TDL student distribution EVEN 2021

S. No	School	Active Students
1	SET	152
2	SHM	112
3	SHS	316
4	SOB	284
5	SOD	170
6	SOL	147
7	SPD	47
8	SSA	297
	Total	1525

S No	School	TDL Course	Code	Student Register
1	Vatel Hotel and Tourism Business School	Being A celebrity Chef – Influence of a celebrity Chef Brand name attached to a Restaurant brand"	TD20HM06	54
2	Vatel Hotel and Tourism Business School	Branding- A creative Journey	TD20HM07	56
3	Vatel Hotel and Tourism Business School	Dining Etiquette & Ethics (TD19HM01)	TD19HM01	55
4	Vatel Hotel and Tourism Business School	Sustainable Green Buildings –Trends & Norms	TD20HM08	53
5	School of Law	Health and Lifestyle	TD21LA01	55
6	School of Law	Contractual relations and implications of contracts	TD21LA02	47
7	School of Law	Sensitisation of youth on social issues	TD18LA07	55
8	School of Law	Events that changed the world	TD20LA07	55
9	School of Law	Constitutional Values	TD20LA08	55
10	School of Business	Strategies for Sustainability	TD19MS01	50
11	School of Business	Health and Wellness	TD19MS03	53
12	School of Business	Data Analytics	TD20MS06	41
13	School of Business	Basics of Income Tax	TD21MS01	56
14	School of Business	Finance for non-finance executives	TD21MS02	42
15	School of Engineering and Technology	Chemistry in everyday life	TD20ET02	52
16	School of Engineering and Technology	Industrial Ergonomics	TD20ET03	54
17	School of Engineering and Technology	IOT Based Smart Agriculture Monitoring and Irrigation System	TD20ET04	37
18	School of Engineering and Technology	CSS and Javascript for web site development.	TD21ET02	34
19	School of Engineering and Technology	Concept of Light in daily life	TD21ET01	55
20	School of Health Sciences	Basics o disabilities	TD20HS07	49
21	School of Health Sciences	Contagious disease and its prevention	TD20HS06	56
22	School of Health Sciences	Radiation hazards	TD18HS03	31
23	School of Art and Architecture	Community Participation in City Planning	TD21AA01	54
24	School of Art and Architecture	"Science of rays - VASTU"	TD21AA02	56
25	School of Art and Architecture	Understanding Modern Art: Exploring new ways and techniques of representation	TD20AA02	50
26	School of Art and Architecture	The Legacy Of Symbolism	TD20AA03	45
27	School of Art and Architecture	Basics of Remote Sensing and GIS	TD21AA03	17
28	School of Art and Architecture	Site Design and Improvement	TD19AA06	54
29	School of Planning and Development	Gender Sensitive Urban Planning	TD21PD03	51
30	School of Design	Introduction to Axiology: The philosophy and science of value.	TD21DE01	43
31	School of Design	Design Thinking	TD18DE05	54
		Total		1525

Sushant University Erstwhile Ansal University Gurugram	School of Hospitality Management Detailed Course Plan		
Course Title: Being A celebrity Chef – Influence of a celebrity Chef Brand name attached to a Restaurant brand"		**Course Code:TD20HM06**	
Term:	**Academic Year: 2020-21**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Saurav Chhabra		**Course taught by: Saurav Chhabra E-mail: sauravchhabra@ansaluniversity.edu.in**	
Pre-requisites, if any:None			

1. Course Introduction and Objectives

Endorsements by celebrity chefs have led to increased demands for certain food products. It's been a few decades since we started turning cooks into stars, and still the phenomenon continues to grow. These days, the Emerils, Marios and Gordons of the world scarcely need the qualifier chef — they are celebrities, plain and simple. But between the television shows, the food festivals, the Vegas outposts, the spaghetti-sauce labels bearing their names and the fans rabidly tracking everything from new dishes to failed love affairs and, yes, accidental airline injuries, it's easy to overlook the impact that fame has had on the once disparaged profession of cooking. In the Food Network era, the phenomenon of the celebrity chef has utterly transformed the restaurant industry and, in the process, changed the very nature of how we eat

The course is all about understanding the influence of a celebrity Chef name attached with a restaurant. What changes a brand value of a chef brings to the restaurant business.

Primary objective: To understand the concept of celebrity chef and its direct impact or influence on the individuals criteria or choice for the restaurant.

Employability-level: Professional Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
			✔	

2. Course Learning Outcomes

By the end of the lesson, students will be able to:

CLO1:understand the concept of celebrity chef and its direct impact or influence on the individuals' criteria or choice for the restaurant.

CLO2:Analysevariables, which effect the collaboration of a chef and a restaurant and the impact it has on individual visiting a particular restaurant

CLO3: Determine challenges of a chef and the restaurant in terms of various aspects.

3. Course Pedagogy

Primarily online class lectures followed by question-answer sessions/ assignments/ interactive sessions, Survey, case study would be used as an important pedagogy

4. Course Contents and Duration

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/Assignment	Required Readings/ Browsing/ Watching
1	All About Celebrity Chefs and their impact on Gastronomic world.	Discussion & PPT	
2	Study n Celebrity Chef Driven Restaurants (3 Restaurants)	Discussion & PPT	
3	Study in Restaurants using celebrity Chef name for branding (brand Association)	Discussion & PPT	
4	Online interview & Interaction with 3 chef Driven restaurants	Online interactions/meeting	
5	Online interview & Interaction with 3 Restaurant heads using celebrity Chef Brand name.	Online interactions/meeting	
INTERNAL ASSESSMENT POINT I (MM=30)			
6	Knowing Celebrity Chefs	Discussion & videos	
7	Online interviews of Celebrity Chefs	Online interactions/meeting	

8	Questionnaire Data Collections	Discussion & videos	
INTERNAL ASSESSMENT POINT I (MM=30)			
9	Compilation of All Data from Chefs and restaurants and analysing	Online	
10	Forming a report. & Final Presentation	Online	
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual. For the final (40 marks) assessment, there will be student's project on designing a food truck model, Posters & PPT on Eco- Friendly Hotels. And a panel of faculty will judge the art and marks will be allocated on the basis of that model.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks/Weightage (%)
1	**Assessment 1** (After Week 5)	**30**
2	**Assessment 2** (After Week 8)	**30**
3	**(Final) Assessment 3** (After Week 10)	**40**
	Total Marks	**100**

Guidelines for Exhibition-Cum-Competition:
Each student would make a final project and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would showcase and narrate their work done through the semester, also their learnings from it.

Final Presentation (40 Marks)
Each team of students would make a final portfolio presentation in front of a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty). They would showcase and narrate their work on project activity done through the semester, any MOOCs they audited and also their learnings from it.

- Group presentation but individual assessment - while the students would present in teams, assessment is individual and based on each teammate's contribution and presentation.
- Each team member must present 2-3 slides each, with the total number of slides not exceeding 12-15 slides
- Total time of presentation should not exceed 15 minutes (including questions and answers)
- 4-6 questions would be asked per presentation (any member of the team could be required to answer)
- The following rubric will be used for Group Project Presentation:

	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Below Average (1)
Inter & trans-disciplinary elements	The content was outstanding and suitably incorporated and integrated multi-, inter and trans-disciplinary perspectives.	The content was appropriate and a good attempt was made to incorporate multi, inter and trans-disciplinary perspectives.	Most content was relevant; some attempt was made to incorporate multi-, inter and trans-disciplinary perspectives.	Information was valid but some parts of the content needed expansion or shortening to bring in different perspectives.	Information was not relevant to the audience or directly related to the projects.
Information Sources and Interpretation	Used sufficient and appropriate research and information to support the project. Methodology used successfully integrated multi-, inter and trans-disciplinary perspectives.	Detailed research done. Relevant data as per the project. Methodology was appropriate for a multi/inter/trans-disciplinary project.	Appropriate research done. Some of the data and methodology used was relevant to a multi/inter/trans-disciplinary project.	Lacks proper research. Data was scattered and methodology was not fully related to a multi/inter/trans-disciplinary project.	Research work inappropriate. Data is not fully related to the project.
Quality of content and thought					
Integration of Knowledge	Demonstrated superior integration of knowledge of different areas and domains.	Demonstrated adequate integration of knowledge of different areas and domains.	Demonstrated some integration of knowledge of different areas and domains.	Very little integration of knowledge of different	Little or no integration of knowledge of different

				areas and domains.	areas and domains.
Organization and presentation	Excellent structure and organization of content; excellent use of voice modulation while delivering; Maintaining eye contact with audience and seldom returning to notes.	Appropriate structure and organization; Good use of voice modulation; fluency in presentation	Fairly good structure and organization; Clear voice while presenting, but drop in volume at times; some use of vocal variation to show interest, maintains eye contact most of the time but frequently returns to notes.	Structure and organization could be much improved; Voice lacks vocal variation, shows some eye contact, but not maintained; and at least half the time, speaker reads from notes.	Poor structure and organization; soft/ monotone voice, reads all or most of the presentation with no eye contact.
Teamwork	Demonstrated teamwork. It was evident that all the group members contributed equally to the presentation.	Demonstrated teamwork. It was evident that almost all the group members contributed to the presentation.	The teammates showed teamwork. However it seems as though certain people did not do as much work as others	Lack of teamwork visible. It seems as though only a few people worked on the presentation.	Teamwork was minimalistic. It seems as though Only one member has worked on the presentation.
Slides/ Text/ Format/ Video Quality/ Clarity of Presentation	Font formats (e.g. color, bold, italic) had been carefully planned to enhance readability. Appropriate highlighters used.	Font formats (e.g. color, bold, italic) had been used to enhance readability. All graphics were appropriate and supported the content of the presentation.	Font formatting had been carefully planned to complement the content. Appropriate highlighters not used.	Mostly font formatting had been carefully planned but in places it may be a little hard to read. All graphics were attractive but many did not seem to support the content of the	No Format in the presentation. Several graphics were unattractive and diminishes the content of the presentation.

				presentation.	
	Involved audience in presentation; held their attention throughout the presentation. Used original, clever, creative approach.	Involved audience in presentation; held their attention throughout by getting them actively involved in the speech	Presented facts in some interesting way and held attention most of the time by interacting with them.	Went off topic and lost audience. Failed to utilize method to pull the audience into the speech.	Avoided or discouraged active audience participation
Audience engagement/Question Handling	Excellent audience engagement; Answered all questions with explanation, elaboration and by integrating multi-, inter and trans-disciplinary perspectives.	Very good audience engagement; Answered all questions integrating multi-, inter and trans-disciplinary perspectives to a great extent.	Fair audience engagement; Answered most questions integrating multi-, inter and trans-disciplinary perspectives to some extent.	Mediocre audience engagement. Gave rudimentary answers to the questions with little or no integration of multi-, inter and trans-disciplinary perspective.	Poor audience engagement. Has little grasp of information related to topic/project. Not able to answer most questions adequately

7. **Course References**

https://thetoptenchefs.com/top-10-chefs-in-india-famous-successful/

Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments,

and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavor to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,

5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5

CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3
Relevant Session Nos.	1-3	4-7	8-10
Assessment 1:	✓		
Assessment 2 :	✓	✓	
Final Assessment	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T1	T6	T6	T12	T10	T2	T2	T12	T12
Teaching Method										

(Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **NO**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	2
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-



Sushant University	VATEL HOTEL & TOURISM BUSINESS SCHOOL Detailed Course Plan	
rse Title: Branding A creative journey	Course Code : TD20HM07	
Term: I	Academic Year:	Core/Elective: Elective / Credits: 1
Course Designer/ Instructor: Anshu Rawal e-mail: anshurawal@ansaluniversity.edu.in		Office: D-009; Contact #: 8826021480 Office hours: 1200-1600 HRS by prior appointment
Course Pre-requisites: none		# of sessions: 10

1. COURSE INTRODUCTION

In this course, you will go through and learn the entire branding process, from how companies choose their brands, measure their effectiveness, and what strategies they use to keep a brand successful in today's marketplace.

Employability-level: Foundation skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. COURSE OBJECTIVES

The broad objectives of this course are to: -

1. Be able to understand the concept of branding
2. Be able to understand the concept of branding trouble management.

3. COURSE LEARNING OUTCOMES (CLO'S)

After completion of the course, the student will:

CLO1: Understand the concept of branding
CLO2: Understand the cobranding
CLO3: Understand the brand extension
CLO4: Explain and understand different types of branding strategies

4. COURSE PEDAGOGY: -

The course pedagogy will include discussions & ppts with relevant videos.

5. COURSE CONTENTS AND SCHEDULE

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		Course Outline
1	Brands and Brand Concepts	Online lecture	
2	Exploring Brands and Their Positioning	Online lecture	
3	Branding Strategies	Online lecture	
4	Marketing Strategies	Guest lecture	
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Introducing New Products	Guest lecture	
6	Brand Extensions	Online lecture	
7	Rebranding	Online lecture	
8	Cobranding	Online lecture	
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Online Branding	Online lecture	
10	Troubleshooting Brand Management	Guest lecture	
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.

For the final (40 marks) assessment, student will be assessed on the basis of grooming, napkin folding & setting up the table in the Training restaurant and a panel of faculty will allocate marks accordingly.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	Assessment 1	(After Week 4)	30
2	Assessment 2	(After Week 8)	30
3	(Final) Assessment 3	(After Week 10)	40
		Total Marks	100

Guidelines for Final Assessment:

Each student would make a portfolio regarding his learnings from Restaurant services and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades on the basis of their performance & learnings. Students would showcase and narrate their work done through the semester, also their learnings from it.

7. Course References

If any

- **Book/e-book:**
- **Reference**
- **Papers:**

Online Resources:

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5. ethical, acting with integrity in intellectual, professional and community pursuits, and
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9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
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4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

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Upon successful completion of the program the students will be able to:

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3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
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11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4
PL0 1	S	S	M	S
PL0 2	S	S	S	S
PL0 3	M	S	S	S
PL0 4	W	S	M	S
PL0 5	W	S	S	M

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5

CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

	CLO 1	CLO 2	CLO 3
PLO 1	H	H	-
PLO 2	-	H	M
PLO 3	H	-	M
PLO 4	M	-	-
PLO 5	-		-

13.Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14.Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion

T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T4	T4	T4	T4	T4	T4	T4	T4	T4
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **No.**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level / AU-level	-

Sushant University Erstwhile Ansal University Gurugram	Vatel Hotel & Tourism Business School Detailed Course Plan		
Course Title: Dining Etiquette & Ethics			
Term: I	**Academic Year: 2020-21**	**Core/Elective: Elective**	**Credits: 1**
Course Designer/ Instructor: Deepak Thakur **e-mail:** **deepakthakur@sushantuniversity.edu.in**		**Course Instructor: Deepak Thakur** **e-mail:** **deepakthakur@sushantuniversity.edu.in**	
Course Pre-requisites: Basic aptitude for learning restaurant etiquettes.		**No. of sessions:** 10	

1. COURSE INTRODUCTION

The course is oriented to explain and make the students understand the basics of dining etiquette & grooming aspects. Further this course will facilitate the students to understand the table set up & service in Five Star dining venues.

Employability-level: Foundation skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. COURSE OBJECTIVES

The broad objectives of this course are to: -

1. Be able to understand the basics of Dining etiquette & grooming aspects.
2. Be able to understand the mannerism and behavioral approach in Five Star dining venues.
3. Be able to understand the different types of table set up.
4. Be able to understand the service of tea/coffee.

3. COURSE LEARNING OUTCOMES (CLO'S)

After completion of the course, the student will:

CLO1: Understand the importance of personal grooming standards.
CLO2: Define various dining etiquettes.

CLO3: Understand the setting up of table.
CLO4: Explain and understand service of tea/coffee.

4. COURSE PEDAGOGY: -

The course pedagogy will include discussions & by doing the setting up the table for different meals by doing it in training restaurant.

5. COURSE CONTENTS AND SCHEDULE

Weblinks/ ebooks/ articles/ magazines pages or course material to be input this

- **Book/e-book:** Food & Beverage Service by Lillicrap
- **Reference**
- **Papers:**

Online Resources:

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		**Course Outline**
1	**Importance of personal grooming & etiquette:** Introduction about importance of personal grooming in hospitality industry	Lecture	Lecture & Hand outs
2	**Importance of personal grooming & etiquette:** Grooming guidelines	Lecture	
3	**Dining Etiquettes:** Napkin folding	Practical session in Training Restaurant	
4	**Dining Etiquettes:** Napkin folding	Practical session in Training Restaurant	
5	**Dining Etiquettes:** Basic Rules of Table Manners	Practical session in Training Restaurant	
INTERNAL ASSESSMENT I (30 marks)			
6	**Dining Etiquettes:** Basic Rules of Table Manners	Practical session in Training Restaurant	
7	**Dining Etiquettes:** Equipment name	Practical session in Training Restaurant	

8	**Dining Etiquettes:** Tea/Coffee service set up	Practical session in Training Restaurant	
9	**Dining Etiquettes:** Table set up	Practical session in Training Restaurant	
INTERNAL ASSESSMENT II (30 marks)			
10	**Dining Etiquettes:** Table set up	Practical session in Training Restaurant	
FINAL EXTERNAL ASSESSMENT (40marks)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the DTP (only student version) in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 5)	**30**
2	**Assessment 2**	(After Week 9)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

Guidelines for Final Assessment:
Each student would make a portfolio regarding his learnings from Dining Etiquettes and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades on the basis of their performance & learnings. Students would showcase and narrate their work done through the semester, also their learnings from it.

