry	Employability/Skill Development/Entrepr eneurship	*Professional Ethics*	Study and application of nature-inspired sustainable design solutions; discussions on ecological ethics.
23BPD-5P04	Applied Ergonomics	Employability/Skill Development	*Human Values*	Designing for inclusive user needs, accessibility, and human-centric ethics in comfort and safety.
23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV*	Employability/Skill Development/Entrepr eneurship		
23BPD-5P06	Tangible Interface Design	Employability/Skill Development	*Human Values*	User testing and design based on ethical UX principles, accessibility, and human-centered interaction.
23BDS-5P06	Internship Evaluation*	-		

TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepr eneurship		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VI (Product Design)

Course Code	Course Title	Employability/ Skill Development/Entrepreneurship	*Alignment with cross cutting Issues*	*Activities undertaken*
23BPD-6P01	PD studio II: Futuristic Design	Employability/Skill Development/Entr epreneurship	*Environnemental & Sustainability*	Speculative design projects addressing future ethical challenges, sustainability concerns, and inclusive innovation.
23BPD-6P02	User Interface/Experience design	Employability/Skill Development/Entr epreneurship	*Human Values*	Designing accessible, inclusive interfaces with emphasis on ethical UX practices and human-centered values.
23BDS-6P03	Certification Course*	Employability/Skill Development/Entrepreneurship		
23BPD-6P04	System Design	Employability/Skill Development/Entr epreneurship	*Professional Ethics*	Holistic systems thinking with sustainable frameworks, value-driven design logic, and socially responsible innovation.
23DEL-6P01 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V*	Employability/Skill Development/Entr epreneurship		
23BDS-6P05	Practice Management	Employability/Skill Development	*Professional Ethic,Gender*	Study of professional codes of conduct, ethical business practices, gender equity in the workplace, and sustainable studio operations.

Note: (* represents the subjects common among all B.Des programmes

SEMESTER VII (Product Design)

Course Code	Course Title	Employability/ Skill Development/Entrepreneurship	*Alignment with cross cutting Issues*	*Activities undertaken*
23BPD-7P01	Thesis - Digital Product Design	Employability/Skill Development/Entrepreneurship	*Environnemental & Sustainability*	Final design project focused on ethical digital innovation, inclusive UX, and sustainable tech practices.
23BPD-7P02	Product Styling	Employability/Skill Development	*Environnemental & Sustainability*	Styling for diverse audiences with sensitivity to gender, culture, and ethical material use.
23BPD-7P03	Portfolio & Presentation	Employability/Skill Development	*Professional Ethics*	Curation of a personal portfolio reflecting sustainability values, ethical thinking, and inclusive design approaches.
23BPD-7P04	Thesis report	Skill Development	*Professional Ethics*	Written reflection emphasizing human-centered, ethical, and environmentally responsible design methodology.
TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship		

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VIII (Product Design)

Course Code	**Course Title**	**Employability/Skill Development/Entrepreneurship**	***Alignment with cross cutting Issues***	***Activities undertaken***
23BDS-8P01	Internship (12 weeks) *	Employability/Skill Development		

Note: (* represents the subjects common among all B.Des

Programme Handbook

School of Design

Sushant University

(*Applicable to students admitted in the academic year 2023- 2024)

Programme Handbook - Bachelor of Design - Product Design (B.Des PD)

(*Applicable to students admitted in the academic year 2023- 2024)

PRELIMINARY DEFINITIONS AND NOMENCLATURE

In this document, unless the context otherwise requires:

1. "**Programme**" means Degree Programme, that is Bachelor of Design, Degree Programme (B.Des)
2. "**Discipline**" means specialization or branch of Bachelor of Design, Degree Programme (B.Des), like Product Design, Interior Architecture , etc.
3. "**Course**" means a theory or practical subject that is normally studied in a semester, like Principles of design.
4. **"Director, Academic Affairs"** means the authority of the University who is responsible for all academic activities of the Academic Programmes for implementation of relevant rules of this Regulations pertaining to the Academic Programmes.
5. **"Dean/Director"** means head of the School conc/erned.
6. **"PD"** means Programme Director of the respective programme of the School concerned.
7. **"Controller of Examinations (COE)"** means the authority of the University who is responsible for all activities of the University Examinations.
8. **"SU/ University"** means Sushant University (Erstwhile Ansal University)
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 eight semester B.Des Degree Programme: Should have passed (with 50% marks) the Higher Secondary Examinations of (10+2) Curriculum (Academic Stream) prescribed by the State/Central Examination Boards or any examination of any other recognized body.

1.2. Lateral entry admission

The candidates who possess the Diploma in Design awarded by the State Board of Technical Education, or its equivalent are eligible to apply for Lateral entry admission to the third semester of B.Des.

1.3. Migration/Transfer of candidates pursuing B.Des from another University approved by UGC shall be granted as per the approval of the School level lateral admissions and Migration Committee (LAMC) in the appropriate semester as per credit mapping with appropriate remedial courses undertaken.

1.4. All Migration/Transfers are subject to the approval of the Vice Chancellor of SU.

2. STRUCTURE OF PROGRAMME

2.1. Credits requirement

Minimum credit requirement is 200 credits for a student to be eligible to get an Undergraduate Degree in Design (any specialisation among ID, IA, PD, CD, FT, UX).

2.2. Categorization of Courses

B.Des Programme will have a curriculum with syllabi consisting of theory and practical courses that shall be categorized as follows:

Sl.	Category	Suggested breakup of Credits (Total 200)
1	**Core Courses**	126

2	**Discipline Specific Electives (DSE)**	30
3	**Generic Electives I (GE I)**	6
4	**Generic Electives II (GE II)**	4
5	**Dissertation/Internship**	25
6	**Skill Enhancement Course (SEC)**	3
7	**Ability Enhancement Course (AEC)**	4
8	**Service Learning/Community Service Based Course**	2
	Total	**200**

2.3.1 Induction Programme

An induction programme with two weeks duration will be conducted before the commencement of I semester class as per the school curriculum or preference. The following physical activities shall be completed during the induction programme-.

I. Physical fitness and Health

- Physical fitness Activities
- Sports/Games Related

II. Culture

- Learning an art form
- Heritage
- Intangible Cultural Heritage

III. Literature & Media

- Literature, Cinema and Media
- Group reading of classics

IV. Social Service

- Social Awareness
- Social Service

V. Self-Development

- Spiritual, Mindfulness & Meditation
- Religion and 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/Capstone Courses

A bridge/capstone program with minimum two weeks duration will be conducted before the commencement of 1st semester class as per the school curriculum keeping in mind the background of majority of the inducted students. The courses offered under the Capstone Programme would be pertaining to basic skills, extra courses to understand existing skill-set in the current batch of students and also build a conversational bridge between the faculty team and new students. This is also seen as an excellent opportunity to encourage comradeship among the students who come from different education backgrounds, cities and work ethics. Some of the courses can be offered in tandem with selected immediate seniors or second year students who then become informal mentors to the new batch.

Following is a list of suggested subjects indicative of -.

I. Learning From Art

1. Art appreciation`
2. World around us (in art)

II. Representation skills

1. How Design is communicated

2. Understanding digital representation
3. Tools and techniques of expressing ideas
4. Mood boards and other presentation methods

III. Personal Development

1. Time management and School culture at SoD
2. Developing an attitude for Design
3. Physical fitness

IV. Design Aptitude

1. Critical Thinking and making
2. Social issues and the designer's role
3. Universal Human Values

2.5. Number of courses per Semester

Each semester curriculum shall normally have a blend of core courses not exceeding 22 credits and Employability Enhancement Course(s) not exceeding 5 credits. Each Employability Enhancement (EE) Courses may have credits assigned as per curriculum. Throughout the course of the four years, the programme will have at least one professional internship not less than 25 credits as a continuous in eighth semester.

2.6. Credit Assignment

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 are required to undergo Industrial training for a period (15 Weeks) as specified in the Curriculum during eighth semester. The semester-long internship has to be undertaken continuously as per the requirements of the programme. Other summer or winter internships may be encouraged to keep students connected to the industry standards; however, they may not be compulsory.

2.7.2. The students may undergo Internship at Research organization / University/Industry (after due approval from the Dean/Director) for the period prescribed in the curriculum during eighth semester, in lieu of Industrial training. The students shall be permitted to carry out their internship during the eighth Semester. The report of which under the industry as well as faculty mentor to be submitted and presented at the end of eighth Semester.

2.8. Industrial Visit

Every student is required to go for at least one Industrial Visit every semester starting from the first semester of the Programme. The Deans/Directors shall ensure that necessary arrangements are made in this regard. Industrial visits may be undertaken in groups with other disciplines, under the guidance of a faculty mentor or individually as per the requirements of the curriculum and the content of a particular subject.

2.9. Massive Open Online Courses

Students may be permitted to credit one online course under Massive Open Online Course (which are provided with a certificate) subject to a maximum of two credits. The approved list of online courses will be provided by the concerned department from portals like Swayam, NPTEL, edX, Udemy before the commencement of every semester. The credit attained through MOOC course has to be transferred to the marksheet of their respective semester and will be a compulsory course to meet the programme requirements. In a scenario, where the complete assessment is not done

by the MOOC platform the school may conduct its own exam for evaluation of the respective course. The details regarding online courses taken up by students should be sent to the Controller of Examinations one 8month before the commencement of End Semester Examination.

2.10. Medium of Instruction

The medium of instruction is English for all courses, examinations, seminar presentations and project / thesis / dissertation reports.

3. ATTENDANCE REQUIREMENTS FOR COMPLETION OF THE SEMESTER

3.1. A student who has fulfilled the following conditions shall be deemed to have satisfied the requirements for completion of a semester.

Every student is expected to attend all classes of all the courses and secure 100% attendance. However, in order to make provision for certain unavoidable reasons such as Medical / participation in sports, the student is expected to attend at least 75% of the classes.

Therefore, **he/she shall secure not less than 75%** (after rounding off to the nearest integer) of overall attendance.

3.2. However, a student who secures attendance between 65% and 74% in the current semester due to medical reasons (prolonged hospitalization / accident / specific illness) / participation in sports events may be permitted to appear for the current semester examinations subject to the condition that the student shall submit the medical certificate/ sports participation certificate attested by the Dean/Director. The same, after approval of the VC shall be forwarded to the Controller of Examinations for record purposes.

3.3. Except special circumstances as mentioned in clause 3.2, students who secure less than 75% attendance in all the courses of the semester and students who do not satisfy the other requirements as specified by their respective programme shall not be permitted to write the University examination at the end of the semester. They are required to repeat the incomplete semester in the summer exams, as per the norms prescribed and duly notified by the Controller of Examinations.

4. FACULTY MENTOR

To help the students in planning their courses of study and for general advice on the academic programme, the Dean/Director of the Department will attach a certain number of students to a teacher of the Department who shall function as Faculty mentor for those students throughout their period of study. The Faculty Mentor shall advise the students in registering and reappearing of courses, authorize the process, monitor their attendance and progress and counsel them periodically. If necessary, the Faculty Mentor may also discuss with or inform the parents about the progress / performance of the students concerned or address their concerns if any.

The responsibilities for the faculty mentor shall be:

- To act as the channel of communication between the Dean/Director and the students of the respective group.
- To collect and maintain various statistical details of students.
- To inform the students about the various facilities and activities available to enhance the student's curricular and co-curricular activities.
- To guide student enrolment and registration of the courses.
- To authorize the final registration of the courses at the beginning of each semester.
- To monitor the academic and general performance of the students including attendance and to counsel them accordingly.

5. PROGRAMME COMMITTEE

5.1. Every Programme shall have a Programme Committee consisting of teachers of the programme concerned, student representatives and chaired by the Dean/Director. It is like a 'Quality Circle' (more commonly used in industries) with the overall goal of improving the teaching-learning process. The functions of the Programme committee include-

- Solving problems experienced by students in the classroom and in the laboratories.
- Informing the student representatives, the academic schedule including the dates of assessments and the syllabus coverage for each assessment.
- Informing the student representatives, the details of regulations

regarding weightage used for each assessment. In the case of practical courses (laboratory/ project work / seminar etc.) the breakup of marks for each exercise / module of work, should be clearly discussed in the Programme committee meeting and informed to the students.

- Analysing the performance of the students of the respective Programme after each test and devising the ways and means of solving problems, if any.
- Identifying the weak students, if any, and requesting the teachers concerned to provide some additional help or guidance or coaching to such weak students.

5.2. The Programme committee shall be constituted within the first week of each semester by the Dean/Director.

5.3. At least 4 student representatives (usually 2 boys and 2 girls) shall be included in the Programme committee depending upon the strength of the programme. In case any of the designated student representatives are unavailable for the meeting due to unavoidable reasons, they may depute any of their classmates to represent them.

5.4. The Chairperson of the programme committee (Programme Director) shall invite the faculty mentor(s) to the programme committee meetings. In case any faculty member is unable to attend, they may have access to the recording and minutes of the proceedings and their issues may be addressed in absentia.

5.5. The Programme Director is required to prepare the minutes of every meeting, submit the same to the Dean/Director within two days of the meeting and arrange to circulate it among the students and faculty members concerned.