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7. Course Conduct Policy

A. **Academic Honesty**

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the SU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. **Students with Disability/ Different-Ability**

SU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4
PL0 1	S	S	M	S
PL0 2	S	S	S	S
PL0 3	M	S	S	S
PL0 4	W	S	M	S

PL0 5	W	S	S	M

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

	CLO 1	CLO 2	CLO 3
PLO 1	H	H	-
PLO 2	-	H	M
PLO 3	H	-	M
PLO 4	M	-	-
PLO 5	-		-

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	

Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
1- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T4	T4	T4	T4	T4	T4	T4	T4	T4
Teaching Method (Secondary)										

Do you plan to take any special/extra session during the course other than the allocated sessions? **No.**

If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level / SU-level	-

Sushant University Erstwhile Ansal University Gurugram	Vatel Hotel & Tourism Business school Detailed Course Plan	
Course Title: Green & sustainable building		Course Code:TD20HM08
Term:ODD	Academic Year: 2020-21	Core/Elective: Elective / Credits: 1
Course Designed by: Chandana Paul		Course taught by: Chandana Paul e-mail: chandanapaul@sushantuniversity.edu.in
Pre-requisites, if any:None		

1. Course Introduction and Objectives

This course will help participants to acquire the concept of Eco- sensitive or Green Buildings. The Participants will be exposed through diverse learning approaches of Energy, water conservation and Waste management to benefit the environment. This course will help them understand the importance & requirement of eco-friendly Buildings.

Employability-level: Professional Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
			✔	

2. Course Learning Outcomes

By the end of the lesson, students will be able to:

CLO1: Define the concept of Eco- sensitive or Green Buildings and list the criteria for LEED certification.

CLO2: Explain the importance of energy, Water conservation & Waste Management.

CLO3: Understand the benefits of using Eco friendly materials in constructing Green Buildings.

3. Course Pedagogy

Primarily class lectures followed by question-answer sessions/ assignments/ interactive sessions, reading of texts, Survey, case study would be used as an important pedagogy.

4. Course Contents and Duration

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/Assignment	Required Readings/ Browsing/ Watching
1	Introduction to Green & sustainable Building	Discussion & PPT	
2	LEED Certification	Discussion & PPT	
3	Five Globe criteria	Discussion & PPT	
4	Identify an Eco friendly site	Field visit	
5	Hotel Design & construction	Discussion	
INTERNAL ASSESSMENT POINT I (MM=30)			
6	Energy Conservation	Discussion & videos	
7	Water Conservation	Discussion & videos	
8	Waste management	Discussion & videos	
INTERNAL ASSESSMENT POINT I (MM=30)			
9	Environment friendly raw materials in constructing Green Buildings	Discussion & videos	
10	Environment friendly raw materials in constructing Green Buildings	Visit	
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be exhibition-cum-competition of student's project, Posters & PPT on Eco- Friendly Hotels. And a panel of faculty will judge the art and marks will be allocated on the basis of that exhibition.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 5)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
		Total Marks	**100**

Guidelines for Exhibition-Cum-Competition:
Each student would make a final project and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would showcase and narrate their work done through the semester, also their learnings from it.

Final Presentation (40 Marks)
Each team of students would make a final portfolio presentation in front of a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty). They would showcase and narrate their work on project activity done through the semester, any MOOCs they audited and also their learnings from it.

- Group presentation but individual assessment - while the students would present in teams, assessment is individual and based on each teammate's contribution and presentation.
- Each team member must present 2-3 slides each, with the total number of slides not exceeding 12-15 slides
- Total time of presentation should not exceed 15 minutes (including questions and answers)
- 4-6 questions would be asked per presentation (any member of the team could be required to answer)
- The following rubric will be used for Group Project Presentation:

	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Below Average (1)
Inter & trans-disciplinary elements	The content was outstanding and suitably incorporated and integrated multi-, inter and trans-disciplinary perspectives.	The content was appropriate and a good attempt was made to incorporate multi, inter and trans-disciplinary perspectives.	Most content was relevant; some attempt was made to incorporate multi-, inter and trans-disciplinary perspectives.	Information was valid but some parts of the content needed expansion or shortening to bring in different perspectives.	Information was not relevant to the audience or directly related to the projects.
Information Sources and Interpretation	Used sufficient and appropriate research and information to support the project. Methodology used	Detailed research done. Relevant data as per the project. Methodology was appropriate for a	Appropriate research done. Some of the data and methodology used was relevant to a	Lacks proper research. Data was scattered and methodology was not fully	Research work inappropriate. Data is not fully related

	successfully integrated multi-, inter and trans-disciplinary perspectives.	multi/inter/trans-disciplinary project.	multi/inter/trans-disciplinary project.	related to a multi/inter/trans-disciplinary project.	to the project.
Quality of content and thought					
Integration of Knowledge	Demonstrated superior integration of knowledge of different areas and domains.	Demonstrated adequate integration of knowledge of different areas and domains.	Demonstrated some integration of knowledge of different areas and domains.	Very little integration of knowledge of different areas and domains.	Little or no integration of knowledge of different areas and domains.
Organization and presentation	Excellent structure and organization of content; excellent use of voice modulation while delivering; Maintaining eye contact with audience and seldom returning to notes.	Appropriate structure and organization; Good use of voice modulation; fluency in presentation	Fairly good structure and organization; Clear voice while presenting, but drop in volume at times; some use of vocal variation to show interest, maintains eye contact most of the time but frequently returns to notes.	Structure and organization could be much improved; Voice lacks vocal variation, shows some eye contact, but not maintained; and at least half the time, speaker reads from notes.	Poor structure and organization; soft/ monotone voice, reads all or most of the presentation with no eye contact.
Teamwork	Demonstrated teamwork. It was evident that all the group members contributed equally to the presentation.	Demonstrated teamwork. It was evident that almost all the group members contributed to the presentation.	The teammates showed teamwork. However it seems as though certain people did not do as much work as others	Lack of teamwork visible. It seems as though only a few people worked on the presentation.	Teamwork was minimalistic. It seems as though Only one member has worked on the presentation.
Slides/ Text/ Format/ Video Quality/ Clarity of Presentation	Font formats (e.g. color, bold, italic) had been carefully planned to enhance readability. Appropriate highlighters used.	Font formats (e.g. color, bold, italic) had been used to enhance readability. All graphics were appropriate and supported the content of the presentation.	Font formatting had been carefully planned to complement the content. Appropriate highlighters not used.	Mostly font formatting had been carefully planned but in places it may be a little hard to read. All graphics were attractive but many did not seem to support the content of the presentation.	No Format in the presentation. Several graphics were unattractive and diminishes the content of the presentation.
	Involved audience in presentation; held their attention throughout the presentation. Used	Involved audience in presentation; held their attention throughout by	Presented facts in some interesting way and held attention most of the time by	Went off topic and lost audience. Failed to utilize	Avoided or discouraged active audience participation

	original, clever, creative approach.	getting them actively involved in the speech	interacting with them.	method to pull the audience into the speech.	
Audience engagement/ Question Handling	Excellent audience engagement; Answered all questions with explanation, elaboration and by integrating multi-, inter and trans-disciplinary perspectives.	Very good audience engagement; Answered all questions integrating multi-, inter and trans-disciplinary perspectives to a great extent.	Fair audience engagement; Answered most questions integrating multi-, inter and trans-disciplinary perspectives to some extent.	Mediocre audience engagement. Gave rudimentary answers to the questions with little or no integration of multi-, inter and trans-disciplinary perspective.	Poor audience engagement. Has little grasp of information related to topic/project. Not able to answer most questions adequately.

7. Course References

- Hotel Housekeeping Operations (Third Edition) Smriti Raghubalan ,Oxford University Press
- Clean India Journal
- Good Housekeeping
- https://beeindia.gov.in

Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.

- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavor to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
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For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10.Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11.Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12.Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5

CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W

13.Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3
Relevant Session Nos.	1-3	4-7	8-10
Assessment 1:	✓		
Assessment 2 :	✓	✓	
Final Assessment	✓	✓	✓

14.Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T1	T6	T6	T12	T10	T2	T2	T12	T12

Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **NO**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-

Sushant University Erstwhile Ansal University Gurugram	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Law	Credits: 1
Course Title: Health and Lifestyle Course Code: TD21LA01	Academic Year: 2020-21
Course Designed by: Ms Ayesha e-mail: ayeshamukherjee@sushantuniversity.edu.in	Course Instructor: Ms Ayesha e-mail: ayeshamukherjee@sushantuniversity.edu.in
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. **Course Introduction:**

A Health and Lifestyle course explores the many factors impacting well-being, from nutrition and exercise to mental health and lifestyle choices. It empowers individuals to make informed decisions for a healthier life and can be beneficial for careers in health coaching, fitness, public health, and more.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Health Literacy:** Students will be able to critically evaluate health information and apply evidence-based knowledge to make informed decisions about their own health and well-being.
- **Lifestyle Management:** Students will develop practical skills and strategies for adopting and maintaining healthy behaviors related to nutrition, physical activity, stress management, and other lifestyle factors.
- **Well-being Promotion:** Students will understand the interconnectedness of physical, mental, emotional, and social dimensions of health and will be able to promote holistic well-being in themselves and others.
- **Disease Prevention:** Students will be able to identify risk factors for chronic diseases and apply preventive strategies through healthy lifestyle choices.

2. **Lecture Plan (Minimum 10 Sessions)**

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio/Video, Practical) + Input Weblinks/ ebooks/ articles/ magazines pages or course material
1	Defining Health and Wellness		Course Material

2	Understanding the Body		Course Material
3	Macronutrients and Micronutrients		Course Material
4	Healthy Eating Patterns		Course Material
5	Benefits of Exercise		Course Material
INTERNAL ASSESSMENT I (30 marks)			
6	Creating an Exercise Plan		Course Material
7	Stress Management		Course Material
8	Emotional Intelligence and Resilience		Course Material
9	Sleep Hygiene and Substance Use		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Disease Prevention and Health Promotion		Course Material
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
Total Marks		100

Sushant University Erstwhile Ansal University Gurugram	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Law	**Credits: 1**
Course Title: Contractual relations and implications of contracts **Course Code: TD21LA02**	**Academic Year: 2020-21**
Course Designed by: Ms Ayesha **e-mail: ayeshamukherjee@sushantuniversity.edu.in**	**Course Instructor: Ms Ayesha** **e-mail: ayeshamukherjee@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

A course on Contractual Relations explores the legal principles behind agreements, covering contract formation, types, interpretation, and implications. It examines breach of contract, remedies, and factors affecting validity. Students learn to manage contractual relationships effectively in various contexts.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Contract Formation and Analysis:** Students will be able to identify the essential elements of a valid contract, analyze contractual terms, and determine the legal enforceability of agreements.
- **Contractual Rights and Obligations:** Students will understand the rights and obligations of parties involved in a contract and be able to interpret and apply contractual provisions in various scenarios.
- **Breach of Contract and Remedies:** Students will be able to identify different types of breaches of contract and understand the available remedies, including damages, specific performance, and injunctions.
- **Contract Management and Negotiation:** Students will develop practical skills in contract negotiation, drafting, and management, enabling them to minimize risks and protect their interests in contractual relationships.

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio/Video, Practical) + Input Weblinks/ ebooks/ articles/ magazines pages or course material
1	Introduction to Contracts		Course Material

2	Elements of a Valid Contract – Offer and Acceptance		Course Material
3	Consideration and Intention to Create Legal Relations		Course Material
4	Capacity to Contract		Course Material
5	Terms of a Contract		Course Material
INTERNAL ASSESSMENT I (30 marks)			
6	Interpretation of Contracts		Course Material
7	Breach of Contract		Course Material
8	Remedies for Breach of Contract		Course Material
9	Discharge of Contract		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Vitiating Factors and Contractual Disputes		Course Material
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
Total Marks		100

Sushant University Erstwhile Ansal University Gurugram	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Law	Credits: 1
Course Title: Sensitization of youth and Social Issues Course Code: TD18LA07	Academic Year: 2020-21
Course Designed by: Dr. Anjali Dabas e-mail: Anjalidabas@sushantuniversity.edu.in	Course Instructor: Dr. Anjali Dabas e-mail: Anjalidabas@sushantuniversity.edu.in
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. **Course Introduction:**

"Sensitization of Youth and Social Issues" course would focus on educating young people about prevalent social problems within their communities and society at large, aiming to raise awareness, foster critical thinking, and encourage active participation in addressing these issues, often by developing empathy and understanding towards diverse perspectives and marginalized groups.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- Understand the nature and complexities of social issues like discrimination, poverty, climate change, and inequality.
- Develop Familiarity with relevant laws, policies, and social movements addressing these issues.
- Create Awareness of local community challenges and diverse perspectives.
- Identify systemic inequalities and power dynamics within society.

2. **Lecture Plan (Minimum 10 Sessions)**

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio/Video, Practical) + Input Weblinks/ ebooks/ articles/ magazines pages or course material
1	Evolution of Right to Information		
2	Gender inequality and violence against women		
3	Caste discrimination and social exclusion		
4	Poverty and economic disparities		

5	Environmental degradation and climate change		
INTERNAL ASSESSMENT I (30 marks)			
6	Religious intolerance and communal violence		
7	Access to education and healthcare		
8	Child labor and exploitation		
9	Disability rights		
INTERNAL ASSESSMENT I (30 marks)			
10	Exercise		
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
Total Marks		100

Sushant University Erstwhile Ansal University Gurugram	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Law	Credits: 1
Course Title: Events That Changed the World Course Code: TD20LA07	Academic Year: 2020-21
Course Designed by: Amit Singh e-mail: amitsingh@sushantuniversity.edu.in	Course Instructor: Amit Singh e-mail: amitsingh@sushantuniversity.edu.in
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

A "Events That Changed the World" course examines pivotal historical moments and their impact on civilization. It focuses on understanding the causes, consequences, and significance of these events, fostering critical thinking and global awareness.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Analyze Historical Causation:** Students will be able to analyze the complex causes and effects of major world events, understanding the interplay of various factors.
- **Evaluate Historical Significance:** Students will critically evaluate the significance of historical events, considering their impact on different societies, cultures, and eras.
- **Understand Historical Context:** Students will develop a strong understanding of the historical context surrounding key world events.
- **Develop Critical Thinking:** Students will enhance their critical thinking skills by examining diverse perspectives and interpretations of historical events.

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio/Video, Practical) + Input Weblinks/ ebooks/ articles/ magazines pages or course material
1	Defining "Change" and Historical Analysis		
2	The Agricultural Revolution and the Rise of Civilizations		
3	The Axial Age (8th-3rd Centuries BCE)		

4	Classical Civilizations: Greece and Rome		
5	The Medieval World and its Transformations		
INTERNAL ASSESSMENT I (30 marks)			
6	The Age of Exploration and Global Exchange		
7	Revolutions: Scientific, Industrial, and Political		
8	The 20th Century: Conflict and Change		
9	Globalization and the Information Age		
INTERNAL ASSESSMENT I (30 marks)			
10	The Future and the Lessons of History		
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
	Total Marks	100

Sushant University Erstwhile Ansal University Gurugram	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Law	**Credits: 1**
Course Title: Constitutional Values **Course Code: TD20LA08**	**Academic Year: 2020-21**
Course Designed by: Mr. Vipul Gaur **e-mail: vipulgaur@sushantuniversity.edu.in**	**Course Instructor: Mr. Vipul Gaur** **e-mail: vipulgaur@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. **Course Introduction:**

Constitutional Values, examines the bedrock principles of Indian democracy: justice, liberty, equality, and fraternity. We'll delve into the Preamble, Fundamental Rights, Directive Principles, and Fundamental Duties, exploring their relevance today. Through lectures, case studies, and discussions, you'll gain a strong understanding of these core values and their impact on society. Anyone interested in India's constitutional framework and its vision for the future is welcome.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Articulate** the core constitutional values (justice, liberty, equality, fraternity) and their significance in the Indian context.
- **Analyze** the relationship between these values and key constitutional components like Fundamental Rights and Directive Principles.
- **Apply** constitutional values to contemporary social, political, and economic issues.
- **Evaluate** challenges to these values and propose solutions for upholding them.

2. **Lecture Plan (Minimum 10 Sessions)**

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio / Video, Practical) + Input Web links / eBooks/ articles / magazines pages or course material
1	Introduction - The Constitution and its Foundations		Practical
2	The Preamble - The Spirit of the Constitution		Course Material
3	Fundamental Rights - Part I (Articles 14-21)		Course Material
4	Fundamental Rights - Part II (Articles 22-32)		Course Material

5	Directive Principles of State Policy - Guiding Principles		Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Fundamental Duties - Responsibilities of Citizens		Course Material
7	Federalism and the Distribution of Powers		Practical
8	Constitutional Institutions - Safeguarding Democracy		Course Material
9	Challenges to Constitutional Values - Contemporary Issues		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Upholding Constitutional Values - The Way Forward		Course Material
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
	Total Marks	100

Detailed Teaching Plan

	Sushant School of Business ***TDL*** **Course Outline**
Course Code & Title: TD19MS01: Strategies for Sustainability	
Academic Year: 2020-21	**Core/Elective: Elective** / **Credits: 1**
Course Designed by: Dr. Atul K.Agarwal **e-mail:** **atulkumaragarwal@ansaluniversity.edu.in**	**Instructor: Dr. Atul K.Agarwal** **atulkumaragarwal@ansaluniversity.edu.in**

Environmental sustainability is the process of making sure that the current processes of interaction with environment is pursued with the idea of keeping the environment as pristine as naturally possible based on ideal-seeking behaviour. An 'unsustainable situation' occurs when natural capital (the sum total of nature's resources) is used up faster than it can be replenished.

Sustainability requires that human activity only use nature's resources at a rate, which they can be replenished naturally. Inherently, the concept of sustainable development is intertwined with the concept of carrying capacity. Theoretically, the long-term result of environmental degradation is the inability to sustain human life. Such degradation on a global scale could imply extinction for humanity.

Timing & Pre-requisites: The course is an elective course offered as Trans Disciplinary Learning. Though there are no pre-requisites for this course.

2. Employability-level:

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

3. Course Objectives

The course deals with Sustainable Development. The objectives of this course are to enable students to:

- Define and discuss the idea and practice of sustainability.
- Promote responsible stewardship to ensure equitable use of natural and environmental resources in order to meet essential needs of both present and future generations.
- Actively Promote Sustainable Development

4. Learning outcomes

At the end of the course students will:

LO1: Understand the current challenges to sustainability, including modern world social, environmental, and economic structures and crises.
LO2: Integrate knowledge from multiple sources and perspectives to understand environmental limits governing human societies and economies and social justice dimensions of sustainability.
LO3: Evaluate sustainability issues and solutions using a holistic approach that focuses on connections between complex human and natural systems.
LO4: Create and develop overall Strategies for sustainability.

5. Course Content and Schedule

Session No.	Session Topic / Sub-topic Description	Case/Assignment/ Experiential Learning	Required Readings
1-2	Sustainable Development: Definition, Obstacles & Impact	https://study.com/academy/lesson/sustainable-development-definition-obstacles-impact.html	https://climate.nasa.gov/
3-4	What is Sustainable Architecture? Definition & Managing for Sustainability	China Case	http://www.globalissues.org/issue/178/climate-change-and-global-warming
5	Sustainability & Environmental Issues in the Healthcare Industry/ Real Estate/Hospitality Industry etc.	https://study.com/academy/lesson/global-environmental-issues-types-treaties.html	https://www.epa.gov/sites/production/files/signpost/cc.html
6-7	Environmental Sustainability: Definition and Application	Activity	https://study.com/academy/lesson/environmental-sustainability-definition-and-application.html
8	Human Behaviors that Threaten Environmental Sustainability	Information technology adoption for sustainable development: green e-books as an example	https://study.com/academy/lesson/human-behaviors-that-threaten-environmental-sustainability.html
9-10	Sustainable Development within Environmental Limits		https://study.com/academy/lesson/sustainable-development-within-environmental-limits.html

6. Course References

Text Book:

- Sustainable Economic Development and Environment By Raj Kumar Sen & Kartik C Roy

Reference Books:

- An Introduction to Sustainable Development by Bryce Carrol

Helpful Websites/e-books/Journals / Magazines:

- http://www.digitalbookindex.org/_search/search010economicenvirsustdeva.asp
- http://nptel.ac.in
- http://www.sjalfbaerni.is/media/frodleikur/OECD-skyrsla.pdf

Sushant University (Erstwhile Ansal University Gurugram)	School of Management Studies Detailed Course Plan		
Course Title: Health and Wellness			
Term: I	**Academic Year: 2020-21**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Manisha Machan **e-mail:** manishamachan@sushantuniversity.edu.in		**Course Instructor:Manisha Machan** **manishamachan@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives

The broad objectives of this course are to

- Create awareness among the students about maintaining Health and Wellness under the Fit India Program launched by our Honorable Prime Minister.
- To inculcate habit of maintaining a healthy lifestyle through physical and mental exercises.
- To create awareness about Nutrition and its impact on Health.
- To be cautious of life-style choices that lead to unhealthy existence.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

CLO1: Explain the importance of maintaining health and wellness.
CLO2: Practice theoretical concepts in real-time.
CLO3: Evaluate self-nutrition and incorporate improvements.

4. Course Pedagogy

The course follows the pedagogy of "learning by doing".

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		**Course Outline**
1	Why is important to maintain health? What is wellness?	Maintain a Diary on routine followed after college hours.	Do's and Don't shared. Sleep early No mobile usage 1 hour before sleep. Priority list of task Eat healthy and early Mild physical activity.
2	Mental health and its importance	Hands on practice. Interview fellow student and list the top 5 mental stressors	PPT
3	Stress management	Hands on practice.	PPT
4	Health and nutrition	Hands on practice: Study your nutritional intake for a week and take remedial action	PPT nutrition chart
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Learn 5 Yoga techniques and their benefits	Hands on practice	
6	List 5 healthy foods and their benefits	Hands on practice	
7	Learn about any one-wellness company and its products.	Hands on practice	
8	Learn about the myths/pitfalls of fasting and dieting.	Hands on practice	
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Collage on reasons of mental and physical health issues and their remedies	Hands on practice	

10	Prepare a Nutritious Dish and its health benefits	Hands on practice	
	FINAL ASSESSMENT POINT III (MM=40)		

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be a presentation on health and wellness products trends and issues. A panel of faculty will judge the presentation/Report/Collage and marks will be allocated on the basis of that exhibition.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

Guidelines for Exhibition-Cum-Competition:
Each student would make a presentation and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would display and narrate their work done through the semester, also their learnings from it.

Final Presentation (40 Marks)
Each student would make a final portfolio presentation in front of a set of jury members on the day of the final assessment.

- Group presentation but individual assessment - while the students would present in teams, assessment is individual and based on each teammate's contribution and presentation.
- Each team member must present 2-3 slides each, with the total number of slides not exceeding 12-15 slides
- Total time of presentation should not exceed 15 minutes (including questions and answers)
- 4-6 questions would be asked per presentation (any member of the team could be required to answer)

The following rubric will be used for Group Project Presentation:

	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Below Average (1)
Inter & trans-disciplinary elements	The content was outstanding and suitably incorporated and integrated multi-, inter and trans-disciplinary perspectives.	The content was appropriate and a good attempt was made to incorporate multi, inter and trans-disciplinary perspectives.	Most content was relevant; some attempt was made to incorporate multi-, inter and trans-disciplinary perspectives.	Information was valid but some parts of the content needed expansion or shortening to bring in different perspectives.	Information was not relevant to the audience or directly related to the projects.
Information Sources and Interpretation	Used sufficient and appropriate research and information to support the project. Methodology used successfully integrated multi-, inter and trans-disciplinary perspectives.	Detailed research done. Relevant data as per the project. Methodology was appropriate for a multi/inter/trans-disciplinary project.	Appropriate research done. Some of the data and methodology used was relevant to a multi/inter/trans-disciplinary project.	Lacks proper research. Data was scattered and methodology was not fully related to a multi/inter/trans-disciplinary project.	Research work inappropriate. Data is not fully related to the project.
Integration of Knowledge	Demonstrated superior integration of knowledge of different areas and domains.	Demonstrated adequate integration of knowledge of different areas and domains.	Demonstrated some integration of knowledge of different areas and domains.	Very little integration of knowledge of different areas and domains.	Little or no integration of knowledge of different areas and domains.
Organization and presentation	Excellent structure and organization of content; excellent use of voice modulation	Appropriate structure and organization; Good use of voice modulation;	Fairly good structure and organization; Clear voice while presenting, but drop in volume	Structure and organization could be much improved; Voice lacks	Poor structure and organization; soft/ monotone voice,

	while delivering; Maintaining eye contact with audience and seldom returning to notes.	fluency in presentation	at times; some use of vocal variation to show interest, maintains eye contact most of the time but frequently returns to notes.	vocal variation, shows some eye contact, but not maintained; and at least half the time, speaker reads from notes.	reads all or most of the presentation with no eye contact.
Teamwork	Demonstrated teamwork. It was evident that all the group members contributed equally to the presentation.	Demonstrated teamwork. It was evident that almost all the group members contributed to the presentation.	The teammates showed teamwork. However it seems as though certain people did not do as much work as others	Lack of teamwork visible. It seems as though only a few people worked on the presentation.	Teamwork was minimalistic. It seems as though Only one member has worked on the presentation.
Slides/ Text/ Format/ Video Quality/ Clarity of Presentation	Font formats (e.g. color, bold, italic) had been carefully planned to enhance readability. Appropriate highlighters used.	Font formats (e.g. color, bold, italic) had been used to enhance readability. All graphics were appropriate and supported the content of the presentation.	Font formatting had been carefully planned to complement the content. Appropriate highlighters not used.	Mostly font formatting had been carefully planned but in places it may be a little hard to read. All graphics were attractive but many did not seem to support the content of the presentation.	No Format in the presentation. Several graphics were unattractive and diminishes the content of the presentation.

Quality of content and thought	Involved audience in presentation; held their attention throughout the presentation. Used original, clever, creative approach.	Involved audience in presentation; held their attention throughout by getting them actively involved in the speech	Presented facts in some interesting way and held attention most of the time by interacting with them.	Went off topic and lost audience. Failed to utilize method to pull the audience into the speech.	Avoided or discouraged active audience participation
Audience engagement/Question Handling	Excellent audience engagement; Answered all questions with explanation, elaboration and by integrating multi-, inter and trans-disciplinary perspectives.	Very good audience engagement; Answered all questions integrating multi-, inter and trans-disciplinary perspectives to a great extent.	Fair audience engagement; Answered most questions integrating multi-, inter and trans-disciplinary perspectives to some extent.	Mediocre audience engagement. Gave rudimentary answers to the questions with little or no integration of multi-, inter and trans-disciplinary perspective.	Poor audience engagement. Has little grasp of information related to topic/project. Not able to answer most questions adequately.

7. Course References

If any

- **Book/e-book:**
- **Reference**
- **Papers:**

Online Resources:

Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M

PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures

T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	**T1**									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **Yes**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	2
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-

Sushant University (Erstwhile Ansal University, Gurugram)	Sushant School of Business Detailed Course Plan		
Course Title: Data Analytics			
Sem: I	**Academic Year: 2020-21**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Dr Jyoti Ahluwalia e-mail: jyotiahuwalia@sushantuniversity.edu.i		**Course Instructor: Dr Jyoti Ahluwalia**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

The TDL course on "Introduction to Data Analytics" aims to familiarize students with basic concepts related to Data and its Analysis. The course shall focus on various aspects of what is Data, Types of Data, how to do Statistical Analysis of Data and how to start looking at data to make predictions about the future. This course is a pre-cursor to Machine Learning using Python.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives

The objectives of this course are:

- To acquaint the students with the theoretical and practical dimensions of Data and its analysis to aim for doing predictive analytics
- To help develop an understanding amongst the students regarding the concepts of Data and how to analyse it.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

- Why is it important to do data analysis and how does it relate to Machine Learning
- What is data
- What are the tools used in data analysis
- Learn Linear Regression to do predictive analytics and learn Machine Learning

4. Course Pedagogy

Class room training, Case studies, python lab sessions

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Definitions, Importance of Data and its Analysis	PPT	articles
3-4	Types of Data	Introduction and explanation of concepts	articles
5-6	Statistical Analysis of Data	PPT	Python Lab and hands-on Case Study
7-8	Data Visualization	PPT	Python Lab and hands-on Case Study
9-10	Case study on Linear Regression and Machine Learning using Python	Discussion	Python Lab and hands-on Case Study
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with

disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
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For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.

2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. **Teaching Method Utilization Map**

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	**T1**									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **Yes**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	2
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-

Sushant University Erstwhile Ansal University Gurugram	School of Business Detailed Course Plan		
Course Title: Basics of Income Tax			
Sem: II	**Academic Year: 2020-21**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Ms. Charu Kapoor Sareen **e-mail: charusareen@sushantuniversity.edu.in**		**Course Instructor:** **Ms. Charu Kapoor Sareen** **e-mail:** **charusareen@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

The TDL course on "Basics of Income Tax" aims to familiarize students with basic concepts of Income Tax. The course shall focus on various key topics of Basic Concepts, Exempted Incomes, Residential Status, Heads of Income and Total Income. The course shall provide students with basic knowledge of concepts which they can use in day-to-day business functioning.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives

The objectives of this course are:

- To acquaint the students with the theoretical dimensions of the Basic concepts of Income Tax.
- To help develop an understanding amongst the students regarding the various Heads of Income and calculation of tax.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

- Understand the basic concepts and terminology used in Income Tax.
- Gain knowledge about various incomes exempted from Income Tax.
- Analyze the heads of income chargeable to tax.
- Basic understanding of calculation of Total Income and Tax slabs

4. Course Pedagogy

Class room training, Case studies, online sessions, live formats

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Basic concepts of Income Tax	Introduction and explanation of concepts	
3	Exempted Incomes	PPT	https://www.bankbazaar.com/tax/exempt-income.html
4	Residential Status of an Individual	Concept explanation with examples	https://cleartax.in/s/income-tax-act-residential-status
5	Income from Salary	Concept explanation through PPT and questions	Study material
6	Income from House Property	Discussion and explanation	Case Study
7	Profits and gains from Business and Profession	Concept explanation through examples	https://taxguru.in/income-tax/profits-gains-business-profession.html
8	Capital gains & Income from Other sources	PPT & discussion	

9-10	Total Income and Tax slabs	PPT and ITR forms discussion	https://www.incometaxindiaefiling.gov.in/main/ListOfITRsAndOtherForms
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TDL Course

A TDL course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

7. Course Conduct Policy

A. Academic Honesty

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- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the SU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

SU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

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For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,

4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2.	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
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T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions?
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level	-

Sushant University (Formerly Ansal University, Gurugram)	School of Business Detailed Course Plan		
Course Title: Finance for non-finance executives			
Sem: II	**Academic Year: 2020-21**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Dr. Surabhi Goyal **e-mail: surabhigoyal@sushantuniversity.edu.in**		**Course Instructor:** **Dr. Surabhi Goyal** **e-mail:** **surabhigoyal@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

The TDL course on "Finance for non-finance executives" aims to impart hands on experience to non-finance students in the art of interpreting and acting on the numbers that they come across from the accounts and finance department. Few tangible take always from this program would be an ability to understand and interpret financial statements, The course shall provide students with basic knowledge of concepts which they can use in day-to-day business functioning.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives

The objectives of this course are:

- Understand and take decision based on information given in financial statements
- Gain familiarity with essential tools for financial analysis and
- Understand models and frameworks of making corporate financial decisions

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

- Understand the financial jargons, financial statements and it usage.

- Gain an appreciation of the various methods of financial statement analysis.
- Understand how managers take decisions on the basis of financial data.
- Hands on experience on financial data analysis and interpretation

4. **Course Pedagogy**

Lectures and discussions, numerical exercises, case analysis

5. **Course Contents and Schedule**

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Basic Accounting and Finance terms, Definitions, Importance, principles and rules of Accounting	PPT and classroom discussion	Course Outline
3-4	Accounting equation, Introduction to various accounting statements, its relevance and sources of accounting information	Introduction and explanation of concepts	E-chapters
5-6	Annual report understating, Financial statement analysis: Comparative Financial Statement, Common size statement and Trend analysis	TCS Annual Report and Numerical exercise	
7-8	Financial statement analysis: Ratio analysis and decision making through financial statements	PPT, Excel exercise and case study	
9-10	Concept of Time value of money and its application in day to day work life	PPT and excel exercise	
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TD Course

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S. No.	Course Assessment Components		Marks/Weightage (%)
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Total Marks			**100**

7. Course Conduct Policy

A. Academic Honesty

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exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

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8. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

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2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems

3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	M	W
CLO2	S	S	S	W	M

CLO3	**S**	**S**	**M**	**M**	**W**

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop



Teaching Methods/Session s	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	**T1**									

Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **Yes**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	2
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-



Sushant University (Erstwhile Ansal University Gurugram)	School of Engineering & Technology Detailed Course Plan		
Course Title: Chemistry in Everyday Life			
Term: I	**Academic Year: 2020-21**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Dr. Monika Khurana **e-mail: monikakhurana@ansaluniversity.edu.in**		**Course Instructor: Dr. Monika Khurana** **e-mail: monikakhurana@ansaluniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

Chemistry has influenced our life so much that we do not even realise that we come across chemicals at every moment; that we ourselves are beautiful chemical creations and all our activities are controlled by chemicals. In this TDL Course, we shall learn the application of Chemistry in few important and interesting areas, namely – medicines, food materials, cleansing agents and fireworks.