5.6. The first meeting of the Programme committee shall be held within two weeks from the date of commencement of the semester, in order to inform the students about the nature and weightage of assessments within the framework of the regulations. Two or three subsequent meetings shall be held in a semester at suitable intervals. The Programme Committee shall put on the Notice Board the cumulative attendance particulars of each student at the end of every such meeting to enable the students to know their attendance details. During these meetings the student members representing the respective class, shall meaningfully interact and express the opinions and suggestions of the other students of the class in order to improve the effectiveness of the teaching-learning process.

5.7 The recorded minutes of the meeting shall be made available to all members of the committee and the students in the class.

6. COURSE COMMITTEE FOR COMMON COURSES

Each common theory course offered to more than one discipline or group, shall have a "Course Committee" comprising all the teachers teaching the common course with one of them nominated as Course Coordinator. The nomination of the Course Coordinator shall be made by the Dean/ Director depending upon whether all the teachers teaching the common course belong to a single department or to several departments. The 'Course committee' shall meet in order to arrive at a common scheme of evaluation for the test and shall ensure a uniform evaluation of the tests. Wherever feasible, the course committee may also prepare a common question paper for the internal assessment test(s).

7. EXAMINATION SYSTEM

7.1. The academic performance of students is adjudged by the aggregate of continuous mid Semester Evaluation (MSE) and the End Semester Examination (ESE).

7.2. Each course, both theory and practical (including project work & viva voce Examinations) shall be evaluated for a maximum of 100 marks.

- The weightage of End Semester Jury (ESE) to Mid Semester Evaluation (MSE) of all courses except TDL/Soft-Skills courses is 60% to 40%.
- The weightage of End Semester Jury (ESE) to Mid Semester Evaluation (MSE) of TDL/TDC and Soft-Skills courses is 40% to 60%.

7.3. Industrial training shall be part of the course concerned.

7.4. The University examination (theory and practical) of 2 hours duration shall ordinarily be conducted twice in December and May for Odd and Even semester respectively.

End Semester Examination question paper pattern is given below:

A question paper for theory examinations of a course unit of any programme will be of 2 hours' duration with maximum marks 60/50 (weightage 60%) and will have three parts; Part A, Part-B and Part-C. (The duration of practical examinations will be as required and the value addition courses will have different format).

Part-A: 28 Marks (students are advised to devote approximately 50 minutes to 60 minutes out of total 2 hours on this part)

In this section, a student is required to answer 4 out of 5 given questions. Each question will be of 7 marks. These questions may include short numerical problems or theory questions to assess students' understanding of concepts and frameworks.

If needed in this part, a question might be designed to have maximum two sub- parts

(a) and (b) with weightage of 3 and 4 or 4 and 3 marks respectively to enable testing on more concepts and frameworks.

Part-B: 20 Marks (students are advised to devote approximately 30 minutes to 40 minutes out of total 2 hours on this part)

In this part, a student is required to answer any 2 out of 3 given questions. Each question will have a weightage of 10 marks and may include long theory questions or numerical problems requiring students to apply the concepts to a given situation or in a given context and analyse a situation.

If a faculty feels that a question in this section needs to have sub-parts, there may be maximum two sub- parts provided that sub-part (a) involves understanding of a concept through a numerical or a theory question and sub- part (b) is application/ analysis of the concept used in sub-part (a).

Part-C: 12 Marks (students are advised to devote approximately 20 to 30 minutes out of total 2 hours on this part)

This part will be compulsory without any choice and will have a weightage of 12 marks. This may be a case study, a hypothetical problem or a situation seeking a possible solution(s), students' response to a situation based on general awareness of the broad discipline of study etc. The objective is not only to judge the skills of students to apply the concept to a particular situation or context but also to assess his/her analytical ability and how a student make realistic assumptions and can ascribe meaning to data (given in the question paper or to be assumed). The students will also be tested on integrative and evaluative skills by making them apply more than one concept together in a given situation or the context.

End Semester jury is given below:

A jury for studio and practical for examinations of a course unit of any programme will be of 1 hours' duration with maximum marks 60 (weightage 60%). (The duration of practical examinations will be as required and the value addition courses will have different format).

7.5. The University examination for project work/dissertation shall consist of evaluation of the final report submitted by the student or students of the project group (of not exceeding X students) by an external examiner and an internal examiner, followed by a viva-voce examination conducted separately for each

student by a committee consisting of the external examiner, the supervisor of the project group and an internal examiner.

7.6. For the University examination in both theory and practical courses including project work/Dissertation the internal and external examiners shall be appointed by the Dean/Director in consultation with the Controller of Examinations.

8. PROCEDURE FOR AWARDING MARKS FOR INTERNAL ASSESSMENT

8.1. Internal Assessment

For all theory and practical courses, the distribution of marks for various **components for the Internal Assessment** is shown below in the table:

8.1.1 For a course of 100 marks containing only Theory Component

Mid Semester Examination	Quiz(s)/ Presentation (s)	Assignment(s)	Attendance	Total
15	15	5	5	40

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)	Attendance	Total
15	10	10	5	40

8.1.3. For a course of 100 marks containing both theory and Lab Component:

MID SEMESTER EVALUATION (40) – Theory (25 Marks) + Lab (15 Marks)

Theory (25)			
Mid Semester Examination	Quiz(s)/ Presentation (s)/Assignment	Attendance	**Total**
10	10	5	**25**
Lab (15)			
Mid Semester Examination	Lab/ practical performed & Lab report	**Total**	
As 10	5	**15**	

END SEMESTER EXAMINATION (60)	
Theory (35)	Lab (25)

8.2. TDCC Courses

For Inter disciplinary/trans disciplinary certificate courses the External Assessment Marks will be 40 and Internal Assessment will be 60.

8.3. Internship/Project Work

8.3.1. Here the Internal Assessment based on project prepared and submitted will be 40 and the External Assessment based on Viva-voce/presentation will 60.

8.3.2. If a student fails to submit the project report on or before the specified deadline, he/ she is deemed to have failed in the Project Work and shall re-register for the same in a subsequent semester.

8.4. Seminar Papers – Not Applicable

The seminar / Case study is to be considered as purely INTERNAL (with 100%

internal marks only). Every student is expected to present a minimum of 2 seminars per semester before the evaluation committee and for each seminar, marks can be equally apportioned. The three-member committee appointed by the Dean

/Director

will evaluate the seminar and at the end of the semester the marks can be

consolidated and taken as the final mark. The evaluation shall be based on the

seminar paper (40%), presentation (40%) and response to the questions asked during presentation (20%).

8.5. Attendance and Assessment Record

Every teacher is required to upload on ERP the 'ATTENDANCE AND ASSESSMENT RECORD' which consists of attendance marked in each lecture or practical or project work class, the test marks and the record of class work (topic covered), separately for each course. The teacher is also expected to safely keep excel of the attendance and the assessments. The University or any inspection team appointed by the University may verify the records of attendance and assessment of both current and previous semesters.

9. EXAM REGULATIONS

9.1. Requirements for appearing for End Semester Examinations- A student shall normally be permitted to appear for the End Semester Examinations for all the courses registered in the current semester (vide clause 9.10) if he/she has satisfied the semester completion requirements.

9.2. The students will be graded under absolute 10-point **Grading Scheme** as given below:

Grade	Range	Grade Point Attached
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 B.Des academic programme:

- A student should earn minimum "D" grade in all courses separately. However, he/she can improve his/her grade ("D" grade onwards) by re-appearing.
- To pass a course, student must obtain 40% marks in the aggregate of Mid Semester Evaluation (MSE) & End Semester Examination (ESE). In order to pass a particular course, student must appear in the Final examination irrespective of the marks obtained in the Mid Semester Evaluation.
- For successful completion of a programme, the student should secure a minimum Cumulative Grade Point Average (CGPA) of 4.0 at the end of final year of the Programme.

9.4. Promotion to Next Year

The promotion rules are applicable only for under-graduate programs across the university.

The promotion rules for B.Des are as under:

1. The students will not be debarred from going to the 2nd year, irrespective of their result of the 1st year.
2. They will be promoted to 3rd year only if at least 60% of the courses prescribed in the 1st year (excluding TDL & Soft Skills) are clear.
3. Similarly, the conditions for promotion to 4th year will be clearing a minimum of 60% courses in 2nd year.
4. Finally, the students will become eligible to earn the degree only if they fulfil the passing criterion.

9.5. Exam Duration

All End Semester Examinations (ESE) would be of two hours duration unless specified otherwise.

9.6. Re-Appearing

There is a provision for re-appearing in the examination (without attending the course-work again) for a course. Re-appearing in examination will be in following cases:

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.

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 act of unfair means and such cases will be forwarded to Unfair Means Committee.

9.10. Duration of the Programme

The minimum period required for completion of a programme shall be as specified in the Scheme of Teaching and Examination and Syllabi for a programme approved by the Academic Council on the recommendations of the Board of Studies.

The maximum number of years within which a student must pass the credit requirements for award of a degree is as follows:

i. For 3/4 years Programs = n+2 years

The maximum permissible period includes academic break, if availed by the student.

9.11. Grade sheet

After results are declared, Grade Sheets will be issued to each student which will contain the following details:

- The list of courses registered during the semester and the grade scored.
- The Grade Point Average (GPA) for the semester.

  The Cumulative Grade Point Average (CGPA) of all courses enrolled from first semester onwards would be shown on the final semester grade sheet.

The Semester performance of a student is indicated as "Semester Grade Point Average (SGPA)". The SGPA is weighted average of Grade Points of all letter grades awarded to a student for all the Courses in the semester. The formula for Computing SGPA is given below:

$$\text{S GPA} = \frac{\text{Grade points secured in the Semester}}{\text{Associated Credits in the Semester}}$$

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=

Cumulative Grade points secured in all the previous Semester(s) including the Current Semester

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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 Bachelor of Design, Degree Programme (B.Des) Degree provided that the student 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.

EXTRA/ CO-CURRICULAR ACTIVITIES OF THE SCHOOL

The School may have activities like Physical Activities (Sports), Cultural, literature and Media, Social Service Scheme (NSS), Self-Development such as Yoga and Human

Values, Nature Club, Yoga, etc. focusing on the holistic development of its students.

Clubs At SoD (2021)

- The **Dance Club** at SoD takes immense pride in being able to express their emotions and spirits through the art of choreography. Teamwork and individual performances bring out the best values in the students.
- The **Theatre Club** at SoD carries a dynamism in its existence. It is a platform to highlight the values of the society through a participatory approach.
- The **Photography Club** of SoD aims at encouraging the budding cohorts of photographers to develop an eye for detail. The students showcase their work on social media and exhibitions.
- The **Music Club** at SoD displays a wide range of musical genres such as jazz, rock, pop, grunge, rap etc. that are pursued passionately by the students.
- The **Art Club** of SoD is a platform to actively create marvelous art pieces outside the classroom both for internal events as well as exhibitions.
- The **Literature Club** at SoD is the place for writers to unleash their passion for writing. There is a diversity in the form of expression: poems, prose, research writing and so on.
- The **Sports Club** of SoD aims to achieve excellence in sports. Participation in different sports fosters leadership, teamwork, discipline, and confidence in the students.

13. 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		FOR ALL SCHOOLS
2	Courses with focus towards promoting Entrepreneurship		
3	Courses with focus towards promoting Skill Development		
8	Courses with focus towards promoting Employability, Entrepreneurship & Skill Development		

SEMESTER-I (Common Foundation Programme)

Course Code	Course Title	Employability/Skill Development /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							
23BCF-1P05	Materials & Exploration I	Employability/ Skill Development	1	1	2	3	
23BCF-1P06	History of Art & Design I*	Skill	2	1	0	3	
23BCF-1P02	Storytelling & Creative Writing	Skill Development	1	1	0	2	
23BCF-1P03	Visualization & Representation*	Employability/Skill Development /Entrepreneurship	1	2	2	4	
23BCF-1P04	Contextual Studies I	Employability/Skill Development /Entrepreneurship	1	2	2	4	
Skill Enhancement Course (SEC)							
23BCF-1P01	Expression in Color & Light	Skill Development	1	1	0	2	

Ability Enhancement Course (AEC)							
21ENG 11	English Communication/Modern Indian Language*	Skill Development	1	0	2	2	
						20	

SEMESTER-II (Common Foundation Programme)

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							
23BCF -2P01	Film, Media and Culture	Employability /Skill Development/ Entrepreneurship	1	1	0	2	
23BCF -2P03	Image Making & Representation*	Employability /Skill Development/ Entrepreneurship	1	2	2	4	
23BCF -2P04	Contextual Studies II	Employability /Skill Development/ Entrepreneurship	1	2	2	4	
23BCF -2P05	Materials & Exploration II	Employability /Skill	1	1	2	3	

		Development					
23BCF-2P06	History of Art & Design II*	Skill Development	2	1	0	3	
Skill Enhancement Course (SEC)							
23BCF-2P02	User Study & Experience	Employability /Skill Development/ Entrepreneurship	1	0	2	2	
Ability Enhancement Course (AEC)							
EVS2111	Environmental Science*	Skill Development	1	0	2	2	
						20	

SEMESTER III (Domain Foundation Programme)

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							
23BCF-3P04	Craft and Textile Heritage	Employability/Skill Development	1	1	2	3	
23BCF-3P03	Brand Identity Design	Employability/Skill Development	1	1	2	3	
23BCF-	Design Analysis and	Employability/Skill	1	2	2	4	

3P02	Applications I	Development					
23BCF-3P01	Digital Design & Presentation I	Employability/Skill Development	1	2	2	4	
23DEL-3P04, 23DEL-3P05, 23DEL-3P06	Discipline Specific Elective II*	Employability/Skill Development	1	1	0	2	
Skill Enhancement Course (SEC)							
23BDS-3P05	Foreign Language/MOOC /*	Skill Development	1	1	0	2	
Ability Enhancement Course (AEC)							
23DEL-3P01 23DEL-3P02 23DEL-3P03	Discipline Specific Elective I*	Employability/Skill Development	1	1	0	2	
Generic Electives I (GE I)							

TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship	1	0	2	2	
						22	

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER IV (Domain Foundation Programme)

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							
23BCF-4P04	Packaging Design	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BCF-4P05	Theatre Art Costumes	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23DEL-4P01 23DEL-4P02 23DEL-4P03	Discipline Specific Elective III*	Employability/Skill Development/Entrepreneurship	1	1	2	3	

23BCF-4P02	Design Analysis and Applications II	Employability/Skill Development/Entrepreneurship	1	2	2	4	
23BCF-4P03	Spatial & Furniture Analysis	Employability/Skill Development/Entrepreneurship	1	2	2	4	

Skill Enhancement Course (SEC)							
23BCF-4P01	Digital Design & Presentation II	Employability/Skill Development/	1	1	2	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship	1	0	2	2	
						22	

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER V (Product Design)

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							
23BPD-5P01	PD Studio I : Lifestyle Product Design	Employability/Skill Development/Entrepreneurship	1	1	4	4	

23BPD-5P02	Computer Application: CAD design	Employability/Skill Development	1	1	2	3	
23BPD-5P03	Biomimicry	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BPD-5P04	Applied Ergonomics	Employability/Skill Development	1	2	0	3	

23DEL-5P01 23DEL-5P02 23DEL-5P03	Discipline Specific Elective IV*	Employability/Skill Development/Entrepreneurship	1	1	0	2	
23BPD-5P06	Tangible Interface Design	Employability/Skill Development	1	1	2	3	
23BDS-5P06	Internship Evaluation*	-	0	2	0	2	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship	1	0	2	2	
						22	

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VI (Product Design)

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							
23BPD-6P01	PD studio II: Futuristic Design	Employability/Skill Development/Entrepreneurship	1	1	4	4	
23BPD-6P02	User Interface/Experience design	Employability/Skill	1	1	2	3	

		Development/Entrepreneurship					
23BDS-6P03	Certification Course*	Employability/Skill Development/Entrepreneurship	1	1	4	4	
23BPD-6P04	System Design	Employability/Skill Development/Entrepreneurship	1	2	0	3	
23DEL-6P01 23DEL-6P02 23DEL-6P03	Discipline Specific Elective V*	Employability/Skill Development/Entrepreneurship	1	1	2	3	
23BDS-6P05	Practice Management	Employability/Skill Development	1	2	0	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship	1	0	2	2	
Total						22	
Claim credits for Scopus/ABDC/UGC/ Patent granted/national level Sport medal/National level championship winner (1st to 3rd) like Hackathon etc						2	

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VII (Product Design)

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							
23BPD-7P01	Thesis - Digital Product Design	Employability/Skill Development/Entrepreneurship	3	4	10	12	
23BPD-7P02	Product Styling	Employability/Skill Development	1	2	2	4	
23BPD-7P03	Portfolio & Presentation	Employability/Skill Development	1	1	2	3	
23BPD-7P04	Thesis report	Skill Development	1	2	0	3	
Generic Electives I (GE I)							
TDCC	Trans Disciplinary Certificate Course*	Employability/Skill Development/Entrepreneurship	1	0	2	2	
						24	

Note: (* represents the subjects common among all B.Des programmes)

SEMESTER VIII (Product Design)

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							
23BDS-8P01	Internship (12 weeks) *	Employability/Skill Development	0	0	12 weeks	20	
						Total - 20	

Noīe: (* iepíesenīs īhe subjecīs common among all B.Des píogíammes)

APPENDIX A

COURSE DESCRIPTION

Programme Handbook

Bachelor of Design, Product Design [B.Des.]

School of Design

Sushant University

(*Applicable to students admitted in the academic year 2023-2024)

14. COURSE DESCRIPTION

14.1. About the Program- B.Des, Product 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 & Manufacturing Processes, Product Design Projects, Product Detailing and CAD in Contemporary Practice help in gaining knowledge regarding contemporary developments, smart materials, cutting edge technology, state of the art advancements, etc. in the field of Product design to develop an intuitive and innovative approach.

Students are encouraged for higher degree of research, studies, explorations and to develop novel prototypes and products. Courses such as History of the Arts, Materials & Construction and Workshop imbibe a sense of appreciation towards history, culture, tradition, craftsmen, artists and guide the students in developing collaborative approaches 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.

14.2. 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 the 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.

14.3. Program Educational Objectives (PEO's)

1. Visionaries | Actively engage students in leadership in a global environment/ context
2. Research Oriented | Conducting design inquiry through evidence and design research
3. Inquisitive | A culture of inquiry, collaboration, and cross-disciplinary endeavors
4. Human centric | Sensitivity towards human behavior and commitment to the health, safety and welfare of the public
5. Learning Real-time | Enabling interaction with environment to equip students to adapt and respond to 'situations' rather than simulations
6. Inclusive | Emphasis on understanding regional cultural sensitivity and global diversity at the same time

14.4. Program Outcomes (POs)

1. PO1 - Knowledge & Expertise of Design field

Developing a professional attitude through interaction with academia and industry experts. Acquire knowledge of design thinking, practice of robust design processes involving critical thinking and team-work. And develop sensitivity to moral and ethical code of conduct as a professional equipped to perform equally well as an employee or an entrepreneur.

2. PO2 - Research

Develop knowledge of conceptual frameworks that motivate interdisciplinary research and design in human-centered design, and inform the Product design process with the same.

Knowledgeable regarding contemporary developments, smart materials, cutting edge technology, state of the art advancements, etc. to develop an intuitive and innovative approach towards the field of design.

3. PO3 - Information and digital literacy

Develop an aptitude for problem solving and opportunity inquiry with a thorough research process. Developing knowledge of the design process, research as a method of creative problem solving and inducing innovation. Developing intellectual property through original research, publishing articles in high impact factor journals, conference proceedings, patents.

4. PO4 - Problem Solving

Evaluate and understand human needs as a basis for designing. Adopt a systems approach to design, develop, innovate and implement integrated systems that include people, technology, information, energy and resources taking into account global, environmental, human, social and economic contexts.

5. PO5 - Communication and presentation skills

Inculcating the habits of constructive criticism, self-evaluation and lifelong learning through cross-collaboration, design studio culture, hands-on working. Identify the need for and continue to develop skills and knowledge to embrace changes or disruptions in society and the design profession.

6. PO6 - Behavioral skills, Teamwork and leadership

Imbibing appreciation of the versatility of history, culture, tradition, crafts, arts, technology, artists. Communicate effectively in oral, written, and visual forms, while scaling communications to audience needs and socio-technical contexts.

7. PO7 - Globalization

Imbibing appreciation of the versatility of history, culture, tradition, crafts, arts, technology, artists. Communicate effectively in oral, written, and visual forms, while scaling communications to audience needs and socio-technical contexts.

8. PO8 - Ethical, Social and professional understanding

The ten work ethic traits: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect and teamwork are defined as essential for student success and are listed below.

9. PO9 - Employability, Entrepreneurship

Developing skills that fulfil the industry requirements and are at par with market demand. Imbibing entrepreneurship skills as well that enable to set up and run own establishment and take it further.

10. PO10- Lifelong learning

The list of beneficial lifelong learning skills one can have is broad and diverse, and it pays to develop them constantly. Such skills transform our future for the better because they come from what is best in us. Mastering beneficial lifelong learning skills helps us work, learn, and live better.

11. PO11- Organizational behavior

At its core, organizational behavior analyzes the effect of social and environmental factors that affect the way employees or teams work. The way people interact, communicate, and collaborate is key to an organization's success.

12. PO12- Finance and marketing

Imbibing financial aspects such as analytical thinking. It refers to looking atand understanding a situation to interpret it and deriving an intelligent and thoughtful response. Also integrating marketing skills to promote the work and business better.

Examination Scheme for all Theory Papers:

Components	Mid-term Examination	Final Internal Assessment	End-Term Exam	Total
Weightage	15	25	60	100

Sushant University (Erstwhile Ansal University Gurugram)	SCHOOL OF DESIGN Syllabus	
23BCF-2P06	LTP: 2-1-0	B.Des CF
History of Art & Design II		Version: 2023

Objective:

The Course objective is to introduce students to global histories through objects. The objectschosen (from the project of the British Museum) all tell a story about how their local area has interacted with the wider world. It aims to encourage people to discover the power of objects. Object lives and global histories can reveal how the traces of contact, exchange and movement of objects, cross cultural, social and political influences, mould the form and life of an object. The students will be encouraged to explore world history through objects in theclassroom and visit local museums.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Evaluate key historiographical and theoretical debates in the period before Modernism.	PO1, PO2, PO3, PO4, PO7, PO8, PO10
CO2	Demonstrate an understanding of the social history of art and design in thetenth to twentieth century.	PO1, PO2, PO3, PO4, PO7, PO8,
CO3	Demonstrate appropriate visual analysis and interpretation skills	PO1, PO2, PO3, PO4, PO7, PO8, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) 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	L	M	L	L			M	M		H			H	H		M		
CO2	M	M	H	L			L	L		L			H				M	
CO3	L	H	L	M			L	L		H			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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 45 contact hours divided into 30 lectures and 15 tutorials spread over 15 weeks of semester.

Course Contents:

Module 1: The Silk Route (400-700 AD)

Module 2: Raiders and Traders (900-1300 AD)

Module 3: Religion and symbols of God (1200 - 1400 AD)

Module 4: An introduction to some early status symbols (1200-1400 AD)

Module 5: The World of Exploration, Exploitation and Enlightenment

Module 6: The Threshold of the Modern World (1375 1550 AD)

Pedagogy:

The teaching with an emphasis on history and theory of objects as a tool for critical thinking and critical making, the course prepares a base for the students to gain an understanding of historical

facts and events that has designed our present; through research and analysis of objects, methods and practices of art and design. All assignments will be application-based keeping user-centric approach.

Text & References:

- Craven, R. C. (2006). *Indian art: A concise history*. London: Thames and Hudson.
- Gombrich, E. H. (1998). *The Story of Art*. London: Phaidon Press. [Available from: https://ia801601.us.archive.org/1/items/in.ernet.dli.2015.29158/2015.29158.The- Story-Of-Art.pdf]
- MICHELL, G. (2000). *Hindu art and architecture*. London, Thames and Hudson.
- CRAVEN, R. C. (1976). *A concise history of Indian art*. New York, Oxford University

Semester 3

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P01	LTP: 1-2-2	B.DES
DIGITAL DESIGN AND PRESENTATION I	VERSION :2023	

Objective:

This course is oriented towards developing skills in graphic communication. It involves combining and organizing the graphic elements of type with illustrative and photographic images, diagrams, signs and symbols. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse graphic applications. It covers the development of ideas into graphic designs and presenting them suitably to an audience.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Methodically investigate the design contexts, opportunities and constraints of briefs.	PO1, PO2, PO3, PO5, PO10
CO2	Understanding of factors which enhance or obstruct graphic communication.	PO1, PO2, PO3, PO5, PO10
CO3	Develop ideas into effective graphics designs for a range of applications.	PO1, PO2, PO3, PO5, PO10
CO4	Present designs to an audience clearly.	PO1, PO2, PO3, PO5, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) 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	L	L	M		H					H			M	M		H		
CO2	L	L	M		H					H			H				M	
CO3	L	L	M		H					H			M	M		H		
CO4	L	L	M		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 10-50% of the desired outcome)

Scheme:

This course is comprised of practical demonstrations and tutorials along with lecture components.

Course Contents:

Students will learn how to develop and record ideas for a range of applications. These may include individual pages, book design, poster design, promotional material, informational material or packs, exhibition and display panels, website information pages, film titles, audio-visual information and multimedia material. This will involve the following modules:

Unit 1:

Using different ideas-generation methods, graphic media and techniques, worksheets and sketchbooks.

Unit 2:

Organizing a diverse amount of information (eg typographic, illustrative and photographic images, aesthetic values, and use of charts, diagrams, signs and symbols). Production methods offer different opportunities and constraints for design. Students will need to be able to recognize how differences in production methods affect their designs.

These include: Paper-based media & Electronic or digital media, 3D applications.

Pedagogy:

Lectures, practical demonstration, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further research in given assignments.