Employability-level: Foundation Core

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
✓				

2. Course Objectives

The broad objectives of this course are to

- Provide knowledge of chemicals existing around us
- Imparting the experience to identify the chemicals present in our daily life

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

CLO1: Identify the chemicals around us.
CLO2: Explain the chemicals present in our body and food.
CLO3: Analyze the nature of chemicals in medicines, food, cleansing agents etc.
CLO4: Differentiate between beneficial and harmful chemicals present in day to day life

4. Course Pedagogy

The course follows the pedagogy of "learning by doing".

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		**Course Outline**
1	Introduction to Chemicals around us	Class Discusssion	
2	Importance of Chemistry in daily life	Class Discusssion	
3	Food components and their functions	Class Discusssion/Presentation	
4	Enzymes and its functions	Class Discusssion/Presentation	
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Essential Minerals in our body	Class Discusssion/Presentation	
6	Food preservatives	Class Discusssion/Presentation/ Assignment	
7	Cleaning action of soaps and detergents	Class Discusssion/Presentation	
8	Chemistry of Fireworks	Class Discusssion/Presentation	
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Classification of drugs	Class Discusssion/Presentation	

10	Drug-target interactions of enzymes and receptors	Class Discusssion/Presentation	
	FINAL ASSESSMENT POINT III (MM=40)		

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be a presentation and viva. And a panel of faculty will judge the presentation and marks will be allocated on the basis of the Q and A session.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.

- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

<u>For Faculty Version of Course Outline Only</u>

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,

4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	M	W
CLO2	S	S	S	M	W
CLO3	S	S	M	M	W
CLO4	S	M	M	M	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)

T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method (Secondary)	T8									

- Do you plan to take any special/extra session during the course other than the allocated sessions? **No**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
	NA	

Ansal University Gurgaon	School of Engineering & Technology **Detailed Teaching Plan**		
Course Title: Industrial Ergonomics			
Term: I	**Academic Year: 2019-20**	**Core/Elective:**	**Credits: 1**
Course Designed by: Rajan Bansal **e-mail: rajanbansal@ansaluniversity.edu.in**		**Office: D-305;** **Contact #: 0124-4750435**	
Pre-requisites: N/A		**# of sessions - 10**	

1. **Course Introduction and Objectives:**
   - To increase awareness of the need for and role of ergonomics in occupational health
   - To obtain basic knowledge in the application of ergonomic principles to design of industrial workplaces and the prevention of occupational injuries
   - To understand the breadth and scope of occupational ergonomics

   Employability-level: Foundation core

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
✓				

2. **Course Learning Outcomes:** Upon successful completion of the course, the student should be able to

   CLO1: Muscular Work, Types of joints and muscles involved in a task, regulation of effort. Musculoskeletal Disorders. Understanding Nervous system
   CLO2: Ergonomics involved in Skilled-work, Guidelines for Skilled work, Optimal Use of Muscle power.
   CLO3: understanding Man-machine system, Artificial lighting and Sound Perception.
   CLO4: Understanding ergonomics involved in 'Displays' and 'Controls'

3. **Course Pedagogy:** A topic would be introduced to the class by the facilitator. Presentations would be used for graphic illustrations and depictions. Students are required to apply and understand concepts related to each topic.
4. **Course contents and duration:** The class will meet 1hrs each week for a period of 8 weeks. (2 sessions are kept separately for review and evaluation exercises.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1	Definitions of ergonomics and its history,		Text and reference books
2	Joints: Types, Ergonomics involved,		Text and reference books
3	Musculoskeletal Disorders (MSD), their types, factors causing MSDs, Ergonomics involved in elimination/ reduction of MSDs at work place, Practical Guidelines.		Text and reference books
4	Heavy work: Physiological principles, energy consumption, work calories, leisure calories, Heart rate as a measure of work load. Skilled work: Maximum Control of		Text and reference books

	skilled movements, Time and motion study, Facilitating skilled work.		
5	Man- Machine system: System components, Visual perception, Sound perception, Display of information, Controls.		Text and reference books
6	Noise and vibrations: Measurement and sources of Noise, Damage of hearing, Physiological and psychological effects of noise, Protection against noise and vibrations.	Identification of problem areas in our vicinity	Text and reference books
7	Indoor Climate: principle components, thermal regulations in human beings, The control process, Heat exchange, Recommendations for comfort indoors.	Class Activity	Text and reference books
8	Design of workplace and Layouts	Project on Layout development	Text and reference books

5. Course Assessment

Assessment Scheme
Students would be assessed by the periodic presentation and end term written evaluation. Course assessment is based on a student's ability to perform in the evaluations. The details of the components of assessment are detailed next.

Description of Course Assessment Components
The course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks/Weightage (%)
1	Assessment 1 after 4 weeks Exercise on topics covered	30
2	Assessment 2 after 8 weeks Exercise on topics covered	30
3	Final Assessment after 10 weeks Written examination	40
Total Marks		**100**

AU datasets

1. Timetable and details of infrastructure: to analyze the utilization of various rooms/labs based on last semester's timetable and details of infrastructure available in various blocks.
2. Library Resource Utilization: to analyze the utilization of various library resources by different schools
3. Inter-school interactions: to take survey/quiz from faculty/students and quantitatively/qualitatively analyse inter-school interactions
4. Sports potential of Faculty members and staff: to take survey/quiz from faculty and staff to analyse sport interest and potential of AU staff.
5. SET Alumni Interaction: to analyse interactions of SET Alumni

6. Source of information:

- Ergonomics by: R. S. Bridger New York publishers
- Industrial ergonomics by: M. I. khan PHI publishers

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of *academic dishonesty*. Academic Dishonesty is defined as *an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.*

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments. and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

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- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarisation by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

1. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

2. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

- Understanding of Muscular Work, Types of joints and muscles involved in a task, regulation of effort. Musculoskeletal Disorders. Understanding Nervous system
- Have a knowledge about Ergonomics involved in Skilled-work, Guidelines for Skilled work, Optimal Use of Muscle power.

- Understanding Man-machine system, Artificial lighting and Sound Perception.
- Understanding ergonomics involved in 'Displays' and 'Controls'

3. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

4. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

5. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	M
CLO2	S	S	S	M	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

6. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2, 8-10	1-10	5-6	7-8

Assessment 1: Projects 1-4	✓	✓	✓	
Assessment 2 : Projects 5-8	✓	✓	✓	✓
Final Assessment	✓	✓	✓	✓

7. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T1	T1	T1	T1	T1	T2	T1	T7	T7
Teaching Method (Secondary)	T1	T10	T2	T10	T10	T10	T7	T7	T7	T11

- Do you plan to take any special/extra session during the course other than the allocated sessions? **NO**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
--	--	--
--	--	--
--	--	--
--	--	--

Ansal University Gurgaon	School of Engineering & Technology **IOT Based Smart Agriculture Monitoring and Irrigation System**		
Course Title: IOT Based Smart Agriculture Monitoring and Irrigation System			
Term: I	**Academic Year: 2019-20**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Mr. Antim Dev Mishra **e-mail: antimdevmishra@sushantuniversity.edu.in**		**Course Instructor: Mr. Antim Dev Mishra** **e-mail: antimdevmishra@sushantuniversity.edu.in**	
Pre-requisites: Basic Electronics			

Course Introduction and Objectives: In this course, students will work with a soil moisture sensor, ESP-8266 WiFi module, Arduino board and relay module to develop a project "IOT Based Smart Agriculture Monitoring and Irrigation System". The device can detect the change in moisture level in the soil and controls the flow of water accordingly with a DC/AC pump. This system can also send data to the cloud platform for storage and analysis. They'll go through a real-world project step by step to solidify their knowledge. Students will see a full project that includes planning and calculating all the factors, laying out drip line, drains valve, drippers in pots, and hanging baskets.

1. **Employability-level:** Foundation core

2. Foundation Core	3. Foundation Skill	4. Professional Core	5. Professional Skill	6. Premier Skill
			✓	

1. **Course Learning Outcomes:** Upon successful completion of the course, the student should be able to

   CLO1: Knowledge of basic electronic components
   CLO2: Interfacing of Sensors with Arduino and ESP 8266 Module
   CLO3: Apply the Logics of Programming
   CLO4: Develop real time applications.

2. **Course Pedagogy:** The course will follow pedagogy of "learning by doing" which involves students' hands on engagement to accomplish learning. The course will be conducted in laboratory where the instructor will impart lecture and side by side practical demonstrations will

be given in each module. During the Course, students will be divided in groups and may be asked to implement the given circuits on Arduino Boards and to develop android app.

3. **Course contents and duration:** The class will meet for a period of 11 weeks (2 weeks may be for the assignments)

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		**Course Outline**
1	Introduction to basic Electronic Components.	Finding the values of R, L and C using Multimeter	Chapter – 1 Elementary Concepts and definitions Written by I.J. Nagrath. http://nptel.ac.in/courses/108108076/2
2	IoT / Arduino	IoT - An Introduction, Scope of IoT.	Introduction to IOT By :Dr. Sudip Misra ,Associate Professor Department of Computer Science and Engineering IIT Kharagpur https://nptel.ac.in/noc/individual_course.php?id=noc18-cs08
3	Introduction to Arduino Board	Connect and Detect the Arduino Uno , Architecture	Introduction to Arduino By :Prof Anupam Basu , IIT Kharagpur https://www.youtube.com/watch?v=NkZdosZH6Wo
4	Arduino Programming	Introduction to Arduino IDE, Structure of an Arduino Sketch, First program in Arduino: Blinking LED.	
	INTERNAL ASSESSMENT POINT I (MM = 30)		
5	ESP-8266 and GSM Board	Introduction, Powering up Interfacing Arduino & ESP, ESP 8266 - AT Commands, ESP 8266 - Debugging Techniques, GSM Board interfacing.	Basics of Node MCU: https://randomnerdtutorials.com/esp32-web-server-arduino-ide/
6	Sensors	Sensors interfacing with Arduino and ESP8266, Reading Data from Soil Moisture Sensor, and LM35	**Sensors and Actuators** by Dr. Hardik J. Pandya Assistant Professor Department of Electronic Systems Engineering, Division of Electrical Sciences, IISc Bangalore. https://nptel.ac.in/noc/individual_course.php?id=noc19-ee41
7	Actuators	Working of single phase Water Pump, Motors & Motor Drivers, Powering up Water	

		Pump and relays.	
8	Sensors & Data Acquisition	Developing the android app to get sensors data on mobile app.	
INTERNAL ASSESSMENT POINT II (MM = 30)			
9	Implementing the final Prototype	Students will develop the final hardware on PCB	
10	Testing the final Model	Final Model will be checked in real time environment	
INTERNAL ASSESSMENT POINT III END TERM (MM = 40)			

4. Course References

Text Book:
Programming Arduino Getting Started with Sketches *by* Simon Monk, McGraw-Hill Education, *2nd Edition.*

Reference Material:

- http://nptel.ac.in/courses/106105159/16
- http://nptel.ac.in/courses/1081070/

5. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the DTP (only student version) in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 5)	**30**
2	**Assessment 2**	(After Week 9)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
		Total Marks	**100**

Guidelines for Exhibition-Cum-Competition:
Each students would make a final painting and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would showcase and narrate their work done through the semester, also their learnings from it.

1. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

2. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating originality in ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

3. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

4. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

5. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

6. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CO1	S	S	S	W	W
CO2	S	S	S	W	W
CO3	S	S	M	M	W

CO4	S	M	M	W	W

7. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

8. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method										

(Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **Yes**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	2
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-

Description of Course Assessment Components

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class. The projects/ activities whose deliverables would be used for Assessments will vary according to the particular course.

S. No.	Course Assessment Components	Marks/Weightage (%)
1	**Assessment 1** (After Week 4)	**30**
	Finding the values of R, L and C using Multimeter	7
	Introduction to Arduino Boards, Realization of architecture and Pin Configuration of Arduino Uno and ESP-8266.	8
	First program in Arduino: Blinking LED (RGB) with different value of delay.	8
	First program in ESP8266: Blinking LED.(RGB) with different value of delay.	7

2	**Assessment 2** (After Week 8)	**30**
	Interfacing of sensors (LDR with Buzzer, Ultrasonic with Buzzer) using Arduino.	7
	Interfacing of moisture sensor using ESP-8266.	8
	Designing of circuit for final application of Smart Irrigation System.	8
	Designing of Android app for final application of Smart Irrigation System.	7
3	**(Final) Assessment 3** (After Week 10)	**40**
	Written Exam OR Final Group Portfolio Presentation	30
	MOOC from SWAYAM/ Coursera/ edX/ NPTEL etc	10
	Total Marks	**100**

Assessment Criteria for Projects/ Activities

There are eight projects/ activities designed for continuous assessment as above. A project will be assessed on the following parameters:

S. No.	Individual Project (IP) Parameters	Weightage %
a	Inter & trans-disciplinary elements	30
b	Quality of content/ information and thought	20
c	Integration of Knowledge	20
d	Organization and presentation of project deliverable	30
	Total Marks	**100 %**

Description of Assessment 1 (Projects 1-4)

Assessment 1 would take place after week 4. It will comprise four projects/activities. A brief statement and deliverable for each project is given below. A student needs to complete all the tasks/ projects 1 through 4 and submit the evidence of the same at the time of assessment to the course facilitator in terms of the deliverables mentioned.

PROJECT 1 (Theme: Basic Electronics Components; Finding the values of R, L and C using Multimeter)

Statement: Students will calculate the value of electronics components in laboratory using electronic instruments. They will aware of hands-on experiences to measuring the value of components.

Deliverable: The team will communicate their observations/reading of electronic components individually in the form of a write-up with appropriate illustrations.

PROJECT 2 (Theme: Introduction to Arduino Boards, Realization of architecture and Pin Configuration of Arduino Uno and ESP-8266.***)***

Statement: Students will understand the architecture and Pin Configuration of Arduino Uno and ESP-8266.. They will work both in a team and individually to draw the pin configuration and study their working principle of each pin.

Deliverable: They will prepare the slides of Arduino Uno and ESP-8266 pin diagram and Architecture.

PROJECT 3 (Theme: Write a program for Blinking LED (RGB) with different value of delay and upload in Arduino UnoBoard..)

Statement: Students will understand the Arduino IDE programming and interfacing components to boards.
Deliverable: They will make use cases project using RGB and Arduino board.

PROJECT 4 (Theme: Write a program for Blinking LED (RGB) with different value of delay and upload in ESP - 8266 UnoBoard.)

Statement: Students will understand the ESP -8266 programming and interfacing components (RGB) to boards.
Deliverable: They will make use cases project using RGB and ESP-8266.

Description of Assessment 2 (Projects 5-8)

Assessment 2 would take place after week 8. Students in teams need to complete the tasks/ projects 5 through 8 and submit the evidence of the same to the course facilitator in terms of the deliverables mentioned below at the time of assessment:

PROJECT 5 (Theme: Write a program for ultrasonic sensor and buzzer, upload in ESP - 8266 Board.)

Statement: Students will understand the ESP -8266 programming and interfacing sensors to boards.
Deliverable: They will make use cases project using ultrasonic sensor and ESP-8266 and read real time data on serial monitor .

PROJECT 6 (Theme: Write a program for LDR Module and buzzer, upload in ESP - 8266 Uno-Board.)

Statement: Students will understand the ESP -8266 programming and interfacing sensors to boards.
Deliverable: They will make use cases project using LDR Module and ESP-8266 and read real time data on serial monitor as well as Mobile App.

PROJECT 7 (Theme: Write a program to interface Moisture sensor and Relay module with esp -8266.)

Statement: Students will understand the ESP -8266 programming and interfacing of moisture sensor to esp 8266 board and relay module.
Deliverable: They will make smart irrigation system using moisture sensor, relay and ESP-8266 and read real time data on serial monitor.

PROJECT 8 (Theme: To develop an Android App to interface Moisture sensor and Relay module with esp - 8266.)

Statement: Students will understand the basic concept of Android app and assigning ESP -8266, moisture sensor and relay pins in the application to get real time sensors information on mobile app.
Deliverable: They will make smart irrigation system using moisture sensor, relay and ESP-8266 and read real time data on Mobile app.

Description of Final Assessment 3

Assessment 3 would take place at the end of the coursework after week 10. There are two components:

- Written Exam/ Group Portfolio Presentation (FGPP) (30 marks)
- Evidence of audit[illegible] completing a MOOC relevant to the course (10 marks)

Written Exam/ Group Portfolio Presentation (FGPP) (40 marks)
A student needs to make a group-cum-individual portfolio presentation in front of a jury

Guidelines for FGPP

Each team of students would make a final portfolio presentation in front of a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty). They would showcase and narrate their work on project activity done through the semester, any MOOCs they audited and also their learnings from it.