Reference Books:

- Martin, D. (1995). Graphic design: Inspirations and innovations. Rockport, MA: Rockport Publishers.
- Lewis, B. (1987). An introduction to illustration. New York, NY: Apple Press.
- Wood; R. J. (1991). Handbook of illustration. London, UK: Studio Vista

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P02	LTP: 1-2-2	B.DES
DESIGN ANALYSIS AND APPLICATIONS I		VERSION :2023

Objective:

To enable the students to

- Analyzing design elements
- Understanding design theories and principles
- Developing analytical skills
- Applying design analysis techniques
- Enhancing design decision-making

This course will help the students to empower the necessary skills and knowledge by critically analyzing the designs, make informed decisions, and continuously improve their design work. These skills will help the students to be better equipped to create impactful and user-centered designs that meet the needs and expectations of users.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Apply design analysis techniques	PO1, PO3, PO7, PO10
CO2	Conduct user research	PO1, PO2, PO7, PO10
CO3	Interpret and present design analysis data	PO1, PO2, PO3, PO5, PO10
CO4	Iterative design improvement	PO1, PO2, PO3, PO4, PO5, PO7, PO10
CO5	Apply ethical considerations & reflect on design choices	PO1, PO2, PO3, PO4, PO5, PO7

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) 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		L				M			H			M		M			
CO2	H	M					M			H			H					
CO3	H	M	M		M					H							H	
CO4	H	H	L	H	M		M			H					H			
CO5	H	H	L	H	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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Course Contents:

Unit 1:

Introduction to Design Analysis - Understanding the role of design analysis in the design process along with principles and theories of design analysis. Importance of user-centered design and its relationship to design analysis

Unit 2:

Design Elements and Principles -Analyzing the relationship between design elements and principles

Unit 3:

User Research Methods - Introduction to user research in design analysis and learning to plan and conduct user interviews and surveys along with usability testing and user observation techniques

Unit 4:

Evaluating User Experience

Analyzing and evaluating the user experience in design with cognitive walkthroughs and heuristic evaluations to understand user feedback and incorporate it into design analysis.

Unit 5:

Data Analysis and Visualization - Interpreting and visualizing design analysis data by using data to inform design decisions and improvements.

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

TEXT & REFERENCES

1. Hope, A., & Walch, M. (1990). The color compendium. New York: Van Nostrand Reinhold.
2. Itten, J., & In Birren, F. (2003). The Elements of color. New York [N.Y.: John Wiley & Sons.]
3. Albers, J. (2013). The interaction of color, New Haven: Yale University.
4. King, D. B., & Wertheimer, M. (2008). Max Wertheimer & Gestalt theory. New Brunswick, NJ: Transaction Publ.
5. Bowers, J. (2008). Introduction to two-dimensional design: Understanding form and function. Hoboken, N.J: Wiley.

6. Itten, J. (2004). The art of color: The subjective experience and objective rationale of color. New York: John Wiley.
7. Proctor, R. (1990). Principles of pattern design. New York: Dover Publication.
8. Elam, K. (2011). Geometry of design: Studies in Proportion and Composition., New York: Princeton Architectural Press.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P03	LTP: 1-1-2	B.DES
Brand Identity Design	VERSION :2023	

Objectives

- Understand the importance of brand identity design.
- Learn the different elements of brand identity design.
- Be able to create effective brand identity designs.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Define brand identity design and explain its importance.	PO4,PO5
CO2	Identify the different elements of brand identity design.	PO1
CO3	Apply the different elements of brand identity design to create effective designs.	PO1,PO2
CO4	Conduct research on target audiences and competitors.	PO1,PO3
CO5	Develop creative concepts and ideas.	PO1,PO2,PO3,PO8
CO6	Use design software to create effective visual representations of their ideas.	PO1,PO2,PO3,PO8,PO9,PO10
CO7	Present their work to clients and stakeholders.	PO2,PO3,PO8,PO9,PO10

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				M	M								M		M			
CO2	H												H					
CO3	L	H															H	
CO4	L		H												H			
CO5	L	L	H					H					M					
CO6	M	M	L					M	H	H					H			
CO7		M	L					L	M	M			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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.

Unit 1:

Introduction to Brand Identity Design

- What is brand identity design?
- Why is brand identity design important?
- The history of brand identity design

Unit 2:

The Elements of Brand Identity Design

- Brand name
- Brand logo
- Brand colors
- Brand typography
- Brand imagery
- Brand tone of voice

Unit 3:

Creating Effective Brand Identity Designs

- Conducting research on target audiences and competitors
- Developing creative concepts and ideas
- Using design software to create effective visual representations of their ideas
- Presenting their work to clients and stakeholders

Unit 4:

Case Studies

- Studying the work of other designers
- Analyzing successful and unsuccessful brand identity designs

Unit 5:

Conclusion

- Summary of the course
- Discussion of the future of brand identity design

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

Book References

- Aaker, D. A. (2019). Building strong brands (11th ed.). Simon & Schuster.
- Blyth, A., & Monk, C. (2018). Brand identity design: A practical guide (2nd ed.). Laurence King Publishing.
- Lupton, E. (2017). Branding: The essentials. Laurence King Publishing.
- McNamara, D. (2018). Designing brand identity. RotoVision.
- Ries, A., & Trout, J. (2017). Positioning: The battle for your mind (20th anniversary ed.). McGraw-Hill Education.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P04	LTP: 1-1-2	B.DES
Craft and Textile Heritage	VERSION :2023	

Objective:

- To impart knowledge on various traditional printing techniques and basic embroideries of India
- To gain practical knowledge on different fabric development processes
- To provide a balanced mix of theory and practical knowledge tied up with several situations in craft and textile industry.
- Focus on experimental learning through understanding of basic and simple design development solutions to challenging authentic results

This course will help the students to empower the necessary skills and knowledge by critically analyzing the designs, make informed decisions, and continuously improve their design work. These skills will help the students to be better equipped to create impactful and user-centered designs that meet the needs and expectations of users.

Course Outcomes:

The learning outcomes that students are expected to achieve in this course include:

- At the end of the course students will able to understand the traditional textiles of India, application of various techniques in ornamentation.
- At the end of the course students able transform their ideas into craft and textiles by studying, analyzing, & selecting the proper fabric type.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Apply design analysis techniques	PO1, PO2,PO3, PO7, PO10
CO2	Conduct user research	PO1, PO2, PO7, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) 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	L	L				M			H			M		M			
CO2	H	M					M			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 10-50% of the desired outcome)

Scheme:
This course is comprised of about 45 contact hours divided into 15 lectures, 15 tutorials and 30 practical hours spread over 15 weeks of semester.
Course Contents:

Unit 1: Craft Heritage

Introduction to Craft Heritage, Craft Historical Evolution, Investigate the origins and evolution of numerous crafts in various countries and time periods. Crafts' Cultural Importance Investigate the links between crafts and identity, community cohesiveness, and intangible cultural heritage. Craft Techniques and Skills from the Past, Traditional craft practises such as weaving, pottery, woodwork, metallurgy, and embroidery should be studied. Examine the significance of craft groups and craftspeople in preserving and transmitting craft traditions. Examine the social and economic aspects of craft societies, such as apprenticeship systems, labour division, and gender roles. Discuss the economics of crafts, such as market trends, manufacturing models, and revenue generating.

UNIT-II-Textile Heritage

Introduction to Textile Heritage, Textile Development Throughout History, Follow the progression of textiles from ancient civilizations to the present. Examine how technical improvements, trading routes, and cultural interactions affect textile manufacture. Artistry and Traditional Textile Techniques, Investigate traditional textile methods including weaving, dying, printing, and embroidery. Analyze the creative aspects, themes, and meaning present in traditional textiles. Examine the cultural significance and symbolism linked with textiles in various communities and countries. Investigate the importance of textiles in rituals, rites, clothing, and the construction of identity. Textile Heritage Conservation & Preservation, Investigate the problems and strategies involved in the preservation and conservation of historic textiles.

Pedagogy:

All sessions are self-exploratory with a few demonstrations wherever required. Each student is required to do research and brain about these elements of design and put their abilities forward. A few presentations and videos would also be shared in order to get a broader perspective of use of elements in design and contemporary products. All assignments will be application-based keeping user-centric approach.

TEXT & REFERENCES

1. Anne Mathew, "Vogue Dictionary of Crochet Stitches", David and Charles, London,1989 2.
2. Barbara Snook, "Creative Art of Embroidery", Numbly Pub. Group Ltd, London, 1972 "
3. Gail L., cc Inspirational Ideas for embroidery On clothes and accessories", Search press Ltd, 1993
4. Readers Digest: Complete Guide to Needle work-APH Corp, New Delhi 1996
5. Shailaja Naik, " Traditional Embroideries Of India", APH Publishing corporation, New Delhi, 1996 ' 38 6.
6. Sheila Paine: Embroidered Textile –Thames & Hudson Ltd.1990

***Additional references/ reading material could be suggested by the subject faculty**

Semester 4

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-4P01	LTP: 1-1-2	B.DES
DIGITAL DESIGN AND PRESENTATION II	VERSION :2023	

Objective:

To enable the students to

- create and deliver visual content using digital tools.
- create animated films, visual effects, art, 3D-printed models, motion graphics, interactive 3D applications, virtual reality, and, formerly, video games.

This course can include anything from creating a website to designing a presentation to making a video. It helps you create a portfolio by designing websites, creating presentations, or making videos. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse 3D applications. It covers the development of ideas into 3- dimensional designs and presenting them suitably to an audience.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Introduction of 3D modelling on the computer through software.	PO3, PO5, 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					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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 45 hours of Modules in a Semester or 3 hours per week.

Course Contents:

Unit 1:

Introduction to 3D Modeling –3D modeling is the process of gradually building an item by adding components to make geometric shapes.

Unit 2:

Rigging & Animation – Helps you to create and animate characters as well as create smooth and realistic animations.

Unit 3:

Environmental visualization in Game creation – game engine that allows you to create and export games. Environmental visualization is the process of creating realistic and immersive environments for video games. It is a critical part of game development, as it can help to create a sense of place and atmosphere, and immerse players in the game world

Unit 4:

Rendering – engine that allows you to create high-quality rendered images and videos and compositing toolset that allows you to combine images and videos to create stunning visuals.

Unit 5:

Motion tracking & compositing – toolset that allows you to import real-world footage and track its movement and compositing toolset that allows you to combine images and videos to create stunning visuals

Unit 6:

Video editing – video editing toolset that allows you to edit and export videos.

Unit 7:

Simulation – Toolset that allows you to create realistic simulations of fluids, smoke, and other effects.

Pedagogy:

It would be a practical course with a lot of demonstrations.

TEXT & REFERENCES

1. Schell, J. (2008). The art of game design: A book of lenses. Amsterdam; Boston: Elsevier/Morgan Kaufmann.
2. Martin, D. (1995). Graphic design: Inspirations and innovations. Rockport, MA: Rockport Publishers.
3. Lewis, B. (1987). An introduction to illustration. New York, NY: Apple Press.
4. Wood, R. J. (1991). Handbook of illustration. London, UK: Studio Vista

***Additional references/ reading material could be suggested by the subject faculty.**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-4P01	LTP: 1-1-2	B.DES
SPATIAL & FURNITURE ANALYSIS	VERSION : 2023	

Objectives:

To enable the students to

- Understand anthropometry and enhance the knowledge of ergonomics to create ability to understand furniture design and to draw and render the furniture.
- To get the knowledge about the furniture used in different materials.

This course helps the student to familiarize the students about the knowledge of furniture design and various aspects involved in the Design of furniture for various spaces. Objective of this course is to develop competency to design and manufacture furniture in relation to human Forms and use it for different purpose & functionality.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Explore the intersection of architecture, art, and design in this hands-on furniture design course	PO1, PO2, PO5, PO7, PO10
CO2	Understand various styles, systems, and products available in the market.	PO1, PO2, PO3, PO7, PO8, PO10
CO3	Hand-on experience on production of furniture for various classes of people with the parameters of economy and culture.	PO1, PO2, PO4, PO5, PO8, PO9, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) 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			H		H			H			M	M		H		
CO2	H	H	H				H	H		H			M		H			
CO3	H	H		H	H			H	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 10-50% of the desired outcome)

Scheme:

The course comprises of 60 hours of lecture, tutorial and workshop hours in a semester spread across as modules or 4 hours per week schedule.

UNIT 1:

Importance of furniture: study of shapes, forms finishes on furniture. Environmental conditions influencing furniture designs: Climatic, social, economic, availability of materials and construction techniques

UNIT 2:

Free Hand Sketches: Furniture used in spaces such as office, shops and restaurants etc.

UNIT 3:

Anthropometry: Study of Anthropometric and ergonomic data in relation to various furniture, Diagrammatic representation through charts. An exercise has to be done where actual measurements have to be taken in relation to various furniture presentations in report form.

UNIT 4:

Introduction to various Material and Hardware Used in Furniture: Wood, metals used in Furniture. Types of wood based products, Methods of care and maintenance, economics of furniture, durability and usability.

UNIT 5:

Techniques of finishing the Surfaces: Wood and Metal Paints, Polishes and varnishes etc: hand painting, brush painting, roller, spray etc.

UNIT 6:

Scaled Drawing:

Pedagogy:

The course is structured around a series of core modules through a combination of lectures, seminars, field visits, market surveys and team-based project presentations, with most of the contact hours taking place in small groups of students. Studio exercises will be intended to provide experience in both design and execution of furniture and millwork.

TEXT & REFERENCES

Text Book(s):

1. The Encyclopedia of Furniture, Joseph Aronson, Crown Publishers, New York
2. Time Saver Standards for Interior Design, Joseph De Chiara, McGraw Hill, New York

Reference Book(s):

1. Aronson, J. (1961). The encyclopedia of furniture: Third edition. New York, NY: Crown Publishers.

2. Quinn, B. (2006). Mid-century modern: Interiors, furniture, design details. London, England: Conran Octopus.

3. Postell, J. (2007). Furniture design. Hoboken, NJ: Wiley.

4. Lucie-Smith, E. (1985). Furniture: A concise history (World of Art). London, England: Thames and Hudson.

5. Blakemore, R. G. (2005). History of interior design and furniture: From ancient Egypt to nineteenth-century Europe. Hoboken, NJ: Wiley.

6. Pile, J. F. (1995). Interior design (2nd ed., illustrated). New York, NY: H. N. Abrams.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-3P02	LTP: 1-2-2	B.DES
DESIGN ANALYSIS AND APPLICATIONS II	VERSION :2023	

Objective:

Students will develop an advanced understanding of design analysis principles, theories, and methodologies. They will be able to apply advanced analytical techniques to evaluate and critique designs effectively. Students will develop expertise in analyzing design aesthetics and emotional responses. They will understand the psychological impact of design elements and how to manipulate them to evoke desired emotional responses and user perceptions.

The objective of the course is to build upon the foundational knowledge and skills acquired in the introductory Design Analysis and Applications course. It aims to further develop students' understanding and expertise in the critical evaluation and practical application of design concepts.

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Advanced understanding of design analysis principles and proficiency in advanced evaluation methods	PO1, PO3, PO4,PO6, PO7, PO11
CO2	Expertise in aesthetic and emotional analysis and specialization in usability testing in various contexts	PO3, PO5,PO6,PO7,PO9,PO11
CO3	Design for accessibility and inclusivity	PO1,PO3,PO6,PO8,PO12
CO4	Strategic design thinking and decision-making	PO2,PO4,PO5,PO7,PO9,PO12
CO5	Awareness of emerging trends and technologies and critical thinking and problem-solving	PO1,PO5,PO6,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		M	L		L	H				L		H	H		H		
CO2			H		M	M	H		L		M		M		H			
CO3	H		L			M		H				H						
CO4		H		L	M		H		L			M			M			
CO5	H				H	L				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 10-50% of the desired outcome)

Unit1: Advanced Design Analysis Principles

- Advanced design analysis theories and concepts
- Critical analysis of design elements, principles, and aesthetics
- Semiotics and its application in design analysis
- Cognitive and emotional aspects of design analysis

Unit2: Advanced Evaluation Methods

- Eye-tracking studies and analysis
- Physiological measurements in design analysis
- User sentiment analysis and emotional response assessment
- Neurodesign and its application in understanding user experiences

Unit3: Data-Driven Design Decision Making

- Introduction to data analytics for design analysis
- Statistical analysis techniques for design data
- Data visualization for design insights
- Predictive modeling for design decision making

Unit4: Advanced Usability Testing

- Usability testing in mobile devices and responsive design

- Usability testing for virtual reality and augmented reality interfaces
- Advanced usability testing techniques for interactive systems
- Analyzing and interpreting usability test results

Unit5: Aesthetic and Emotional Analysis

- Advanced theories of design aesthetics
- Analyzing emotional responses to design
- Psychological impact of design on user experiences
- Manipulating design elements for desired emotional responses

Unit6: Design Semiotics and Communication

- Semiotic analysis of visual communication in design
- Interpretation of symbols, signs, and visual elements
- Analyzing cultural and social implications in design communication
- Nonverbal communication and its impact on design analysis

Unit7: Design for Accessibility and Inclusivity

- Inclusive design principles and guidelines
- Analyzing designs for accessibility barriers
- Proposing improvements for inclusive design
- User-centered design for diverse user groups

Unit8: Strategic Design Thinking and Decision Making

- Integrating design analysis into strategic decision-making process
- Aligning design objectives with business goals
- Market research and user insights in design analysis
- Design management and leadership in design analysis

Unit9: Emerging Trends and Technologies in Design Analysis

- Impact of emerging technologies on design analysis
- Analyzing data from IoT devices for design insights
- Design analysis in artificial intelligence and machine learning applications
- Ethical considerations in design analysis of emerging technologies

Unit10: Advanced Case Studies and Project

- Analysis of complex design problems and case studies
- Applying advanced design analysis techniques to real-world projects
- Presenting findings and recommendations based on design analysis
- Integration of design analysis with the design process

Pedagogy:

- The course is structured around a series of core modules through a combination of lectures, seminars, field visits, market surveys and team-based project presentations, with most of the contact hours taking place in small groups of students. Studio exercises will be intended to provide experience in both design and execution of furniture and millwork.

Text & References:

- Walter, A. (2011). Designing for Emotion. New Riders.
- Lidwell, W., Holden, K., & Butler, J. (2010). Universal Principles of Design. Rockport Publishers.
- King, R., Churchill, E. F., & Tan, C. (2017). Designing with Data: Improving the User Experience with A/B Testing. O'Reilly Media.
- Goodman, E., Kuniavsky, M., & Moed, A. (2012). Observing the User Experience: A Practitioner's Guide to User Research. Morgan Kaufmann.
- Sauro, J., & Lewis, J. R. (2016). Quantifying the User Experience: Practical Statistics for User Research. Morgan Kaufmann.
- Norman, D. (2013). The Design of Everyday Things. Basic Books.
- Tullis, T., & Albert, W. (2013). Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics. Morgan Kaufmann.
- Tidwell, J. (2010). Designing Interfaces: Patterns for Effective Interaction Design. O'Reilly Media.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University	SCHOOL OF DESIGN Syllabus	
23BCF-4P05	LTP: 1-1-2	B.DES
THEATRE ART COSTUMES	VERSION :2023	

Objective:

This Course enables students to demonstrate familiarity with the fundamentals of the social/psychological aspects of why people wear clothing. Designing theatrical costumes based on historic period and character development, as well as interpretive designs, with an emphasis on clearly communicating ideas from research through drawing and fabric selection.

Projects include character analysis from a designer's viewpoint, character breakdowns, budgeting, and construction solutions.

	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Students with the skills to enter the professional arena by understanding how a costume can become a viable element of the storytelling through character design.	PO1, PO2, PO5
CO2	Learn to practice the verbal and visual presentation of their ideas.	PO1, PO2
CO3	Understanding of how to break down a script and analyze each character's movies and movements and how the costume design can facilitate the story.	PO1, PO5
CO4	Developed there to learn how to assist another Artist from brainstorming to allocating tasks with team members. They will learn a mul7-pronged process that involves planning and strategy that revolves around feedback delivered collaboratively .	PO5, PO6

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(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			H								M	M		M		
CO2	H	H											M		H			
CO3	H				H									H				
CO4					H	H							H		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 10-50% of the desired outcome)

Course Contents

The course would be divided into 3 Phases- Pre Design, Design and Post-Design Phase.

Unit1:

- This is an intermediate workshop designed for students who have a basic understanding of the principles of theatrical design and who want a more intensive study of costume design and the psychology of clothing.

Unit2:

- Students develop designs that emerge through a process of character analysis, based on the script and directorial concept. Period research, design, and rendering skills are fostered through practical exercises.

Unit3:

- Instruction in basic costume construction, including drafting and draping, provide tools for students to produce final projects.

Unit4:

- To introduce the discipline of costume design, including character/script analysis, research, rendering, and production values.

Unit5:

- Correlate costume design to the literary, historical, and social/psychological aspects of the dramatic literature.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further studio practice in given assignments.

Text & References

- HongJian, G. A. O., & Ma, X. (2015). Research on Key Technologies of Electroluminescent Costumes' Application.
- Edwards, B. (2008). *Drawing on the artist within*. Simon and Schuster.
- Baring-Gould, S. (2017). Little Red Riding Hood (1895). In *The Trials & Tribulations of Little Red Riding Hood* (pp. 197-200). Routledge.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BCF-4P04	LTP: 1-1-2	B.Des
Packaging Design		Version: 2023

Objective:

This course will introduce students to the principles and practices of packaging design. Students will learn about the different types of packaging, the role of packaging in marketing, and the design process. Students will also have the opportunity to create their own packaging designs.

Course Outcomes:

Mapping between COs and POs		
	Course Outcomes (COs)	**Mapped Programme Outcomes**
CO1	Understand the principles of packaging design and explain its role in marketing	PO1, PO3, PO7, PO12
CO2	Apply the design process to create effective and appealing packaging	PO1, PO2, PO3, PO4, PO7, PO10, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(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				M					H	M	H		M		
CO2	H	H	H	H			M			M		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 10-50% of the desired outcome)

Scheme:

This course consists of about 40 lectures of one-hour duration divided into four modules with 10-12 lectures in each module.

Unit 1: Introduction to Packaging Design:

- Overview of the importance of packaging in marketing and branding.
- Exploration of the role of packaging in product protection and user experience.
- Introduction to the elements of packaging design, such as shape, color, typography, and materials

Unit 2: Packaging Design Principles:

- Understanding the principles of composition and layout in packaging design.
- Analysis of successful packaging designs and their impact on consumer perception.

- Introduction to design theories and their application in packaging

Unit 3: Structural Design and Materials:

- Exploring different packaging types, such as boxes, bottles, bags, and containers.
- Understanding the structural considerations in packaging design.
- Introduction to materials and their suitability for specific products and branding.

Unit 4: Graphic Design for Packaging:

- Applying graphic design principles to packaging.
- Creating compelling visuals, logos, and branding elements.
- Understanding the use of color, typography, and imagery in packaging.

Unit 5: Industry Trends and Professional Development:

- Staying updated on current trends and innovations in packaging design.
- Exploring career opportunities in packaging design.
- Networking with professionals in the industry and seeking feedback on portfolio.

Pedagogy

Extensive studio sessions, tutorials, personal study, day visits. Each student is required to work in studio and to follow up the sessions with further studio practice in given assignments.

Text & References

- Heller, S., & Fernandez, T. (2018). Packaging Design: A Comprehensive Guide. Rockport Publishers.

- Mayer, R. B. (2012). Packaging Design: Successful Product Branding From Concept to Shelf. Wiley.
- Wiedemann, J., & Pentawards. (2019). The Package Design Book. Taschen.
- Ellicott, J., & Roncarelli, D. (2015). Packaging Essentials: 100 Design Principles for Creating Packages. Rockport Publishers.
- Ball, D. W. (2010). Graphics and Packaging Production. Apple Academic Press.

***Additional references/ reading material could be suggested by the subject facul**

Semester 5

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BID-5P01	LTP: 1-1-4	B.DES INTERIOR DESIGN
ID Spatial Design Studio		Version: 2023

Course Objectives:

The objective of this course is to introduce students to the process of spatial design through looking at functions and concepts related to the small and large Residential spaces. Students gain an understanding of how basic functions of each space, relate to one another and how to develop ideas around these functions. The course uses spaces as sites and focuses students in working in large 3-dimensional forms. Students move through the course of increasingly complex design projects culminating in application of the skills and knowledge learnt.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Understanding and developing skills in interpreting and creating a response to a Design Brief.	PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO10, PO11, PO12
CO2	An understanding of relevant functions and their relationship to one another.	PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO10, PO11, PO12
CO3	Understanding and application of relating function to form.	PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO10, PO11, PO12
CO4	Basic principles of anthropometrics.	PO1, PO2, PO3, PO4, PO5, PO10
CO5	Using materials and lighting to create specific treatments and environments.	PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO10, PO11, PO12
CO6	Understanding spatial flow and circulation related to domestic spaces and dwellings.	PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO10, PO11, PO12
CO7	Understanding the relationship between private and public.	PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO10, PO11, PO12
CO8	Ability to contextualize design concepts with relevant historic periods, styles, trends or works.	PO1, PO2, PO3, PO4, PO5, 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	M	M	H	M			L	H	M	M	M	M	H		M		
CO2	H	M	M	H	M			L	H	M	M	M	M		H			
CO3	H	M	M	H	M			L	H	M	M	M						
CO4	L	M	H	H	M					M			H	H	H			
CO5	H	M	M	H	M			L	H	M	M	M	H				H	
CO6	H	M	M	H	M			L	H	M	M	M		M				
CO7	H	M	M	H	M			L	H	M	M	M			M			
CO8	H	M	M	H	M			L	H	M	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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 90 hours having components of lecture and studio.

Course Contents:

- **Unit 1, Bedroom Floor Plan**
  This lesson provides students with an introductory experience with drawing floor plans.

- **Unit 2, Client Profiles**
  This lesson provides students with an opportunity to collaborate in a group setting while determining the specific housing needs of their "clients". Once the needs have been addressed, students will then find a floor plan that meets those needs and create a presentation outlining how the floor plan fits the clients.

- **Unit 3, Evaluating Floor Plans**
  This lesson provides students with an introduction to what a floor plan is used for and what a floor plan should include.

- **Unit 4, Floor Plan Design**
  This lesson provides students with an opportunity to design and draw to scale a floor plan for a home including but not limited to; a living room, a kitchen, a bathroom, and a bedroom.

- **Unit 5, Furniture Arrangement**
  Learn how to arrange furniture and complete a furniture arrangement assignment.

- **Unit 6, Interior Design Final Project**
  This lesson provides a summative project for the students to complete that fills a number of the performance objective requirements.

- **Unit 7, Storage Hunt**
  This lesson provides students with an opportunity to create visual examples of each type of storage that should be found incorporated throughout the home.

- **Unit 8, Traffic & Circulation**
  This lesson provides students with an introduction to the concept of traffic and circulation patterns used throughout the home.