- Group presentation but individual assessment - while the students would present in teams, assessment is individual and based on each teammate's contribution and presentation.
- Each team member must present 2-3 slides each, with the total number of slides not exceeding 12-15 slides
- Total time of presentation should not exceed 15 minutes (including questions and answers)
- 4-6 questions would be asked per presentation (any member of the team could be required to answer)
- The following rubric will be used for Group Project Presentation (40 Marks):

	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Below Average (1)
Inter & trans-disciplinary elements	The content was outstanding and suitably incorporated and integrated multi-, inter and trans-disciplinary perspectives.	The content was appropriate and a good attempt was made to incorporate multi, inter and trans-disciplinary perspectives.	Most content was relevant; some attempt was made to incorporate multi-, inter and trans-disciplinary perspectives.	Information was valid but some parts of the content needed expansion or shortening to bring in different perspectives.	Information was not relevant to the audience or directly related to the projects.
Information Sources and Interpretation	Used sufficient and appropriate research and information to support the project. Methodology used successfully integrated multi-, inter and trans-disciplinary perspectives.	Detailed research done. Relevant data as per the project. Methodology was appropriate for a multi/inter/trans-disciplinary project.	Appropriate research done. Some of the data and methodology used was relevant to a multi/inter/trans-disciplinary project.	Lacks proper research. Data was scattered and methodology was not fully related to a multi/inter/trans-disciplinary project.	Research work inappropriate. Data is not fully related to the project.
Quality of content and thought					
Integration of Knowledge	Demonstrated superior integration of knowledge of different areas and domains.	Demonstrated adequate integration of knowledge of different areas and domains.	Demonstrated some integration of knowledge of different areas and domains.	Very little integration of knowledge of different areas and domains.	Little or no integration of knowledge of different areas and domains.
Organization and presentation	Excellent structure and organization of content; excellent use of voice modulation while delivering; Maintaining eye contact with audience and seldom returning to notes.	Appropriate structure and organization; Good use of voice modulation; fluency in presentation	Fairly good structure and organization; Clear voice while presenting, but drop in volume at times; some use of vocal variation to show interest, maintains eye contact most of the time but	Structure and organization could be much improved; Voice lacks vocal variation, shows some eye contact, but not maintained;	Poor structure and organization; soft/ monotone voice, reads all or most of the presentation with no eye contact.

			frequently returns to notes.	and at least half the time, speaker reads from notes.	
Teamwork	Demonstrated teamwork. It was evident that all the group members contributed equally to the presentation.	Demonstrated teamwork. It was evident that almost all the group members contributed to the presentation.	The teammates showed teamwork. However it seems as though certain people did not do as much work as others	Lack of teamwork visible. It seems as though only a few people worked on the presentation.	Teamwork was minimalistic. It seems as though Only one member has worked on the presentation.
Slides/ Text/ Format/ Video Quality/ Clarity of Presentation	Font formats (e.g. color, bold, italic) had been carefully planned to enhance readability. Appropriate highlighters used.	Font formats (e.g. color, bold, italic) had been used to enhance readability. All graphics were appropriate and supported the content of the presentation.	Font formatting had been carefully planned to complement the content. Appropriate highlighters not used.	Mostly font formatting had been carefully planned but in places it may be a little hard to read. All graphics were attractive but many did not seem to support the content of the presentation.	No Format in the presentation Several graphics were unattractive and diminishes the content of the presentation.
	Involved audience in presentation; held their attention throughout the presentation. Used original, clever, creative approach.	Involved audience in presentation; held their attention throughout by getting them actively involved in the speech	Presented facts in some interesting way and held attention most of the time by interacting with them.	Went off topic and lost audience. Failed to utilize method to pull the audience into the speech.	Avoided or discouraged active audience participation
Audience engagement/ Question Handling	Excellent audience engagement; Answered all questions with explanation, elaboration and by integrating multi-, inter and trans-disciplinary perspectives.	Very good audience engagement; Answered all questions integrating multi-, inter and trans-disciplinary perspectives to a great extent.	Fair audience engagement; Answered most questions integrating multi-, inter and trans-disciplinary perspectives to some extent.	Mediocre audience engagement. Gave rudimentary answers to the questions with little or no integration of multi-, inter and trans-disciplinary perspective.	Poor audience engagement. Has little grasp of information related to topic/project. Not able to answer most questions adequately.

Evidence of auditing/ completing a MOOC relevant to the course (10 marks)
A student would undergo self-paced learning through a prescribed MOOC within the length of the course; credit for the same should be duly given in the final assessment. The faculty would identify and guide the students with a few recommended free MOOCs available on various platforms that are relevant to the course. Students must inform the faculty before they enroll for a MOOC for this purpose

6. Course References

Text Book:
- Programming Arduino Getting Started with Sketches *by* Simon Monk, McGraw-Hill Education, *2nd Edition*.

Reference Material:

- http://nptel.ac.in/courses/106105159/16
- http://nptel.ac.in/courses/1081070/

7. Course Conduct Policy

C. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of *academic dishonesty*. Academic Dishonesty is defined as *an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.*

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
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- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.

- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

9. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

7. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
8. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
9. empowered, having both the capacity and confidence to pursue the attainment of full potential,
10. engaged, contributing positively to diverse communities through service and leadership,
11. ethical, acting with integrity in intellectual, professional and community pursuits, and
12. sustainability-focused, responding to ecological, social and economic imperatives

10. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

6. Development in their chosen profession and/ or progress towards an advanced degree in the domain
7. Earning a reputation as a source of innovative solutions to complex problems
8. Garner trust and respect of others as effective and ethical team members
9. Achieving positions of leadership in an organization and/or on teams
10. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

11. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

6. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
7. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
8. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
9. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
10. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

CLO1: Knowledge of basic electronic components

CLO2: Interfacing of Sensors with Arduino and ESP 8266 Module

CLO3: Apply the Logics of Programming

CLO4: Develop Android applications.

CLO5: Develop smart irrigation system.

12. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	H	S	M	S	H

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

13. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	H	M	H	W	M
CLO2	H	H	M	M	S
CLO3	M	H	H	H	M
CLO4	M	H	H	H	M
CLO5	M	H	H	H	H

14. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Assessment 1	H	M	L	L
Assessment 2	M	H	H	M
Final Assessment	H	H	H	H

15. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 – Assembling circuit
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)

T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 – Observation & Calculation

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T2	T1	T1	T1	T1	T5	T12	T6	T12	T12
Teaching Method (Secondary)	T10	T11	T10	T6	T7	T4	T7	T4,T5	T5	T5

Sushant University (Erstwhile Ansal University Gurugram)	School of Engineering & Technology **Course Outline**		
Course Title: CSS and Java script for Website Development			
Term: I	**Academic Year: 2020-21**	**Core/TDL**	**Credits: 1**
Course Designed by: Alpana Jijja **e-mail: alpanajijja@sushantuniversity.edu.in**		**Course Instructor: Alpana Jijja** **Office: D-313**	
Pre-requisites: None		**#of sessions:3**	

1. Course Introduction:

This tutorial provides a simple and practical way of understanding the essential areas of developing a website. It also provides elementary insights and an overview of the subject that is necessary to understand the world of web technologies. This tutorial covers all that is required to become a good Web Developer. The best way we learn anything is by practice and exercise questions. This tutorial is aimed at students who are interested in learning website development. It provides an in-depth coverage – basics to dynamic web development. In addition, it throws light on emerging concepts like E-commerce

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives:

- Construct Pages that meet the need of an identified audience.
- Develop skills in analyzing the usability of website.
- Learn the languages of Web i.e HTML and CSS.

3. Course Learning Outcomes:

Upon successful completion of the course, the student should be able to :

CLO1: Build a website using different tools.
CLO2: Demonstrate the effective visualization of Data on the web.
CLO3: Create a website using imagination and creativity to enhance the web traffic.
CLO4: Communicate the output in the form of website.

4. Course Pedagogy

The course will follow a pedagogy of "experiential learning" which involves students' active engagement to accomplish learning. You will learn by designing and constructing actual solutions to real-life problems. A topic will be discussed in the class by the instructors. Additionally, the students will be given Web based projects based on their own choice. The students will apply suitable technology discussed by the instructor to their respective problems and to achieve the course learning outcomes(CLO's). Each student will prepare a report and presentation on a website of their choice that will give insights to the underlying facts of the project they are working on.

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		Course Outline
1	Basic Concepts-Browser Type, Server Type ,Skills required , tools required, Domain Name, Site construction, Hosting concepts, site backup, site popularity. Free graphics.	Students will demonstrate following Lab Activities (page structure) • Tags, Head • Title, Body, Comment.	**Basics of Web Developement**
2	HTML-attributes, Heading, Paragraphs,	Students will demonstrate following Lab Activities: • Title • Quote • Style etc.	**Attributes**

3	styles, Formatting, Quotations, comments, colors	Students will demonstrate following Lab Activities: • Subscript • Superscript • Strong,sub,del,ins • Mark	**Formatting**
4	List ordered list , unordered list	Students will Recall and demonstrate following Lab Activities: • Uppercase, • Lowercase • nested	**LISTS**
5	Images, Tables, merge columns and rows	Students will Recall and implement following Lab Activities: • Caption • Thead, tbody, td • Colspan, rowspan.	**TABLES**
	INTERNAL ASSESSMENT POINT I (MM=30)		
6	Create, TIMETABLE and RESUME	Demonstrate the project based on above activities.	
7	Forms,Text, radio button, checkbox, list , dropdown Menu, Ranking	Students will Recall and implement following Lab Activities: • Radio button, • Checkbox, • dropdown	**FORMS**

8	Creating Style Sheet CSS PropertiesCSS Styling(Background, Text Format, Controlling Fonts) Working with block elements and objects Working with Lists and Tables CSS Id and Class	Students will explore and learn CSSL Tag	
9.	What is JavaScript Java "vs" JavaScript Variables DataTypes Event Handlers Functions	Students will publish a web page	**Multimedia**
INTERNAL ASSESSMENT POINT II (MM=30)			
10.	Revision and website developement	Students will use cascade style sheet	https://www.coursera.org/learn/html-css-javascript-for-web-developers
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.

For the final (40 marks) assessment, there will be exhibition-cum-competition of student's paintings. And a panel of faculty will judge the art and marks will be allocated on the basis of that exhibition.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	Assessment 1	(After Week 4)	30
2	Assessment 2	(After Week 8)	30
3	(Final) Assessment 3	(After Week 10)	40
		Total Marks	100

Guidelines for Exhibition-Cum-Competition:

Each students would make a final painting and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would showcase and narrate their work done through the semester, also their learnings from it.

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority

as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services; we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10.Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11.Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures

T2 - Case Discussions

T3 - Guest Lectures

T4 - Learning Labs (Class Demo/Movie/Webinar)

T5 - Role Plays/Business Games/Simulation(s)

T6 - Student Presentation based on Team Assignment

T7 - Student-led Discussion

T8 - One-on-One Presentation/Feedback

T9 - Integrated Learning (Collaboration with other Faculty)

T10 - Class Assignment and Discussion

T11- Tutoring/Problem Solving

T12 - Industry Visit/Field Visit

T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T1	T1	T1,T11	T4	T1,T4	T1,T4	T2	T1	T4,T2
Teaching Method (Secondary)	T4	T4	T4	T10	T11	T11	T11	T11,T10	T11	T11

- Do you plan to take any special/extra session during the course other than the allocated sessions? **Yes**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T5/T6	Team Presentations/ Role Plays/ Acts for Assessment	1
T11	Tutoring/ problem solving/Practice worksheet	As per need of Students

T13	Networking Events: Conference/Conclave/Workshop	-

Sushant University Erstwhile Ansal University Gurugram	School of Engineering and Technology Detailed Course Plan		
Course Title: Concept of Light in Daily Life			
Term: I	**Academic Year: 2020-21**	**Core/Elective: Elective**	**Credits: 1**
Course Instructor / TDL Faculty: Dr. Isha Saini **e-mail: ishasaini@sushantuniversity.edu.in**			
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

Light is a type of radiant energy that we are able to visually perceive with our eyes. It is a power that enables us to see things around us. Visible light is a small part of a large electromagnetic spectrum received from sun. Without sunlight our world would be a dead dark place. Nothing moves faster than the speed of light. This course will give an insight into the history and discovery of light and at the end of the course student will be able to understand the nature and behavior of light and how we see things.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives

The broad objectives of this course are to

- Provide knowledge of fundamentals of lights
- Recognize the sources of light

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:
CO1: Understand the nature and laws of light.
CO2: Compare the essential differences between sources of light and how it is produced
CO3: Learn how things are seen
CO4: Demonstrate the knowledge by applying in their respective domains

4. Course Pedagogy

The course follows the pedagogy of "learning by doing".

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		**Course Outline**
1	Introduction to light	Presentation	**PPT**
2	Phenomena of reflection and refraction, Laws of reflection and refraction	Presentation	
3	Applications of Laws reflection and refraction, How we see things?	Presentation	
4	Introduction to refractive indices of various mediums	Presentation	
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Discovery of light	Presentation	
6	Understanding Nature of light	Presentation	
7	Introduction to Electromagnetic spectra	Presentation	
8	Sources of light	Presentation	
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Light production	Presentation	
10	Application of various light sources in different sectors	Presentation	
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the DTP (only student version) in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations,

reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,

2. creative and critical thinkers, generating originality in ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:
1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:
1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CO1	S	S	S	W	W
CO2	S	S	S	W	W
CO3	S	S	M	M	W
CO4	S	M	M	W	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment

T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1
Teaching Method (Secondary)	T6	T6	T6	T6	T6	T6	T6	T6	T6	T6

- Do you plan to take any special/extra session during the course other than the allocated sessions? **No**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions



Sushant University Erstwhile Ansal University Gurugram	SUSHANT SCHOOL OF HEALTH SCIENCES TRANSDISCIPLINARY LEARNING		
Course Title: BASICS OF DIABILITIES.			**Credits:01**
Semester: TDL	**Course Code:**	**Academic Year: 2020-21**	**Core/Elective:**
No. of Lectures / Tutorial: 10		**No. of Practical Hours: NIL**	
Course Pre-Requisites: NA		**No. of Sessions: 10**	

1. Course Introduction

Can be physical in nature (an inability to walk due to amputation, or muscular or neurological dysfunction, for example), sensory (as in blindness, or deafness), cognitive (as in brain damage or mental retardation), behavioral (as in an inability to work), or even emotional. By doing this course students will get insight in the causes and types of disabilities.

2. Course Objectives

The objectives of this course are to
To develop know how about the concept of disabilities.
To develop insight amongst students about causes of disabilities.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

CO1: Identify the causes behind disabilities.

CO2: Identify the biological and other causes.

CO3: Provide appropriate therapy for kind of disabilities.

CO4: Insight in role of Nervous system in disabilities.

4. Course Pedagogy

The course follows the pedagogy of "learning by doing". Instructional design is based on creating situations in which the students have opportunities "to do things". The course would be delivered primarily through the AV presentations, student projects & simulators for active learning. The course facilitator would execute the same either by organizing in-class activities or out-of-class

projects. A topic would be introduced to the class by the facilitator. Next the students would break off into groups. Group discussions would be conducted to bring in various perspectives on the topic followed by hands-on learning carefully designed around the given theme to achieve the course learning outcomes (CLOs). Performance of and learning demonstrated through the same activities/ projects would be used for assessment. Students are required to maintain a record of each of the projects after completing each project. Throughout as well as at the end of the course they would be required to submit and present the record of their work on the projects. The students will be made to understand the concepts better by role play.

5. Course Contents and Schedule

The class would meet weekly for a period of 10 LECTURES approx.

1) WHAT IS DISABILITY.
2) TYPES OF DISABILITIES.
3) TYPES OF NERVOUS SYSTEM.
4) CENTRAL NERVOUS SYSTEM.
5) PERIPHERAL NERVOUS SYSTEM.
6) AUTONOMIC NERVOUS SYSTEM.
7)GUIDELINES FOR ASSESSMENT OF AND INTERVENTIONS WITH PERSON WITH DISABILITIES.
8)PSYCHOLOGICAL AND ENVIRONMENTAL FACTORS OF DISABILITIES.
9)CAUSES OF DISABILITIES.
10) CHEMICAL FACTORS OF DISABILITIES.

6. Course Assessment

Assessment Scheme

Course assessment is based on a student's activity/ project deliverables (records/ evidence of his/her performing and learning). They could be in the form of PowerPoint Presentations; Written Records of Project completed, Videos watched, Drawings made, Records of Service rendered, and any other specified way of demonstrating outcomes achieved and end-term jury / portfolio presentation. While all projects/ activities are performed in teams and/or individually, assessment is individual and based on each teammate's contribution and presentation. There will be viva, records, projects and presentations and written examination.

Assessment Criteria

EXTERNAL		INTERNALS	Total
VIVA	PRESENTATION	ASSIGNMNET	
20	20	60	100

Sushant University Erstwhile Ansal University Gurugram	Sushant School of Health Sciences TRANSDISCIPLINARY LEARNING		
Course Title: TDL			
Semester: I	**Course Code: TD20HS07**	**Academic Year: 2020-21**	**Core/Elective: Core Credits:01**
No. of Lectures / Tutorial: 10		**No. of Practical Hours: NIL**	
Course Pre-Requisites: NA		**No. of Sessions: 10**	

1. Course Introduction

In the modern times the need of the hour is multitasking. We should be well versed with the nitty gritty of all specialties so as to have a fair idea of the intricacies of all professions. The boundaries of all departments are confluent. We learn to respect all the specialties which helps us in the long run. Having multiple skills will empower us to sail smoothly in the journey of life. Health sciences introduces some courses for the transdisciplinary programme one of which is Requirements in nursing.