Pedagogy:
The subject entails teaching through group and one on one interactions to capture the essence of movement, circulation, scale and their outcome as architectural concepts. In the spirit of providing appropriate tools and encouraging critical thinking in the students, most of the database for reference material shall be online (videos, documentaries, etc.)

Students will use various methods of learning and expressing themselves including photography, drawing, painting, model-making, sculpture, mapping, debating, structure, film making, carpentry, performance, lighting and writing. The projects will include single cell entities with defined, related, multifunctional, personal, transient or fixed functions with defined structure or enclosure.

Reference Books:

- Karlen Mark, Space Planning Basics, Van Nostrand Reinhold, New York, 1992.
- Joseph D Chiara, Julius Panero, & Martin Zelnick, Time Saver Standards for Interior Design & Space Planning, 2nd Edition, Mc-Graw Hill Professional, 2001.
- Francis D. Ching & Corky Bingelli, Interior Design Illustrated, 2nd Edition, Wiley Publishers, 2004.
- Julius Panero & Martin Zelnick, Human Dimension & Interior Space: A Source Book of Design Reference Standards, Watson – Guptill, 1979.

Online sources:

- Abstract: The Art of Design Season 2 | Neri Oxman: Bio Architecture; Netflix

- Powers of Ten (1977) | Eames Office; YouTube
  https://www.youtube.com/watch?v=0fKBhvDjuy0
- The world is poorly designed. But copying nature helps. | Vox; YouTube
  https://www.youtube.com/watch?v=iMtXqTmfta0&t=305s
- Graduate School of Design Student Works; Harvard University
  https://www.gsd.harvard.edu/
- Volume64 CubeLab; A student-run platform challenging the normal within the 4x4x4
  https://volume64blog.com/
- Under 30m²: Multifunctional Solutions in 13 Tiny Apartments; ArchDaily
  https://www.archdaily.com/934616/under-30m2-multifunctional-solutions-in-13-tiny-apartments?ad_medium=widget&ad_name=chrome-extension

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BID-5P02	LTP: 1-1-2	B.DES INTERIOR DESIGN
Building Services I		Version: 2023

Objective:

The objective of the course is to introduce the students to Acoustics and HVAC as integral Service components that need to be designed. To equip the students with enough information to allow them to be able to generate conscious design outputs while giving sufficient importance to the services component. To allow students to study and analyze existing spaces with respect to these services and interpret and draw inferences so as to design spaces with services properly designed and integrated.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Ability to analyse and understand heating/cooling methods and processes.	PO1, PO4, PO10
CO2	Ability to apply the various aspects to acoustics with interior design.	PO1, PO4, 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

CO 1	H			H						M			H	H		M		
CO 2	H			H						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 10-50% of the desired outcome)

Scheme:

This course is comprised of 90 hours over three weeks. It has about 60 hours of lecture spread across the module.

Course Contents:

Unit 1: Introduction to Acoustics
Outcome–To study the term acoustics and understand what constitutes audible sound and understand all the classifications of sound. To have an in-depth understanding of what musical sound is and how it differs in behavior from unpleasant sounds. To understand properties of sound such as Intensity, Absorption co-efficient, etc.

Unit 2: Factors affecting acoustics of a building
Outcome–To study various factors that affect the interiors of a space such as Reverberation time, Loudness, Echo, Resonance, etc. and to study the remedies that help control these to ensure optimal sound levels inside a given space. To study in detail what constitutes noise, the different types and then their remedies.

Unit 3: Acoustical Materials
Outcome–To study in detail the different types of acoustical materials such as : Sound Absorbers, Sound Diffusers, Noise Barriers and Sound reflectors. To understand the advantages and applications for each type and learn to incorporate these to generate spaces with proper acoustical treatment.

Unit 4: Acoustical Treatment of a space
Outcome–To study in detail an acoustically sensitive space such as an Auditorium, movie hall or a recording studio that incorporates specific elements and surfaces finishes that help achieve good quality of sound throughout a space. To learn how to modify these and incorporate some of these while designing an acoustical space.

Unit 5: Introduction to Ventilation
Outcome–To understand the term ventilation and understand how important it is for human comfort and to study the functional requirements of ventilation.

Unit 6: Ventilation Systems
Outcome–To explore the types of natural and artificial ventilation such as fans, evaporative cooling, etc. To study the in detail Exhaust systems that works on the principle of extraction v/s the Plenum

system that work as a supply system. To understand the various components that constitute the ventilation system in detail and to be able to apply these principles and methodologies while designing spaces.

Unit 7: Artificial Ventilation; Air Conditioning System

Outcome–To study air conditioning system in detail and identify its various components and parts. To study by means of schematic diagrams the basic functioning of an air condition system. Explore the 2 types of systems : Direct and the Indirect air conditioning system and understand their functioning and components.

Unit 8: Direct and Indirect System of Air Conditioning

Outcome –To explore in detail the Direct air conditioning system and its various types: Room AC, Split AC, Packaged units, VRV/VRF, etc. and to familiarize the students with these terminologies and concepts. To also study the components of the Indirect or the chilled water system: chillers, water circulation pumps, AHU's. and understand their applications and functioning.

Unit 9: HVAC Systems (and the various components)

Outcome–To study in detail the various components of an HVAC system such as ducts, outlets (grills & diffusers), air control and air filter components; their uses and applications. To be able to understand the requirement of a space to be able to design and integrate a fully functioning HVAC system for the same and to be able to represent by way of detailed drawings.

Unit 10: Indoor Air Quality (IAQ)

Outcome–To study the current trends and become more environmentally conscious while designing a space and incorporating all services. To understand what indoor air quality signifies and how the standards for the same varies for different spaces. To study the standard refrigerants that are used in HVAC systems and how these days there are several options of green refrigerants that are available and how we must try to consciously try to incorporate these in out design solutions.

Pedagogy:

The course is structured around a series of core modules through a combination of lectures, seminars, field visits, market surveys and team-based project presentations, with most of the contact hours taking place in small groups of students. Teaching will draw upon elements of acoustics and HVAC services required in the program.

TEXT & REFERENCES:

- Dr Frith Abnwos and others, Electrical Engineering hand book.
- William . J. Guinness, Mechanical and Electrical Systems for Buildings, New York: Mc Graw Hill.
- Faber, Oscar and Kell, J.R. Heating and Air conditioning of Building. Architectural Press, surrey, 1945.
  Prasad Manohar, Refrigeration and air-conditioning. 5th ed., New Age Intl. pub, New

***Additional references/ reading material could be suggested by the subject faculty.**

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BID-5P03	LTP: 1-1-2	B.DES INTERIOR DESIGN
Materials and Construction I		Version: 2023

Objective:

The objective of the course is to expose the students to the built form through various materials and construction technology. Emphasis would be given to make them specifically understand how the material properties render them to use in interior environment and technical details of their usage. Focus would be given on understanding quality of material and execution through observation. The course is designed to familiarize them with the process and nomenclature of building construction and the various structural components associated with it. In parallel it would teach system and standards of creating construction drawings.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Understanding basic principle of load and force.	PO1, PO4, PO7, PO10
CO2	Understanding relevant structural systems and their elements.	PO1, PO4, PO7, PO10
CO3	Knowledge of how relevant materials behave structurally and basic application of materials.	PO1, PO2, PO3, PO4, PO7, PO10, PO12
CO4	Understanding of the complete repertoire of materials, quality, use and fixing of each material.	PO1, PO2, PO3, PO4, PO7, PO10, PO12
CO5	Components of a building and technical nomenclature associated with it.	PO1, PO2, PO3, PO4, PO7, PO10, PO12
CO6	Building standards associated with building components.	PO1, PO4, PO7, PO10
CO7	Sourcing materials.	PO1, PO3, PO7, PO12
CO8	Real cost values.	PO1, PO3, PO7, PO12

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			M			M			M	H		M		
CO2	H			H			M			M			M		H			
CO3	H	M	M	M			H			M		L						
CO4	H	M	M	M			H			M		L	H	H	H			
CO5	H	M	M	M			H			M		L	H				H	
CO6	H			L			M			M				M				
CO7	H		H				H					M			M			
CO8	H		H				H					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 10-50% of the desired outcome)

Scheme:

This course is comprised of 90 hours over three weeks. It has about 30 hours of lecture spread across the module.

Course Contents:

Unit 1: Materials

- Physical and behavioral properties, tools and technology of its application in built forms.
- Timber and wood products
- Glass

Unit 2: Construction

- Process and Components.

Unit 3: Introduction to various components of framed structure

- Walls, Floors, Roof
- Joinery methods in simple wood;
- Doors & Windows
- Staircase and its details

PEDAGOGY:

Tutorials, Interactive sessions, Case studies, Site visits and Market Survey.
The course is covered by adopting a combination of lecture methods, class presentation by groups of students, self-study sessions. Students are required to do undertake regular visits to construction sites and maintain a sketch book of observations. Site visits to brick kilns, stone market, timber market etc. are advised along with market survey.

TEXT & REFERENCES:

- Barry, R. Construction of Buildings, East West Press Pvt .ltd, New Delhi, 1999
- Mckay, W.B. ;Building Construction (vol I,II,III & IV), Orient Longman, London, 1988
- Allen, Edwards., Fundamentals of Building Construction : Materials and Methods. John Wiley & Sons, New York, 1999
- Punamia B.C. ; Building Construction , Laxmi Publication (P) Ltd, New Delhi, 1993
- Chudley, R. ; Building Construction Handbook, Butterworth Heinemann, Oxford, 1988

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University (Erstwhile Ansal University Gurugram)	SCHOOL OF DESIGN Syllabus	
23BID-5P04	LTP: 1-2-0	B.DES INTERIOR DESIGN
Computer Aided Design I		Version: 2023

Objective:

To enable the students to

1. Learn to draw floor plan with settings.
2. Know about dimensions to a given scale.
3. Make a simple working drawing of plan, elevations, cross sectional view of building.

This course is about developing skills in graphic communication. It involves combining and organizing the graphic elements of type with illustrative and photographic images, diagrams, signs and symbols. It also includes the finding of appropriate design contexts, and the recognition of creative opportunities and practical constraints within a range of diverse graphic applications. It covers the development of ideas into digital graphic designs and presenting them suitably to an audience.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Application of drawing on the computer through software.	PO3, PO5, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) 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					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 10-50% of the desired outcome)

L= Weakly mapped

M= Moderately mapped

H= Strongly mapped

Scheme:

This course is comprised of about 90 hours spread across three weeks. There are about 10 hours lecture and rest tutorial component.

Course Contents:

Unit 1:
Inquiry tools – ID, DIST, AREA, LIST, Hatching, poly line, ploy line edit, spline, spline edit, multiline, multiline edit.

Unit 2:
Dimensions – Linear, align, angular, radius, diameter, baseline, continue, leader. Dimension edit, Dimension styles-lines and arrows tab, fit tab, primary units, alternate units, Tolerances.

Unit 3:
Introduction to 3D Modeling – point fixing method – absolute co-ordinate systems, relative cylindrical and relative spherical co-ordinate systems. Types of model –wire frame model, surface model and solid models.

Unit 4:
Standard primitive tools - Box, cone, wedge, torus, cylinder, sphere. Boolean operation –union, subtract, Intersect, Interference, Extrude, Revolve.

Unit 5:
Lighting –Types of light –point light, spot light, Distant light, Camera –free and target camera. Materials, rendering. Data exchange - import and export of models.

Unit 6:
Using different ideas-generation methods, graphic media and techniques, worksheets and sketchbooks

Unit 7:
Production methods offer different opportunities and constraints for design. Students will need to be able to recognize how differences in production methods affect their designs.
These include:

- Paper-based media
- Electronic or digital media
- 3D applications.

Pedagogy:

It would be a practical course with a lot of demonstrations.

TEXT & REFERENCES

- Teach yourself Auto CAD, GIBBS, BPE publication New Delhi.
- Inside Auto CAD.
- Omura, G. 2005, Mastering Auto CAD 2005 and Auto CAD LT 2005, BPB Publications, New Delhi.
- Saxena, s. (2003), a first course in computers, Vikas publishing house, New Delhi
- Martin D — Graphic Design: Inspirations and Innovations (Rockport, 1995)
- Lewis B — An Introduction to Illustration (Apple Press, 1987)
- Wood R J — Handbook of Illustration (Studio Vista, 1991)

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BID-5P06	LTP: 1-1-2	B.DES INTERIOR DESIGN
Furniture Design Studio		Version: 2023

Objective:

To acquire practices of craftsmanship and sensitize the student's visual perception of furniture as a single form through the study and presentation of precedent works - both historical and contemporary & to cultivate the ability necessary to design by understanding the user-activity, structural concepts of furniture, materials and their essential attributes.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Gain knowledge of various styles, systems and products available in the market	PO1, PO3, PO7, PO12
CO2	Enhance the knowledge of ergonomics, materials, design and working parameters in designing furniture	PO1, PO2, PO3, PO4, PO7, 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				M					H	M	M		H		
CO2	H	H	H	H			M			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 10-50% of the desired outcome)

Scheme:

This course is comprised of practical tutorials along with lecture components.

Course Contents:

Unit 1:

Introduction to Furniture Design - Human factors, engineering and ergonomic considerations: principles of universal design and their application in furniture design, overview of Furniture categories, exploration of the idea of furniture, role of furniture in interior design, Design approaches in furniture design.

Unit 2:

History of Furniture - Awareness of the relationship of design history in order to the create new designs in furniture. An outline of the evolution of furniture from Ancient to present: Various stylistic transformations. Furniture designers and movements. Exploration of furniture in terms of human values, social conditions, technology and design criteria. Understanding the current design trends and the future visions in the field of furniture design.

Unit 3:

Furniture Systems - Furniture design for various context and spaces – residences, corporate, commercial etc. in terms of Seating design; Storage systems - kitchen cabinets, wardrobes, closets, book shelves, showcases, display systems etc.; multi-functional & space-saving furniture; modular approach to furniture design.

Unit 4:

Furniture Detailing and Construction - Introduction to different materials, joinery details and manufacturing methods most frequently adopted in furniture design such as Injection Molding, investment casting, sheet metal work, die casting, blow- molding, vacuum - forming etc.

Unit 5:

Design Problem - Exercise oriented by innovative explorations, observation and constrains, to design a furniture, by providing measured drawing – plan, elevation and detailing on full scale, supported by prototype.

Pedagogy:

The course is structured around a series of core modules disseminated through a combination of lectures, seminars, industry visits and team-based project presentations. It focuses on understanding furniture design from the perspective of its evolution in history, the development of design styles, as well as the pragmatic aspects of ergonomics and comfort.

Exercises involve appreciating classic pieces of furniture, understanding ergonomics through experience, and applying that understanding to the design of a rudimentary piece of furniture.

Reference Books:

1. Joseph Aronson, The Encyclopedia of Furniture: Third Edition ,1961
2. Bradley Quinn, Mid-Century Modern: Interiors, Furniture, Design Details, Conran Octopus Interiors,
3. 2006.
4. Jim Postell, Furniture Design, Wiley publishers, 2007.
5. Edward Lucie-Smith , Furniture: A Concise History (World of Art) , Thames and Hudson, 1985
6. Robbie. G. Blakemore, History of Interior Design and Furniture: From Ancient Egypt to NineteenthCentury Europe, Wiley publishers, 2005.
7. John.F. Pile, Interior Design, 2nd edition, illustrated, H.N.Abrams, 1995.

Semester 6

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BID-6P01	LTP: 1-1-4	B.DES INTERIOR DESIGN
ID Spatial Design Studio II		Version: 2023

Objective:

This studio attempts to interpret the correlation of public place and the ideas of collective presence in a civic world. It focuses on understanding organizations of different types and development of language that is appropriate to the public realm.

The main aim is to develop visually literate students who are proficient at analytical thinking, conceptualization and the problem-inquiry, solution cycle. The course also examines the connection between abstract design principles and the physical and visual environments.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Proficiency at analytical thinking, conceptualization and the problem inquiry, solution cycle.	PO1, PO2, PO3, PO4, PO5, PO8, PO9, PO10, PO11, PO12
CO2	Ability to understand organizations of different types and development of language that is appropriate to the public realm.	PO1, PO2, PO3, PO5, PO6, PO7, PO8, PO9, PO10, PO11
CO3	Using materials and lighting to create specific treatments and environments.	PO1, PO2, PO3, PO4, PO5, PO12
CO4	Ability to express ideas in 2D drawings, 3D forms and views	PO5, PO10

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	M	M	H	M			L	H	M	M	M	H	M		H		
CO2	H	M	M		M	H	M	L	H	M	M				M			
CO3	H	M	M	H	M							M	H					
CO4					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 10-50% of the desired outcome)

Scheme:

This course is comprised of practical demonstrations and tutorials along with lecture components.

Course Contents:

Unit 1:

Introduction to different typologies of commercial design such as retail, boutique, restaurants, health club, hospitality, etc.

Unit 2:

Overview of commercial interior design. Finding relevant case studies for understanding the principles and standards of commercial design.

Unit 3:

Understanding the anthropometry and ergonomics inside a given space. Study and analyze an existing commercial space with respect to the spaces chosen.

Unit 4:

Inferences from the study - the planning aspects, color schemes, materials and finishes, furniture details etc.

Unit 5:

Concept - Identifying the design objective, design problem, the design goal and the development of the mind map and the prospective design concept.

Unit 6:

Individual design explorations - the mind map, exploration of spatiality, the inclusion of design programming, the detailed concept, design brief along with supporting layout options.

Unit 7:

Design Development - Identifying the colour palettes, materiality, interior details, design communication and focus along with the overall atmospherics and spatiality.

Unit 8:

Design Detail - Finalization of the design solution and experientiality, the layouts for interior services, furniture detail, signage and branding along with fittings and fixtures.

Pedagogy:

The subject entails adopting a combination of lecture sessions, tutorials, class presentation, and extensive studio sessions. These will help the students understand the methodology needed to approach public space design while adhering to standards, constraints, trends, human psychology, technologies and materiality; for effective and innovative space planning. Furthermore, various case studies, self-study and experimental assignments, research and field trips will ensure critical thinking in students in addition to their response to the social, economic and environmental context of the space.

Reference Books:

1. Karlen Mark, (1992), Space planning Basics, Van Nostrand Reinhold, New York.
2. Joseph D Chiara, Julius Panero, & Martin Zelnick, (2001), Time Saver standards for Interior Design & space planning, 2nd edition, Mc-Graw Hill professional.
3. Francis.D. Ching & Corky Bingelli, (2004), Interior Design Illustrated, 2nd edition, Wiley publishers.
4. Julius Panero & Martin Zelnick, (1979), Human Dimension & Interior Space: A source book of Design Reference standards, Watson – Guptill.
5. Maureen Mitton, (2003), Interior Design Visual Presentation: A Guide to Graphics, Models, and Presentation Techniques. John Wiley and Sons.
6. Mark.W. Lin, (1993), Drawing and Designing with Confidence: A step-bystep guide, Wiley and Sons.
7. Robert Rengel, (2002), Shaping Interior Space, Fairchild Books & Visuals, 2002
8. Neufert Ernest, (2000), Architect"s Data, Granada pub. Ltd. London, 2000.
9. Maryrose McGowan & Kelsey Kruse, (2004), Interior Graphic Standards, Wiley and sons.
10. 10.Mary Jo Peterson, (1998), Universal Kitchen and Bathroom Planning: Design That Adapts to People, McGraw-Hill Professional Publishing.
11. David Kent Ballast, (2007), Interior Construction & Detailing for Designers and Architects, Professional Publications, Inc.; Fourth Edition.

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BID-6P02	LTP: 1-1-2	B.DES INTERIOR DESIGN
ID Spatial Design Studio III		Version: 2023

Course Objectives:

In this semester the main focus of learning would be public, commercial or retail environment. The design of institutional spaces in urban, semi-urban and the rural contexts with an aim to explore and understand transformation and adaptive reuse as one of the important aspects in interior design. Historic and abandoned sites provide scope for rejuvenation through multi-dimensional programs covering functions like museums, cultural and resource centers, libraries, convention centers, exhibitions, etc. that also aim in making a social contribution.
The students would address the absurdity of built form and design for commercial activities in Semi Urban & Urban areas. There would be an over view of various `Commercial Activity Pockets' and understanding the needs of various economic groups of the society. Observation and understanding of the usage of the end user as well as the behavior of the consumer. Analyzing best practice methods and evolving and predicted trends in global as well as local markets.

Course Outcomes:

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Meaningful interior environment to suit the functions.	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11
CO2	Specialized product display system, show case windows at street levels, product communication at street level, signage and advertisement for masses.	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11
CO3	Integration of associated commercial activities such as cafe, restaurant, bank and products.	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11
CO4	Dialogue between the existing and newly added insert.	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11
CO5	Knowledge of audio-visual communication - colour and light interaction, sound control system and ability to design interior elements - product and furniture forms.	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11

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	M	H	H	H				M	M	M		H	M		H		
CO2	H	M	H	H	H				M	M	M				M			
CO3	H	M	H	H	H				M	M	M		M		H		H	
CO4	H	M	H	H	H				M	M	M							
CO5	H	M	H	H	H				M	M	M		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 10-50% of the desired outcome)

Scheme:

This course is comprised of 20 percent lecture, 20 percent theory and 40 percent studio component.

Course Contents:

RETAIL DESIGN

Unit: 1
Shop window display
Shop in shop display

Unit: 2
Signage design, in store communication and POS design

Unit: 3
Retail store design in sync with brand ethos
Integrated retail experience with merchandise display space, cafeteria and kid zone
Public Spaces

Unit: 4

Recreational Spaces

Projects: Movie theatre interiors, /Auditorium, Conference halls etc.

Unit: 5

Institutional spaces

Projects: Hospitals, /Schools, /Convention Centre

Unit: 6

Cultural and resource spaces

Projects: Museums/Libraries, /Exhibitions

PEDAGOGY:

The course is covered by adopting a combination of tutorials, class presentation, and extensive studio sessions Case studies, day visits and data collection, interactive sessions people from industry, Each student is required to work in studio and self-paced studios practice/learning outside of studio hours

TEXT & REFERENCES:

1. Neuferts Architect's Data; Ernst and Peter Neuferts, 4th Edition
2. Time-Saver Standards for Interior Design and Space Planning, by Joseph De Chiara, Julius Panero, and Martin Zelnik

***References/ reading material could be suggested by the subject faculty**

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BID-6P04	LTP: 1-2-0	B.DES INTERIOR DESIGN
Computer Aided Design II		Version: 2023

Objective:

The 3D modelling course can help students to completely assemble full scenes using specific materials, lighting, and effects, and then output them for presentation. Users can learn how to create presentations that include lighting analysis, particle effects, transitions, layers and other advanced tools and techniques.

Course Outcomes:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Application of drawing on the computer through software.	PO3, PO5, PO10

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(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					M			H	M	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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 90 hours spread across three weeks. There are about 10 hours lecture and rest tutorial component.

Course Contents:

Unit 1:
Inquiry tools – ID, DIST, AREA, LIST, Hatching, poly line, ploy line edit, spline, spline edit, multiline, multiline edit.

Unit 2:
Dimensions – Linear, align, angular, radius, diameter, baseline, continue, leader. Dimension edit, Dimension styles-lines and arrows tab, fit tab, primary units, alternate units, Tolerances.

Unit 3:
Introduction to 3D Modeling – point fixing method – absolute co-ordinate systems, relative cylindrical and relative spherical co-ordinate systems. Types of model – wire frame model, surface model and solid models.

Unit 4:
Standard primitive tools - Box, cone, wedge, torus, cylinder, sphere. Boolean operation –union, subtract, Intersect, Interference, Extrude, Revolve.

Unit 5:
Lighting –Types of light –point light, spot light, Distant light, Camera –free and target camera. Materials, rendering. Data exchange - import and export of models.

Unit 6:
Using different ideas-generation methods, graphic media and techniques, worksheets and sketchbooks

Unit 7:
Production methods offer different opportunities and constraints for design. Students will need to be able to recognize how differences in production methods affect their designs.
These include:

- Paper-based media
- Electronic or digital media
- 3D applications.

Pedagogy:

It would be a practical course with a lot of demonstrations.

TEXT & REFERENCES

- Teach yourself Auto CAD, GIBBS, BPE publication New Delhi.
- Inside Auto CAD.
- Omura, G. 2005, Mastering Auto CAD 2005 and Auto CAD LT 2005, BPB Publications, New Delhi.
- Saxena, s. (2003), a first course in computers, Vikas publishing house, New Delhi
- Martin D — Graphic Design: Inspirations and Innovations (Rockport, 1995)
- Lewis B — An Introduction to Illustration (Apple Press, 1987)
- Wood R J — Handbook of Illustration (Studio Vista, 1991)

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BID-6P06	LTP: 1-2-0	B.DES INTERIOR DESIGN
Practice Management		Version: 2023

OBJECTIVE:

This course provides an overview of rules and regulations in Interior Design practice. To impart awareness and technicalities of code of conduct in professional practice.

COURSE OUTCOMES:

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Awareness on code of conduct in professional practice.	PO3, PO6, P10
CO2	Implementing on the legal, technical, and financial aspects of Interior Design practice.	PO8, PO9, P11, P12
CO3	Practicing management skills for professional practice	P9, P11

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				M			M		H			

CO 2								H	H		M	H		H	H		M	
CO 3									H		H					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 10-50% of the desired outcome)

Scheme:

This course is comprised of about 45 hours spread across fifteen weeks.

COURSE CONTENT:

Unit 1

Role of Interior Designer in society: Interior Design Profession as compared to other professions. Difference between profession and business. IIID and other organisations related to interior design profession.

Interior Designers approach to works, ways of getting works: types of works, works partly executed by other Interior Designers. : various precautions to be taken before taking up the work, conditions of engagement between interior Designer and client: commencement of work.

Unit 2

Issues of professional practice: Professional behaviour, Ethics, Types of clients, Contracts, Tenders, Arbitration etc. as defined in terms of Interior Design field and current day context. Career opportunities, styles of interior design practice, relationship between client and professional, type of fees, process of fees negotiations, billing methods, tax liabilities, contracts –types of contracts –item rate, labour, lump sum, cost plus percentage etc.