2. Course Objectives

The broad objectives of this course are to

- The primary **objective** is to educate the students about the basic concept of Contagious diseases and how personal hygiene, cleanliness can be used to improve health and how prevention can be done

- The course will cover core concepts in Contagious diseases., methods used to determine disease frequency and risk, surveillance, and prevention of Contagious diseases.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

CLO1: Understand what is Contagious disease?

CLO2: Understand the various types of Contagious diseases and its management.

CLO3: Learn the Basic care of Immunology and methods of transmission of diseases

CLO4: Apply the safety measurements prevention so that how contagious diseases can be prevented

4. Course Pedagogy

The course follows the pedagogy of "learning by Hygiene". Instructional design is based on creating situations in which the students have opportunities "to do things". The course would be delivered primarily through student projects & simulators for active learning. The course facilitator would execute the same either by organizing in-class activities or out-of-class projects. A topic would be introduced to the class by the facilitator. Next the students would break off into groups. Group discussions would be conducted to bring in various perspectives on the topic followed by hands-on learning carefully designed around the given theme to achieve the course learning outcomes (CLOs). Performance of and learning demonstrated through the same activities/ projects would be used for assessment. Students are required to maintain a record of each of the projects after completing each project. Throughout as well as at the end of the course they would be required to submit and present the record of their work on the projects. The students will be made to understand the concepts better by role play.

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Module 1: Introduction

Introduction; historic and current infectious diseases General principles in infectious diseases; transmission routes; epidemiological measures on infectivity

Module 2: Modes of Transmission

Airborne transmitted diseases, (Meningococcal infections) Fecal-Oral, Food/water transmitted disease

Module 3: Diseases and infective agents

SARS; Tuberculosis Diseases of contact transmission; (HIV/AIDS)
Infectious agents' intro; Microbes, Virions, Prions

Module 4: Management of Contagious Diseases

Immunity: Types, Role of Immunity, and vaccine
Epidemiologic studies: Definition, Types, Benefits of Study



6. Course Assessment

Assessment Scheme

Course assessment is based on a student's activity/ project deliverables (records/ evidence of his/her performing and learning). They could be in the form of PowerPoint Presentations, Written Records of Project completed, Videos watched, Drawings made, Records of Service rendered, any other specified way of demonstrating outcomes achieved and end-term jury/ portfolio presentation. While all projects/ activities are performed in teams and/or individually, assessment is individual and based on each teammate's contribution and presentation. If a student undergoes self-paced learning through a relevant MOOC within the length of the course, credit for the same is given in the final assessment. The details of the components of assessment are discussed next. There will be viva, records, projects and presentations. There will be no written examination.

Assessment Criteria for Projects/ Activities

A project will be assessed on the following parameters:

S. No.	Individual Project (IP) Parameters	Weightage %
a	Inter & trans-disciplinary elements	30
b	Quality of content/ information and thought	20
c	Integration of Knowledge	20
d	Organization and presentation of project deliverable	30
	Total Marks	**100 %**

7. Course References

Sushant University Erstwhile Ansal University Gurugram	School of Health Sciences Detailed Course Plan		
Course Code and Title: TD18HS03, Radiation Hazards			
Term: I	**Academic Year: 2020-21**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Ms. Jyoti D **e-mail: jyoti1@ansaluniversity.edu.in**		**Course Instructor: Ms. Jyoti D** **e-mail: jyoti1@ansaluniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

In the modern times the need of the hour is multitasking. We should be well versed with the nitty gritty of all specialties so as to have a fair idea of the intricacies of all professions. The boundaries of all departments are confluent. We learn to respect all the specialties which helps us in the long run. Having multiple skills will empower us to sail smoothly in the journey of life. Health sciences introduces some courses for the transdisciplinary programme one of which is Radiation Hazards.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives

The broad objectives of this course are to

- The primary objective is to minimize radiation exposure to our body and reduce the radiation levels in the work environment. Time, distance and shielding can be utilized to effectively reduce external radiation exposure. Time – Reduce the time spent working with radiation sources.
- Teach the students steps of basic awareness of radiation hazards.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

CLO1: Understand what is Radiation? And its harmful effects.

CLO2: Understand the various types of radiation.

CLO3: Learn the Basic dosimetry and its quantities

CLO4: Apply the basic measures in radiation protection.

4. Course Pedagogy

The course follows the pedagogy of "learning by doing". Instructional design is based on creating situations in which the students have opportunities "to do things". The course would be delivered primarily through student projects & simulators for active learning. The course facilitator would execute the same either by organizing in-class activities or out-of-class projects. A topic would be introduced to the class by the facilitator. Next the students would break off into groups. Group discussions would be conducted to bring in various perspectives on the topic followed by hands-on learning carefully designed around the given theme to achieve the course learning outcomes (CLOs). Performance of and learning demonstrated through the same activities/ projects would be used for assessment. Students are required to maintain a record of each of the projects after completing each project. Throughout as well as at the end of the course they would be required to submit and present the record of their work on the projects. The students will be made to understand the concepts better by role play.

5. Course Contents and Schedule

Weblinks/ ebooks/ articles/ magazines pages or course material to be input this

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	MODULE 1- history Of radiation	Assignment	**PPT**
2	MODULE 2- Introduction Of radiation	Assignment	**PPT**
3	MODULE 3- types of radiation (Man-made and natural)	Assignment	**PPT**
4	MODULE 4- Introduction Of ionizing and non-ionizing radiation	Assignment	**PPT**

5	MODULE 5- biological effect Of radiation	Assignment	**PPT**
INTERNAL ASSESSMENT I (30 marks)			
6	MODULE 6- risk management Of radiation	Assignment	**PPT**
7	MODULE 7- Appropriate Requesting of radiation	Assignment	**PPT**
8	MODULE 8- Appropriate Requesting of radiation	Assignment	**PPT**
9	MODULE 9- Appropriate radiation protection	Assignment	**PPT**
INTERNAL ASSESSMENT II (30 marks)			
10	MODULE 10- radiation risk associated with females	Assignment	**PPT**
FINAL EXTERNAL ASSESSMENT (40 marks)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the DTP (only student version) in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	Assessment 1	(After Week 5)	30
2	Assessment 2	(After Week 9)	30
3	(Final) Assessment 3	(After Week 10)	40
Total Marks			100

Guidelines for Exhibition-Cum-Competition:
Each students would make a final painting and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would showcase and narrate their work done through the semester, also their learnings from it.

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to rece[redacted] a failing grade for the examination, assignment, quiz, or class participation exercise as d[redacted] appropriate by the instructor. In addition, the penalty could also imply that the student receives [redacted] failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and

developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating originality in ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Development and awareness of radiation protections.
2. Can build innovative solutions to complex problems related to radiation hazards.
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote awareness in society.
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities in terms of better medical solutions.
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values of medical radiations.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	S	M
PL0 2	M	S	S	M	S
PL0 3	S	S	M	W	S
PL0 4	S	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CO1	S	S	S	W	S
CO2	S	S	S	W	S
CO3	S	S	M	S	S
CO4	S	M	M	W	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	**T1**									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **yes**
- If **Yes,** please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	2
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-



Sushant University Erstwhile Ansal University Gurugram	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Art and Architecture	**Credits: 1**
Course Title: Community Participation in City Planning **Course Code: TD21AA01**	**Academic Year: 2020-21**
Course Designed by: Parul Sharma	**Course Instructor: Parul Sharma**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. **Course Introduction:**

Community Participation in City Planning explores how to effectively involve citizens in shaping their urban environment. It covers engagement methods, benefits, challenges, legal frameworks, and practical skills for creating more inclusive and sustainable cities.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Understanding Community Engagement:** Students will understand the principles, theories, and ethical considerations underlying effective community engagement in urban planning.
- **Developing Participation Skills:** Students will develop practical skills in various community engagement methods, including facilitation, communication, conflict resolution, and participatory planning techniques.
- **Analyzing Planning Processes:** Students will be able to analyze planning processes from a community participation perspective, identifying opportunities and challenges for effective engagement.
- **Promoting Inclusive Planning:** Students will learn how to promote inclusive planning practices that address the needs of diverse communities, including marginalized and underrepresented groups.

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio/Video, Practical) + Input Weblinks/ ebooks/ articles/ magazines pages or course material
1	Introduction to Community Participation		Course Material
2	Theories and Principles of Engagement		Course Material
3	Traditional Methods		Course Material
4	Participatory Planning Techniques		Course Material
5	Digital Engagement		Course Material
INTERNAL ASSESSMENT I (30 marks)			
6	Facilitation Skills		Course Material
7	Communication Strategies		Course Material
8	Integrating Community Input		Course Material
9	Case Studies and Best Practices		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Evaluating Community Engagement		Course Material
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
Total Marks		100

Sushant University Erstwhile Ansal University Gurugram	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Art and Architecture	**Credits: 1**
Course Title: "Science of rays - VASTU" Course Code: TD21AA02	**Academic Year: 2020-21**
Course Designed by: Avitesh	**Course Instructor: Avitesh**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. **Course Introduction:**

A "Science of Rays - Vastu" course explores the traditional Indian architectural science of Vastu Shastra, examining how energy fields, directions, and elements influence living and working spaces. Students learn to analyze spaces, identify imbalances, and apply Vastu principles for creating harmonious environments.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Understanding Vastu Principles:** Students will be able to explain the core principles of Vastu Shastra, including the significance of directions, elements, and their interrelationships in creating harmonious spaces.
- **Analyzing Spaces:** Students will develop the ability to analyze existing spaces (residential or commercial) using Vastu guidelines, identifying potential imbalances or doshas and their potential impact on occupants.
- **Applying Vastu Remedies:** Students will learn to recommend and apply appropriate Vastu remedies or corrections for identified imbalances, considering factors like space constraints, budget, and individual needs.
- **Integrating Vastu in Design:** Students will be able to integrate Vastu principles into the design process of new constructions or renovations, ensuring alignment with positive energy flow from the initial planning stages.

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio/Video, Practical) + Input Weblinks/ ebooks/ articles/ magazines pages or course material
1	Introduction to Vastu		Course Material
2	The Five Elements		Course Material
3	Cardinal Directions		Course Material
4	Directional Influences		Course Material
5	Room Placement		Course Material
INTERNAL ASSESSMENT I (30 marks)			
6	Furniture Placement		Course Material
7	Vastu for Homes		Course Material
8	Vastu for Workspaces		Course Material
9	Vastu Remedies		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Vastu in Modern Architecture		Course Material
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
Total Marks		100

Sushant University Erstwhile Ansal University Gurugram	School of Business Detailed Course Plan		
Course Title: TD20AA02: Understanding Modern Art: Exploring new ways and techniques of representation			
Sem: II	**Academic Year: 2020-21**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Mr. Kartikeya Chandra		**Course Instructor: Mr. Kartikeya Chandra** **e-mail: kartikeya@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

Modern art has revolutionized the way we perceive and interpret the world around us. From bold color palettes to abstract forms, modern artists have continually challenged traditional artistic conventions, pushing the boundaries of creativity and self-expression. *Understanding Modern Art: Exploring New Ways and Techniques of Representation* is designed to introduce you to the key movements, artists, and techniques that have shaped modern art from the late 19th century to the present day.

Throughout this course, we will explore how artists have experimented with new materials, perspectives, and methods to redefine artistic representation. We will examine influential movements such as Impressionism, Cubism, Surrealism, Abstract Expressionism, and beyond, while also considering the social, political, and technological factors that have influenced artistic innovation.

By engaging with artworks, theoretical texts, and hands-on exercises, you will develop a deeper appreciation for modern art and its role in shaping contemporary visual culture. Whether you are an aspiring artist, a student of art history, or simply a curious learner, this course will provide you with the tools to analyze, interpret, and appreciate modern art in a meaningful way.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
✓				

2. Course Learning Outcomes

After completion of the course, the student will be able to:

- Formulate clear and focused research questions relevant to their field of study.
- review existing literature to identify gaps in knowledge
- Select appropriate research methodologies
- Apply appropriate statistical methods to analyze research data and interpret findings.

3. Course Pedagogy

Class room training, Case studies, online sessions, live formats

4. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Understanding Modern Art: Exploring New Ways and Techniques of Representation

Module 1: Introduction to Modern Art
- Defining Modern Art: Key Concepts and Movements
- The Break from Tradition: How Modern Art Differed from Classical Art
- Influences on Modern Art: Industrialization, Technology, and Society
- Introduction to Major Modern Artists

Module 2: Impressionism and Post-Impressionism
- The Birth of Impressionism: Capturing Light and Motion
- Key Artists: Claude Monet, Pierre-Auguste Renoir, Edgar Degas
- Post-Impressionism: Beyond the Visual Impression
- Vincent van Gogh, Paul Cézanne, and Paul Gauguin

Module 3: The Rise of Abstraction
- Expressionism: Emotion and Subjectivity in Art
- Cubism: Breaking Objects into Geometric Forms (Picasso & Braque)
- Futurism: Speed, Technology, and the Modern World
- Wassily Kandinsky and the Birth of Non-Representational Art

Module 4: Surrealism and Dadaism
- The Influence of Freud and the Unconscious Mind
- Surrealist Techniques: Automatism, Dream Imagery, and Collage

- Salvador Dalí, René Magritte, and Max Ernst
- Dadaism: Anti-Art and the Rejection of Traditional Aesthetics

Module 5: Abstract Expressionism and Color Field Painting
- Post-War Art Movements and American Modernism
- Action Painting: Jackson Pollock and the Energy of Gesture
- Mark Rothko and the Emotional Power of Color
- The Role of the New York School in Shaping Modern Art

Module 6: Pop Art and Minimalism
- The Influence of Mass Media and Consumer Culture
- Andy Warhol, Roy Lichtenstein, and the Use of Popular Imagery
- Minimalism: Stripping Art to Its Essence (Donald Judd, Frank Stella)
- The Relationship Between Art and Everyday Objects

Module 7: Conceptual Art and Performance Art
- The Shift from Object to Idea: Joseph Kosuth and Yoko Ono
- Performance Art: Marina Abramović and the Body as Medium
- Land Art and Installation Art: Expanding the Canvas Beyond Galleries
- Art as Political and Social Commentary

Module 8: Contemporary Art and New Media
- Postmodernism and the Blurring of Boundaries
- Digital Art and Virtual Reality in Modern Representation
- Street Art and Graffiti: Banksy, Shepard Fairey, and Urban Expression
- The Role of Museums, Galleries, and Online Spaces in Modern Art

Module 9: Analyzing and Interpreting Modern Art
- How to Read a Painting: Composition, Color, and Form
- The Role of the Viewer: Subjective Interpretation and Meaning
- Critical Theories in Modern Art (Formalism, Structuralism, Postmodernism)
- The Future of Art: Emerging Trends and Techniques

Final Project: Personal Exploration in Modern Art
- Research and Present an Analysis of a Modern Art Movement
- Create an Artwork Inspired by Modern Art Techniques
- Class Discussion and Exhibition of Final Works

This course provides an in-depth exploration of modern art's evolution, major movements, and revolutionary techniques.



Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Introduction, Case Stories	Introduction and explanation of concepts	Lecture and Videos
3	Identify Projects on art movement	PPT	
4	Conduct literature reviews	Concept explanation with examples	Lecture and Videos
5	Data collection techniques	Concept explanation through PPT and questions	Study material
6	Art form and there representation in timeline	Discussion and explanation	Case Study
7	Analyze the difference in the art work and mode	Concept explanation through examples	Lecture and Videos
8	Painting methods	PPT & discussion	
9-10	Project and Revision	PPT and ITR forms discussion	Lecture and Videos
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

5. **Course Assessment**

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TDL Course

A TDL course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

6. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

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B. Students with Disability/ Different-Ability

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- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavor to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

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This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

7. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

8. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

9. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

10. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

11. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

12. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

13. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	**T1**									
Teaching Method										

(Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions?
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level	-

Sushant University Erstwhile Ansal University Gurugram	Sushant school of art and architecture Detailed Course Plan		
Course Title:	The Legacy of Symbolism		
Term: I	Academic Year: 2020-21	Core/Elective: Elective	Credits: 1
Course Designer/ Instructor: Kumud Ranjan Halder e-mail: kumudranjan@ansaluniversity.edu.in		Office: E-310; Contact #: 9891689356	

1 Course Introduction

The Legacy of Symbolism is a part of its vast art history of late 19th century and early 20th century which address the rich and diverse artistic culture of France and then moves on to the entire world. It will deal with the conflict between traditional and modern ideology of artists and society as a whole. Concepts such as Realism, Naturalism, Modernity, Avant-gardism; the forms of 19th century and early20th century French art associated with these ideas would be substantial points of reference. Discourse would be on one hand of the Realist tendency modernized by artists and on the other hand as it was associated with intensification of the autonomous effects of art and it's tending towards abstraction. The importance of this theory lay in its welding together of a claim for the autonomy of language and Art as a symbol system, with a claim for the value of aesthetic experience and artistic insight. In symbolist theory the meaning of a painting is not in its resemblance to features of the real world but it is the internal relations that secures the meaning for the whole.