Unit 3

Interior Designer's duties : drawings to be prepared : Interior Designer's relation with other parties connected with works such as client, contractor, sub contractors, consultants and authorities. IIID Code of professional conduct: scale of charges: units and mode of measurements, clerk of work and his duties, inspection of work, certificate of payment to contractor, bill of quantities, schedule of rates, tenders, public, limited and negotiated tender documents and allied formalities. Preliminary knowledge of Consumer protection Act and other related acts on Interior Designers.

Unit 4

Types of offices for interior design practice: staff structure, filing of records, correspondence and drawings, maintenance of accounts, presentations in meetings, recording minutes of meeting. Note : a report to be prepared by each student after visiting an interior designer's office. Knowledge of role of consultants and coordination between different consultants on a big project.

Pedagogy:

It would be a practical course with a lot of demonstrations.

TEXT & REFERENCES:

• Indian Institute of Architects. H.B. Professional Practice, Bombay, The Architects pub

Additional references / reading material could be suggested by the subject faculty.

Semester 7

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BID-7P01	LTP : 3-4-10	B.Des.
Thesis- Spatial Design		Version: 2023

Course Objectives:

Independent Projects

Course Outcomes:

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Project formulation and project proposal, methods of analysis, design processes and issues of design language.	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11
CO2	Design constraints and performance specifications and issues of visual coordination.	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11, PO12
CO3	Integration of multiple dimensions of interior design into a unique synthesis of expressional skills in form of drawings, 3D views, model making, cost analysis.	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11, PO12
CO4	Documentation of a feasible design proposal.	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(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	H	H	H				M	M	M		M	M	M			
CO2	H	M	H	H	H				M	H	M	M		H	H		M	
CO3	H	H	M	H	H				M	M	H	M	H			M		
CO4	H	H	H	H	H				M	M	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 10-50% of the desired outcome)

Scheme:

This course is comprised of 20 percent lecture, 20 percent theory and 40 percent studio component.

Course Contents:

Unit 1: Problem identification

Unit 2: Information collection in areas of user preferences and needs, materials, technologies, costs, time constraints, etc.

Unit 3: Critical analysis, collation, and design proposal

Unit 4: Selection and development of an appropriate Design strategy and execution plan

Unit 5: Selection of appropriate materials and technology

Unit 6: Concept development and detailing

Unit 7: Final concept selection for creation of Design/plan(s)

Unit 8: Developing a final document which includes costing

PEDAGOGY:

The course is covered by adopting a combination of Tutorials, class presentation, and extensive studio sessions Case studies, day visits and data collection, interactive sessions people from industry

Each student is required to work in studio and do self-paced studios practice/learning outside of studio hours

TEXT & REFERENCES:

1. Neuferts Architect's Data; Ernst and Peter Neuferts, 4th Edition
2. Time-Saver Standards for Interior Design and Space Planning, by Joseph De Chiara, Julius Panero, and Martin Zelnik

Students will develop their own reference pool based on their selected area of study and project for the semester.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BID-7P03	LTP : 1-1-2	B.Des.
Portfolio & Presentation		Version: 2023

Course Objectives:

Preparation of a portfolio comprised of completed design projects. Evaluation and demonstration of portfolio presentation methods based on the student's specific area of study. Arrange and refine projects for inclusion in an interior design portfolio; identify industry requirements for employment; identify current events, skills, attitudes and behaviors pertinent to the industry and relevant to the professional development of the student; and create a presentation portfolio.

Course Outcomes:

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Arrange and refine projects for inclusion in an interior design portfolio	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11
CO2	identify industry requirements for employment	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11, PO12
CO3	identify current events, skills, attitudes and behaviors pertinent to the industry	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11, PO12
CO4	create a presentation portfolio.	PO1, PO2, PO3, PO4, PO5, PO9, PO10, PO11, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) and PSOs

(COs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P,O10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	M	H	M	H				H	M	H		H		H			M
CO2	M	M	H	M	H				H	M	H	M	M	H	M		M	
CO3	M	M	H	M	H				H	M	H	M	H					
CO4	M	M	H	M	H				H	M	H	M			H		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 10-50% of the desired outcome)

Scheme:

This course is comprised of 30 hours including 10 hours lecture and 20 hours of theory.

Course Contents:

Unit 1.

The use of a portfolio in the industry

Unit 2.

Preparation techniques

Unit 3.

Presentation techniques

Unit 4

Industry standards for portfolios

Unit 5.

Creating resumes

Unit 6.

Time management and multitasking

Unit 7.

Diversity of media

Unit 8.

Interviewing

PEDAGOGY:

The course is covered by adopting a combination of Tutorials, class presentation, and working on portfolio in class.
Each student is required to work in studio and do self-paced practice/learning outside of studio hours

TEXT & REFERENCES

- Yarwood, A. L. F. (2017). *Introduction to Autocad 2012*. Place of publication not identified: ROUTLEDGE.
- Murdock, K. (2014). *Autodesk 3ds Max 2014 Bible*. Indianapolis, Ind: Wiley.
- Bender, D. M. (2017). *Design portfolios: Presentation and marketing for interior designers*. New York : Fairchild Books.
- Bender, D. M. (2012). *Design portfolios: Moving from traditional to digital*. New York: Fairchild Books.
- Mitton, M. (2010). *Portfolios for interior designers: A guide to portfolios, creative resumes, and the job search*. Hoboken, N.J: Wiley.
- Linton, H., & Engel, W. (2017). *Portfolio design for interiors*. New York: Fairchild Books.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BID-7P04	LTP : 1-2-0	B.Des.
Thesis Report		Version: 2023

Objective

To develop comprehensive writing abilities for demonstration of research and base work studies done in Thesis project. The report will highlight all the research work done on identifiable domain and demonstrate the research as application for the final design project.

Course Outcomes:

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Encompassing the learning and understanding of the four years of the course with respect to all aspects of Design in thesis report.	PO1, PO2
CO2	Developing integration, synthesis and application of research in Design	PO2

Relationship between the Course Outcomes (COs) and Program Outcomes (POs) 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**													H			M
CO2		**H**												H	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 10-50% of the desired outcome)

Scheme:

This course is comprised of 30 hours including 10 hours lecture and 20 hours of theory.

Unit 1 Abstract:

A concise summary of your thesis, highlighting its objectives, methodology, key findings, and conclusions.

Unit 2 Introduction:

- Background information on the topic and its significance.
- Research problem or question addressed by your thesis.
- Objectives and scope of your study.
- Overview of the structure of your thesis.

Unit 3 Literature Review:

- Summary and critical analysis of relevant literature and previous research.
- Identification of gaps or limitations in existing knowledge.
- Explanation of how your research contributes to the existing body of knowledge.

Unit 4 Methodology:

- Description of the research design and methodology employed.
- Explanation of data collection methods and sources.
- Details of any experiments, surveys, interviews, or case studies conducted.
- Ethical considerations and measures taken to ensure validity and reliability.

Unit 5 Results:

- Presentation of your findings, organized logically.
- Use of tables, graphs, or charts to illustrate data.
- Objective interpretation of the results without speculation or personal bias.

Unit 6 Discussion:

- Analysis and interpretation of the results in relation to the research question or hypothesis.
- Comparison with existing literature and theories.
- Addressing any unexpected or contradictory findings.
- Discussion of the implications and significance of the results.

Unit 7 Conclusion:

- Summary of the main findings and their implications.
- Evaluation of the research objectives and the extent to which they were achieved.
- Recommendations for future research or practical applications.
- Reflection on the limitations and potential areas of improvement.

Unit 8 References:

List of all sources cited in your thesis using an appropriate citation style (e.g., APA, MLA).

Unit 9 Appendices:

Supplementary materials such as raw data, survey questionnaires, or interview transcripts.

PEDAGOGY:

The course is structured around one on one discussion to check progress of individual student on

thesis report.

TEXT & REFERENCES

1. Neuferts Architect's Data; Ernst and Peter Neuferts, 4th Edition
2.Time-Saver Standards for Interior Design and Space Planning, by Joseph De Chiara, Julius Panero, and Martin Zelnik

Students will develop their own reference pool based on their selected area of study and project for the semester.

***Additional references/ reading material could be suggested by the subject faculty**

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BID-7P02	LTP : 1-2-2	B.Des.
Lifestyle Product Design		Version: 2023

Objective

The objective of a Lifestyle Product Design course is to equip students with the knowledge and skills necessary to create innovative and visually appealing products that align with consumer lifestyles. Through the course, students develop an understanding of user-cantered design, market trends, and branding strategies. They learn to apply design thinking and innovation principles to identify unmet needs and develop unique solutions. Additionally, the course focuses on material selection, sustainable design practices, and effective communication of design concepts. By the end of the course, students should have a portfolio showcasing their ability to design products that enhance the lives of consumers while meeting ethical and aesthetic standards.

Course Outcomes:

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Programme Outcomes (POs)
CO1	Design Thinking and Innovating: The course focuses on developing skills in design thinking and fostering innovative approaches to product design. Students learn to identify unmet needs, generate creative ideas, and develop unique solutions for lifestyle products.	PO4, PO9, PO10
CO2	Material Selection and Manufacturing Processes: Selecting appropriate materials on basis of understanding of various materials, their properties, and manufacturing processes is crucial in lifestyle product design. Students gain knowledge of materials, production techniques, and the impact of sustainable design choices.	PO1, PO9

CO3	Implementing Aesthetics and Form Development: The course explores the principles of aesthetics, form, and styling as they relate to lifestyle product design. Students learn to create visually appealing and emotionally engaging products that align with the desired lifestyle aesthetics.	PO5

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	M			H		H			M
CO2	H								H				M	H	M		M	
CO3					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 10-50% of the desired outcome)

Course Contents:

Unit 1: Introduction to Lifestyle Product Design

Understanding the concept of lifestyle product design

Exploring the role of lifestyle products in enhancing consumer experiences

Analyzing current market trends and consumer behavior

Unit 2: User-Cantered Design

Conducting user research and needs analysis

Developing user personas and scenarios

Applying design thinking methods to identify user needs and generate ideas

Unit 3: Aesthetics and Form Development

Principles of aesthetics and styling in lifestyle product design

Exploring form, shape, and color in design

Creating visually appealing and emotionally engaging product designs

Unit 4: Material Selection and Manufacturing Processes

Understanding different materials and their properties

Selecting appropriate materials for lifestyle products

Exploring manufacturing techniques and processes

Unit 5: Branding and Marketing

Aligning lifestyle products with brand identities and target markets

Developing effective product narratives and brand positioning

Marketing strategies and promotion techniques for lifestyle products

Unit 6: Sustainable Design and Ethical Considerations

Understanding the impact of lifestyle products on the environment

Exploring sustainable design practices and materials

Incorporating ethical considerations in product design and production

Unit 7: Design Communication and Visualization

Sketching and rendering techniques for product visualization

Creating prototypes and 3D models using digital tools

Effective communication of design concepts to stakeholders

Unit 8: Collaboration and Project Management

Working in interdisciplinary teams for product development

Effective communication and teamwork skills

Project planning, scheduling, and budgeting

Unit 9: Usability Testing and Iterative Design

Conducting usability tests to evaluate product performance

Incorporating user feedback into the design process

Iterative design and continuous improvement of lifestyle products

Unit 10: Portfolio Development and Presentation

Developing a professional portfolio showcasing design projects

Presenting design concepts and ideas effectively

Reflecting on personal growth and future career opportunities in lifestyle product design

PEDAGOGY:

The pedagogy for a Lifestyle Product Design course emphasizes a student-centered approach that combines theoretical knowledge with practical application. It involves a combination of lectures, discussions, and hands-on design projects. Students engage in active learning through case studies, design exercises, and real-world simulations. The pedagogy encourages critical thinking, problem-solving, and creativity, fostering an environment for students to explore and experiment with design concepts. Collaborative activities and group projects promote teamwork and communication skills. The use of digital tools, prototyping, and design software is integrated into the learning process. Regular feedback and assessment provide opportunities for improvement and refinement of design skills.

TEXT & REFERENCES

1. Norman, D. A. (2007). The Design of Future Things. http://ci.nii.ac.jp/ncid/BB06842769

2. Zawadzki, P., & Żywicki, K. (2016). Smart Product Design and Production Control for Effective Mass Customization in the Industry 4.0 Concept. *Management and Production Engineering Review*, *7*(3), 105–112. https://doi.org/10.1515/mper-2016-0030

Semester 8

Sushant University Erstwhile Ansal University Gurugram	SCHOOL OF DESIGN Syllabus	
23BIA-8P01	LTP	B.Des.
Internship		Version: 2021

Course Objectives:

Internship for a period of 8 weeks at the end of seventh semester 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. To observe, document and work with hand to gain experience of materials, tools, technology, process and management and understand the integration among all the consultants involved in the field of interior design.

Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes (POs)
CO1	The skills required for an interior designer to grow into a complete professional.	PO1, PO2, PO3, PO4, PO9,
CO2	Learning Coordination and GFC drawings	PO1, PO2, PO4, PO5, PO8, PO10, PO11, PO12
CO3	To develop BOQs, Tender drawings, Presentation drawings in an actual work place scenario	PO1, PO2, PO3, PO4, PO5, PO8, PO9, 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	H	H					H				H		M	H		M
CO2	H	M		H	H			H		M	H	M	H	H	M		M	
CO3	H	H	H	H	H			H	M		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=Lo

w (covers up to 10-50% of the desired outcome)

Course Content:

Unit 1 – Internship Outcome

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