Course Objectives

1. Students will broaden their perspectives and ways of thinking through the study of a variety of works of art from the late 19th century to early 20th century
2. Through the study of works of art students will learn to move beyond subjective response to develop an informed understanding of something outside their knowledge and experience.
3. Empower students to be able to sift through and organize information and apply it in a new context creatively.
4. Critically assessing the art historical literature
5. Identifying the subject of the work of art and exploring its meanings
6. Students will learn to critically assess disciplinary definitions, interpretive methods, and historical explanations of works of art of this era.

2.Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

1.Students will demonstrate an effective knowledge of visual vocabulary of the transition in the visual arts, visual studies.

2.They will recognize and understand major art movements, artists, methods and theories, and be able to assess the qualities of works of art in their historical and cultural settings.

3.They will use innovative theoretical and methodological approaches to generate new approaches to the history of representation understood within broader socio-cultural perspective.

3.Course Pedagogy

The main concepts in this short history studies are investigated from historical and systematic perspectives; on the other hand, the students consider theoretical issues with the aim of analysing and reflecting upon their own pedagogical activity and additional areas such as Aesthetics, Philosophy, Psychology. The discourse also allows students to try out their own subjective experiences through dialogue within this class. The diversity of artistic and theoretical approaches is presented in tutorials, class works and presentations and is also considered in project work.

4. **The class would meet weekly for a period of 10 weeks approx.**

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		**Course Outline**
1	The Legacy of Symbolism discourse on French modern art.	● Tutorial Lecture	Reading on the discussed topic of the class
2	Realist work of Gustave Courbet And Edouard Manet	● Tutorial Lecture	Do
3	Franco –Prussian war ,formation and suppression of the Paris Commune.	Tutorial Lecture	Reading on the discussed topic of the class
4	Realism, Naturalism, modernity and avant-gardism.	● Tutorial Lecture	Reading on the discussed topic of the class
5	To understanding of the autonomy of forms in Symbolist perspective.	● Tutorial Lecture	Reading on the discussed topic of the class
6	Classicism and originality. Discourse on Paul Signac book Eugene Delacroix to neo impressionism	● Tutorial Lecture	Reading on the discussed topic of the class
7	Delacroix and Renoir ,Seurat	● Tutorial Lecture	Reading on the discussed topic of the class
8	Camille pissarro,LucienPissarro and Paul Signac	● Tutorial Lecture	Reading on the discussed topic of the class
9	Sigmund Freud from 'On Dreams'	● Tutorial Lecture	Reading on the discussed topic of the class
10	Sigmund Freud from 'On Dreams'	● Tutorial Lecture	Reading on the discussed topic of the class

5.Course Assessment

Assessment Scheme

Students would be assessed continuously during the course through the activities mentioned in the table below and the deliverables described in this section. Course assessment is based on a student's activity/ project deliverables (records/ evidence of his/her performing and learning). They could be in the form of print media, handmade or digital Presentations, Records of Project completed, Drawings made, Records of graphic rendered, any other specified way of demonstrating outcomes achieved and end-term jury/ portfolio presentation. While all projects/ activities are performed individually,

	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Below Average (1)
Inter & trans-disciplinary elements	The content was outstanding and suitably incorporated and integrated multi-, inter and trans-disciplinary perspectives.	The content was appropriate and a good attempt was made to incorporate multi, inter and trans-disciplinary perspectives.	Most content was relevant; some attempt was made to incorporate multi-. inter and trans-disciplinary perspectives.	Information was valid but some parts of the content needed expansion or shortening to bring in different perspectives.	Information was not relevant to the audience or directly related to the projects.
Information Sources and Interpretation	Used sufficient and appropriate research and information to support the project. Methodology used successfully integrated multi-, inter and trans-disciplinary perspectives.	Detailed research done. Relevant data as per the project. Methodology was appropriate for a multi/inter/trans-disciplinary project.	Appropriate research done. Some of the data and methodology used was relevant to a multi/inter/trans-disciplinary project.	Lacks proper research. Data was scattered and methodology was not fully related to a multi/inter/trans-disciplinary project.	Research work inappropriate. Data is not fully related to the project.

assessment is individual and based on each teammate's contribution and presentation. If a student undergoes self-paced learning through a relevant MOOC within the length of the course, credit for the same is given in the final assessment.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

Course Assessment Components		Marks/Weightage (%)	
Assessment 1	(After Week 3)	**30**	
Project /Activity 1		10	
Activity 2		10	
Activity 3		10	
Assessment 2	(After Week 6)	**30**	
Activity 4		10	
Activity t 5		10	
Activity 6		10	
(Final) Assessment 3	(After Week 10)	**40**	
Final Portfolio Presentation			40
al Marks		**100**	

Assessment Criteria for Projects/ Activities

There are six projects/ activities designed for continuous assessment as above. Final work will be assessed on the following parameters:

S. No.	Individual Project (IP) Parameters	Weightage %
a	Inter & trans-disciplinary elements	20
b	Quality of content/ information and thought	30
c	Innovative idea and creativity	30
d	presentation of project deliverable	20
	Total Marks	**100 %**

Course References

1. **Book/e-book:**

Art in Theroy1900-2000

Edited by Charles Harrison&PaulWood

Art of the Avant-Gardes

By Steve Edwards, Paul Wood

2.Online Resources:

http://www.visual-arts-cork.com/modern-art.htm

https://www.khanacademy.org/humanities/becoming-modern/introduction-becoming-modern/becoming-modern1/a/becoming-modern?modal=1

http://www.all-art.org/history568_20centuri.html

Sushant University Erstwhile Ansal University Gurugram	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Art and Architecture	**Credits: 1**
Course Title: Basics Of Remote Sensing And GIS **Course Code: TD21AA03**	**Academic Year: 2020-21**
Course Designed by: Dr.Tejwant Singh Brar **e-mail: tejwantbrar@sushantuniversity.edu.in**	**Course Instructor: Dr.Tejwant Singh Brar** **e-mail: tejwantbrar@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

A "Basics of Remote Sensing and GIS" course introduces you to the exciting world of geospatial technologies. You'll learn how we gather information about the Earth from a distance (Remote Sensing) and how we use computer systems to analyze and map that information (GIS - Geographic Information Systems). This course will cover the fundamental principles behind these technologies, the tools we use, and how they're applied to solve real-world problems in fields like environmental science, urban planning, and more. You'll gain hands-on experience working with geospatial data and software..

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Understand Remote Sensing:** Grasp the principles of how we collect information about Earth from a distance using satellites, aircraft, etc.
- **Master GIS Concepts:** Learn the core ideas behind Geographic Information Systems, including how spatial data is organized and analyzed.
- **Use GIS Software:** Gain practical skills in using GIS software to work with maps, analyze data, and create visualizations.
- **Apply Geospatial Technologies:** Be able to use remote sensing and GIS techniques to solve real-world problems in various fields.

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio / Video, Practical) + Input Web links / eBooks/ articles / magazines pages or course material
1	What is Remote Sensing?		Course Material and Practical

2	Remote Sensing Sensors and Data Acquisition		Course Material and Practical
3	Image Interpretation and Processing		Course Material and Practical
4	What is GIS?		Course Material and Practical
5	GIS Data Models and Management		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
6	GIS Analysis and Visualization		Course Material and Practical
7	Data Integration and Geoprocessing		Course Material and Practical
8	Remote Sensing Applications in GIS		Course Material and Practical
9	GIS Applications in Various Fields		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
10	Project Presentations and Course Review		Course Material and Practical
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
Total Marks		100

Sushant University Erstwhile Ansal University Gurugram	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Art and Architecture	**Credits: 1**
Course Title: Site Design and Improvement **Course Code: TD19AA06**	**Academic Year: 2020-21**
Course Designed by: Arjun kamal	**Course Instructor: Arjun kamal**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. **Course Introduction:**

Site Design and Improvement teaches how to shape land for specific uses, covering analysis, planning, grading, drainage, material selection (hardscape and softscape), and sustainable design. Students learn to create functional and aesthetically pleasing spaces while considering regulations and project management.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Site Analysis and Planning:** Students will be able to analyze site conditions (topography, climate, soils, vegetation) and develop site plans that respond to these factors while meeting project objectives.
- **Design Development and Detailing:** Students will be able to develop detailed site designs, including grading plans, drainage systems, hardscape and softscape layouts, and construction specifications.
- **Sustainable Site Design:** Students will be able to integrate sustainable design principles into site design, including water conservation, energy efficiency, and the use of environmentally friendly materials.
- **Project Implementation and Management:** Students will understand the process of implementing site improvements, including construction sequencing, project management, and regulatory compliance.

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio/Video, Practical) + Input Weblinks/ ebooks/ articles/ magazines pages or course material
1	Introduction to Site Design		Course Material
2	Site Inventory and Analysis		Course Material
3	Site Planning Principles		Course Material
4	Design Concepts and Master Planning		Course Material
5	Grading and Earthwork		Course Material
INTERNAL ASSESSMENT I (30 marks)			
6	Drainage and Stormwater Management		Course Material
7	Hardscape Design		Course Material
8	Softscape Design		Course Material
9	Construction Documentation and Implementation		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Regulations and Sustainability		Course Material
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course



A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
	Total Marks	100



Sushant University Erstwhile Ansal University Gurugram	School of Management Studies Detailed Course Plan		
Course Code : TD21PD03			
Term: II	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 2**
Course Designed by: Leena Thombre **e-mail: leenathombre@sushantuniversity.edu.in**		**Course Instructor:** **Leena Thombre** **e-mail:** **leenathombre@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

Cities are hubs of economic growth, employment leading to increased urbanization, increased migration, land grabs and dispossession, increased birth rates, conflicts, disasters. Further urban advantage is reducing with increase in slums, poor income levels, socioeconomic inequalities, exclusion, and segregation. The most impacted are women who have to take care of family, children, elderly and responsibilities and jostle around around home, work and play amidst challenging mobility issues

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
✓				

2. Course Objectives

The broad objectives of this course are to

- Increase understanding of gender concerns and needs in urban planning
- Explore capacity to address gender issues in select human settlement areas
- Research integration of gender perspectives into policies, projects, and programmes for sustainable urban development

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:
CLO1: Appreciate gender concerns and needs in a city (Remember & Understand)
CLO2: Create comparative in quality of life using gender sensitive indicators? (Analyse)
CLO3: Apply Strategies and approaches for mainstreaming gender into urban planning (Apply & Analyse)
CLO4: Document findings on gender sensitive planning wrt chosen neighbourhood (Synthesize, evaluate & create)

4. Course Pedagogy

The students will be introduced to the concept and ideology of gender mainstreaming in urban planning. They will be asked to explore cities/urban neighborhoods, areas that have major gender based issues. Further, they will be asked to explore needs of women in chosen neighborhood or urban space, which may be a street, or market, or public realm. They will be asked to research strategies and approaches for mainstreaming gender into urban planning and create solutions for the chosen neighborhoods. The students will learn by doing, reading, writing, drawing, photography, mathematical calculations, visual appreciation, and analytical reasoning. The course would be delivered primarily through student projects for active learning. A topic would be introduced to the class by the facilitator. Next the students would break off into groups. Group work and presentations would be conducted to bring in various perspectives on the topic. Performance and learning demonstrated through the group work, would be used for assessment. Throughout as well as at the end of the course they would be required to present and submit their work in form of research paper.

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Course Outline - Session Topic / Sub-topic Description	Coverage	Activity/ Assignment
1,2	Human settlements and Urban Planning - Key concepts	• Need for national, regional, urban, neighbourhood level policies and development strategies	Prepare glossary of related terms and concepts Highlight relationship between the two through bubble diagrams
3	Women and Cities	• Mixed use / Compact neighbourhoods, public spaces,	Assess women's daily living in cities, issues, implications on quality of life of women

		mobility, facilities	
4	Gender equality and urban planning	• Highlight issues and needs • Importance of gender sensitive planning	Analyse impacts of gender inequality
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Introduction to gender mainstreaming, Gender-sensitive indicators	• What and why ?	Conduct gender-analysis across relevant projects, policies, campaigns, and organizations.
6,7	Strategies and approaches for mainstreaming gender into urban planning	• Way forward to design cities that empower women and girls and include them in decisionmaking processes and urban planning	Prepare training module for city stakeholders (police, transportation operatives, urban planners, and national and local government officials)
8	Project Preparation	• Identify an urban area – street, market, Neighbourhood, public park	Examine issues and needs, using indictors
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Project Completion	Identify an urban area – street, market, Neighborhood	Make assessment of impact on social, economic and environmental aspects of city Propose strategies and submit complete work
10	Final Submission and Viva	Presentation of project work	
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course through the activities mentioned in the table and the deliverables described in this section.

Course assessment is based on a student's activity/ project deliverables (records/ evidence of his/her performing and learning). They could be in the form of PowerPoint Presentations, Written Records of Project completed, Videos watched, Drawings made, Records of Service rendered, any other specified way of demonstrating outcomes achieved and end-term jury/ portfolio presentation. While all assignments are performed in teams and/or individually, assessment is individual and based on each teammate's contribution and presentation.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class. The projects/ activities whose deliverables would be used for Assessments will vary according to the particular course.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
		Total Marks	**100**

Assessment Criteria for Projects/ Activities

There are eight projects/ activities designed for continuous assessment as above. A project will be assessed on the following parameters:

S. No.	Individual Project (IP) Parameters	Weightage %
a	Inter & trans-disciplinary elements	30
b	Quality of content/ information and thought	20
c	Integration of Knowledge	20
d	Organization and presentation of project deliverable	30
	Total Marks	**100 %**

Guidelines

Each team of students would make a final portfolio presentation in front of the Jury on the day of the final assessment (in groups of four/five/as decided by the concerned faculty). They would showcase and narrate their work on project activity done through the semester, any MOOCs they audited and also their learnings from it.

- Group presentation but individual assessment - while the students would present in teams, assessment is individual and based on each teammate's contribution and presentation.
- Each team member must present 2-3 slides each, with the total number of slides not exceeding 10 slides
- Total time of presentation should not exceed 15 minutes (including questions and answers)
- 4-6 questions would be asked per presentation (any member of the team could be required to answer)
- The following rubric will be used for Group Project Presentation (40 Marks):

	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Below Average (1)
Inter & trans-disciplinary elements	The content was outstanding and suitably incorporated and integrated multi-, inter and trans-disciplinary perspectives.	The content was appropriate and a good attempt was made to incorporate multi, inter and trans-disciplinary perspectives.	Most content was relevant; some attempt was made to incorporate multi-, inter and trans-disciplinary perspectives.	Information was valid but some parts of the content needed expansion or shortening to bring in different perspectives.	Information was not relevant to the audience or directly related to the projects.
Information Sources and Interpretation	Used sufficient and appropriate research and information to support the project. Methodology used successfully integrated multi-, inter and trans-disciplinary perspectives.	Detailed research done. Relevant data as per the project. Methodology was appropriate for a multi/inter/trans-disciplinary project.	Appropriate research done. Some of the data and methodology used was relevant to a multi/inter/trans-disciplinary project.	Lacks proper research. Data was scattered and methodology was not fully related to a multi/inter/trans-disciplinary project.	Research work inappropriate. Data is not fully related to the project.
Quality of content and thought					
Integratio	Demonstrated	Demonstrated	Demonstrated	Very little	Little or no

n of Knowledge	superior integration of knowledge of different areas and domains.	adequate integration of knowledge of different areas and domains	some integration of knowledge of different areas and domains.	integration of knowledge of different areas and domains.	integration of knowledge of different areas and domains.
Organization and presentation	Excellent structure and organization of content; excellent use of voice modulation while delivering; Maintaining eye contact with audience and seldom returning to notes.	Appropriate structure and organization; Good use of voice modulation; fluency in presentation	Fairly good structure and organization; Clear voice while presenting, but drop in volume at times; some use of vocal variation to show interest, maintains eye contact most of the time but frequently returns to notes.	Structure and organization could be much improved; Voice lacks vocal variation, shows some eye contact, but not maintained; and at least half the time, speaker reads from notes.	Poor structure and organization; soft/ monotone voice, reads all or most of the presentation with no eye contact.
Teamwork	Demonstrated teamwork. It was evident that all the group members contributed equally to the presentation.	Demonstrated teamwork. It was evident that almost all the group members contributed to the presentation.	The teammates showed teamwork. However it seems as though certain people did not do as much work as others	Lack of teamwork visible. It seems as though only a few people worked on the presentation.	Teamwork was minimalistic. It seems as though Only one member has worked on the presentation.
Slides/ Text/ Format/ Video Quality/ Clarity of Presentation	Font formats (e.g. color, bold, italic) had been carefully planned to enhance readability. Appropriate	Font formats (e.g. color, bold, italic) had been used to enhance readability. All graphics were appropriate	Font formatting had been carefully planned to complement the content. Appropriate highlighters	Mostly font formatting had been carefully planned but in places it may be a little hard	No Format in the presentation. Several graphics were unattractive and

	highlighters used.	and supported the content of the presentation.	not used.	to read. All graphics were attractive but many did not seem to support the content of the presentatio n.	diminishes the content of the presentatio n.
	Involved audience in presentation; held their attention throughout the presentation. Used original, clever, creative approach.	Involved audience in presentation; held their attention throughout by getting them actively involved in the speech	Presented facts in some interesting way and held attention most of the time by interacting with them.	Went off topic and lost audience. Failed to utilize method to pull the audience into the speech.	Avoided or discourage d active audience participati on
Audience engageme nt/Questio n Handling	Excellent audience engagement; Answered all questions with explanation, elaboration and by integrating multi-, inter and trans-disciplinary perspectives.	Very good audience engagement; Answered all questions integrating multi-, inter and trans-disciplinary perspectives to a great extent.	Fair audience engagement; Answered most questions integrating multi-, inter and trans-disciplinary perspectives to some extent.	Mediocre audience engagemen t. Gave rudimentar y answers to the questions with little or no integration of multi-, inter and trans-disciplinary perspective .	Poor audience engageme nt. Has little grasp of informatio n related to topic/proje ct. Not able to answer most questions adequately .

Evidence of auditing/ completing a MOOC relevant to the course (10 marks)

A student would undergo self-paced learning through a prescribed MOOC within the length of the course; credit for the same should be duly given in the final assessment. The faculty would identify and guide the students with a few recommended free MOOCs available on various

platforms that are relevant to the course. Students must inform the faculty before they enroll for a MOOC for this purpose.

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.

- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

8. Course References

[Include the list of text and reference books, reading/ watching material/ notes provided, if any, by the course facilitator and any other online resources etc. as suggested during the course conduct.]

- ActionAid (2012), Young Women: Life Choices and Livelihoods in Poor Urban Areas, Action Aid, UK, http://www.actionaid.org/publications/young-women-life-choicesand-livelihoods-poor-urban-areas
- Canadian International Development Agency (2007), Guide to Gender-Sensitive Indicators, http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/REN218124839-P9K, retrieved 21 November 2012
- European Commission (2004), Equal Guide on Gender Mainstreaming, DirectorateGeneral for Employment, Social Affairs and Equal Opportunities
- Jarvis, H. and P. Kantor with J. Cloke (2009), Cities and Gender, Routledge, London
- Manila Declaration for Global Action on Gender in Climate Change and Disaster Risk Reduction, October 2008, http://www.wedo.org/learn/library/media-type/pdf/maniladeclaration-for-global-action-on-gender-in-climate-change-and-disaster-risk-reduction
- Moser, C. (2009), 'Safety, Gender Mainstreaming and Gender-based Programmes', in Falu, A. (ed.) Women in the City, On Violence and Rights, Women and Habitat Network of Latin America, Ediciones SUR
- Khosla, P. (2012), 'Our Urban Future: Gender-Inclusive, Pro-Poor and Environmentally Sustainable?' in Powerful Synergies: Gender Equality, Economic Development and Environmental Sustainability, United Nations Development Programme, New York, First Edition, September
- Khosla, P. and A. Masaud (2010), 'Cities, Climate Change and Gender', in Gender and Climate Change: An Introduction, Irene Dankelman (ed.), Earthscan, UK
- Royal Town Planning Institute (2001), Gender Equality and Plan Making: The Gender Mainstreaming Toolkit, London, http://www.rtpi.org.uk/media/6271/ GenderEquality-PlanMaking.pdf
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- UN-Habitat (2012), Gender and Urban Planning, Nairobi, Kenya, http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=3351 UN-Habitat (2010), The State of Asian Cities Report 2010-2011, Nairobi, Kenya, http://www.unhabitat.org/content.asp?cid=8891&catid=643&typeid=46&AllContent=1
- UN-Habitat (2008a), Gender in Local Government: Sourcebook for Trainers, Nairobi, Kenya, http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=2495

- UN-Habitat (2008b), Gender Mainstreaming in Local Authorities, Best Practices, UNHabitat, Nairobi, www.un.org/.../gender_mainstreaming_in_local_authorities.pdf
- UN-Habitat and Global Land Tool Network (no date), Gender Evaluation Criteria for Large-scale Land Tools, http://landportal.info/resource/global/gltn-genderevaluation-criteria-large-scale-land-tools
- UN-Habitat and Huairou Commission (2004), Local to Local Dialogue: A Grassroots Women's Perspective on Good Governance, Urban Governance Toolkit Series, UNHabitat, Nairobi, Kenya
- United Nations General Assembly, Declaration on the Elimination of Violence Against Women, Articles 1 and 2, in 85th Plenary Meeting, 20 December 1993, Geneva, Switzerland, http://www.un.org/documents/ga/res/48/a48r104.htm
- UN Women/Safe Cities Global Programme, Safe Cities Free of Violence Against Women and Girls Global Programme Document (2008-2015)
- Virtual Knowledge Centre: adapted from page 33 of Bloom, S. (2008), Violence against Women and Girls: A Compendium of Monitoring and Evaluation Indicators, Chapel Hill, North Carolina
- Virtual Knowledge Centre: Dame, T. and A. Grant (2001), Kelowna Planning for Safer Communities Workshop Report, Cowichan Valley Safer Futures Program, Canada, p. 17
- Virtual Knowledge Centre: http://www.endvawnow.org/en/articles/193-what-isknown-to-date-about-working-with-men-and-boys-the-evidence-base.html
- Virtual Knowledge Centre: http://www.endvawnow.org/en/articles/292-createmechanisms-for-monitoring.html
- Whitzman, C., C. Andrew, M. Shaw, and K. Travers (2009), 'The Effectiveness of Women' s Safety Audits', Security Journal, 22 (3), p. 205–221
- Women in Cities International (2011), Tools for Gathering Information about Women's Safety and Inclusion in Cities: Experiences from the Gender Inclusive Cities Programme, Montreal, Canada, http://womenincities.org/pdfgeneral/TOOLS%20FOR%20GATHERING_WEB_APRIL%207.pdf
- Women in Cities International (2008), Women's Safety Audits: What Works and Where?, UN-Habitat Safe Cities Programme, Kenya

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

9. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives, creative and critical thinkers, generating originality in ideas and concepts, and appreciating innovation and entrepreneurship, empowered, having both the capacity and confidence to pursue the attainment of full potential, engaged, contributing positively to diverse communities through service and leadership, ethical, acting with integrity in intellectual, professional and community pursuits, and sustainability-focused, responding to ecological, social and economic imperatives.

10.Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and promote aesthetics and happiness of others

11.Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

12.Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

13.Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CO1	S	S	S	W	W
CO2	S	S	S	W	W
CO3	S	S	M	M	W
CO4	S	M	M	W	W

14.Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

15.Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **NO**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	0
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-

Sushant University Erstwhile Ansal University Gurugram	**Trans Disciplinary Learning (TDL)** **Course Outline**
School Name: School of Design	**Credits: 1**
Course Title: Introduction to Axiology: The philosophy and science of value. **Course Code: TD21DE01**	**Academic Year: 2020-21**
Course Designed by: Sachin Datt **e-mail: sachindatt@sushantuniversity.edu.in**	**Course Instructor: Sachin Datt** **e-mail: sachindatt@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. **Course Introduction:**

Introduction to Axiology explores the nature of value – what we consider good, beautiful, or right. It examines philosophical theories of value, like subjectivism and objectivism, and how values influence our choices and society. The course also touches on the science of value, exploring how different disciplines study value judgments.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Understanding Value Theories:** Students will be able to explain and critically evaluate major philosophical theories of value, including subjectivism, objectivism, relativism, and various ethical and aesthetic frameworks.
- **Analyzing Value Judgments:** Students will develop the ability to analyze and evaluate value judgments, identifying underlying assumptions, biases, and inconsistencies in arguments about what is good, beautiful, or right.
- **Applying Value Concepts:** Students will be able to apply value concepts to real-world situations and ethical dilemmas, considering the implications of different value systems and making informed decisions based on reasoned value judgments.
- **Exploring Interdisciplinary Perspectives:** Students will gain an understanding of how different disciplines, such as psychology, sociology, and economics, approach the study of value, recognizing the complex and multifaceted nature of value considerations.

2. **Lecture Plan (Minimum 10 Sessions)**

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio / Video, Practical) + Input Web links / eBooks/ articles / magazines pages or course material
1	Defining value and axiology		Course Material and Practical
2	The Nature of Value		Course Material and Practical
3	Consequentialism		Course Material and Practical
4	Deontology and Virtue Ethics		Course Material and Practical
5	The Nature of Beauty		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Art and Aesthetic Value		Course Material and Practical
7	Psychology of Value		Course Material and Practical
8	Sociology of Value		Course Material and Practical
9	Values in Decision-Making		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
10	Contemporary Issues in Axiology		Course Material and Practical
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. **Course Assessment Scheme**

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
Total Marks		100



Sushant University Erstwhile Ansal University Gurugram	**Trans Disciplinary Learning (TDL) Course Outline**
School Name: School of Design	**Credits: 1**
Course Title: Design Thinking Course Code: TD18DE05	**Academic Year: 2020-21**
Course Designed by: Pritam Lenka e-mail: pritamlenka@sushantuniversity.edu.in	**Course Instructor: Pritam Lenka e-mail: pritamlenka@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. **Course Introduction:**

Design thinking is a human-centered problem-solving approach. It emphasizes understanding user needs (Empathize), clearly defining the problem (Define), generating ideas (Ideate), creating prototypes (Prototype), and testing solutions (Test). It's iterative, collaborative, and focuses on creating innovative solutions.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Apply the Design Thinking Process:** Students will be able to apply the various stages of the design thinking process (Empathize, Define, Ideate, Prototype, Test) to real-world problems.
- **User-Centered Research:** Students will develop skills in conducting user research to understand user needs and perspectives.
- **Ideation and Brainstorming:** Students will be able to generate a wide range of creative ideas through brainstorming and other ideation techniques.
- **Prototyping and Testing:** Students will gain experience in creating prototypes and testing them with users to gather feedback and iterate on their designs.

2. **Lecture Plan (Minimum 10 Sessions)**

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio / Video, Practical) + Input Web links / eBooks/ articles / magazines pages or course material
1	What is Design Thinking		Course Material and Practical
2	The Design Thinking Process Overview		Course Material and Practical
3	Empathizing with Users		Course Material and Practical

4	Defining the Problem		Course Material and Practical
5	Ideation Techniques		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Prototyping: Bringing Ideas to Life		Course Material and Practical
7	Intermediate Prototyping & User Feedback		Course Material and Practical
8	Testing and Iteration		Course Material and Practical
9	Presenting and Communicating Design Solutions		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
10	Design Thinking in Action		Course Material and Practical
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
Total Marks		100



S. No	School	Registered for TDL
1	SET	145
2	SHM	46
3	SHS	237
4	SOB	148
5	SOD	162
6	SOL	148
7	SPD	28
8	SSA	298
	Total	1212

TDL Data ODD 2021

S. No	Course Code	Course Name	Registered for TDL	School
1	TD20ET03	Industrial Ergonomics	15	SET
2	TD20ET04	IOT Based Smart Agriculture Monitoring and Irrigation System	19	SET
3	TD20ET05	CSS and Javascript for web site development.	38	SET
4	TD21ET01	Concept of light in Daily Life	38	SET
5	TD21ET03	Cyber Security	38	SET
6	TD18HM04	Food & Beverage Startup	41	SHM
7	TD19HM01	Dining Etiquette & Ethics	40	SHM
8	TD20HM07	Branding- A creative Journey	40	SHM
9	TD20HM08	Sustainable Green Buildings –Trends & Norms	38	SHM
10	TD18HS03	Radiation hazards	35	SHS
11	TD20HS07	Contagious disease and its prevention	39	SHS
12	TD21HS08	Introduction to Eye & Vision Care	32	SHS
13	TD21HS09	Cyber Psychology	38	SHS
14	TD21HS10	ongoing techniques and methods used in diagnostic centres	32	SHS
15	TD19MS03	Health and Wellness	35	SOB
16	TD20MS04	Step Up to Become a Social Influencer	37	SOB
17	TD20MS05	Research and Publication	38	SOB
18	TD20MS06	Data Analytics	23	SOB
19	TD20MS07	Social Media Marketing for Beginners	40	SOB
20	TD18DE04	Foundation of Indian Culture	40	SOD
21	TD21DE02	Spirituality of the Future	38	SOD
22	TD21DE03	Tangible objects and their stories	37	SOD
23	TD21DE04	Understanding the concept of Man-Machine-Environment System Design	24	SOD
24	TD18LA07	Sensitisation of Youth on social issues	38	SOL
25	TD20LA05	Social Construction and Women Empowerment	37	SOL
26	TD20LA07	Events that Changed the World	39	SOL
27	TD20LA08	Constitutional Values	37	SOL
28	TD20LA09	Contemporary Issues in India	35	SOL
29	TD18AA02	Entrepreneurship and life skills	38	SSAA
30	TD19AA05	Growth of villlages	40	SSAA
31	TD20AA02	Understanding Modern Art: Exploring new ways and techniques of representation	28	SSAA
32	TD20AA03	The Legacy of Symbolism	19	SSAA
33	TD21AA04	Digital tools	40	SSAA
34	TD21AA06	Understanding Site Context	28	SSAA
35	TD19PD01	Dramatics and Theaters	38	SSPD
		Total	1212	

Ansal University Gurgaon	School of Engineering & Technology **Detailed Teaching Plan**		
Course Title: Industrial Ergonomics			
Term: I	**Academic Year: 2019-20**	**Core/Elective:**	**Credits: 1**
Course Designed by: Rajan Bansal **e-mail: rajanbansal@ansaluniversity.edu.in**		**Office: D-305;** **Contact #: 0124-4750435**	
Pre-requisites: N/A		**# of sessions - 10**	

1. **Course Introduction and Objectives:**
   - To increase awareness of the need for and role of ergonomics in occupational health
   - To obtain basic knowledge in the application of ergonomic principles to design of industrial workplaces and the prevention of occupational injuries
   - To understand the breadth and scope of occupational ergonomics

   Employability-level: Foundation core

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
✓				

2. **Course Learning Outcomes:** Upon successful completion of the course, the student should be able to

   CLO1: Muscular Work, Types of joints and muscles involved in a task, regulation of effort. Musculoskeletal Disorders. Understanding Nervous system
   CLO2: Ergonomics involved in Skilled-work, Guidelines for Skilled work, Optimal Use of Muscle power.
   CLO3: understanding Man-machine system, Artificial lighting and Sound Perception.
   CLO4: Understanding ergonomics involved in 'Displays' and 'Controls'

3. **Course Pedagogy:** A topic would be introduced to the class by the facilitator. Presentations would be used for graphic illustrations and depictions. Students are required to apply and understand concepts related to each topic.
4. **Course contents and duration:** The class will meet 1hrs each week for a period of 8 weeks. (2 sessions are kept separately for review and evaluation exercises.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1	Definitions of ergonomics and its history,		Text and reference books
2	Joints: Types, Ergonomics involved,		Text and reference books
3	Musculoskeletal Disorders (MSD), their types, factors causing MSDs, Ergonomics involved in elimination/ reduction of MSDs at work place, Practical Guidelines.		Text and reference books
4	Heavy work: Physiological principles, energy consumption, work calories, leisure calories, Heart rate as a measure of work load. Skilled work: Maximum Control of		Text and reference books

	skilled movements, Time and motion study, Facilitating skilled work.		
5	Man- Machine system: System components, Visual perception, Sound perception, Display of information, Controls.		Text and reference books
6	Noise and vibrations: Measurement and sources of Noise, Damage of hearing, Physiological and psychological effects of noise, Protection against noise and vibrations.	Identification of problem areas in our vicinity	Text and reference books
7	Indoor Climate: principle components, thermal regulations in human beings, The control process, Heat exchange, Recommendations for comfort indoors.	Class Activity	Text and reference books
8	Design of workplace and Layouts	Project on Layout development	Text and reference books

5. Course Assessment

Assessment Scheme
Students would be assessed by the periodic presentation and end term written evaluation. Course assessment is based on a student's ability to perform in the evaluations. The details of the components of assessment are detailed next.

Description of Course Assessment Components
The course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks/Weightage (%)
1	Assessment 1 after 4 weeks Exercise on topics covered	30
2	Assessment 2 after 8 weeks Exercise on topics covered	30
3	Final Assessment after 10 weeks Written examination	40
Total Marks		**100**

AU datasets

1. Timetable and details of infrastructure: to analyze the utilization of various rooms/labs based on last semester's timetable and details of infrastructure available in various blocks.
2. Library Resource Utilization: to analyze the utilization of various library resources by different schools
3. Inter-school interactions: to take survey/quiz from faculty/students and quantitatively/qualitatively analyse inter-school interactions
4. Sports potential of Faculty members and staff: to take survey/quiz from faculty and staff to analyse sport interest and potential of AU staff.
5. SET Alumni Interaction: to analyse interactions of SET Alumni

6. Source of information:

- Ergonomics by: R. S. Bridger New York publishers
- Industrial ergonomics by: M. I. khan PHI publishers

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of *academic dishonesty*. Academic Dishonesty is defined as *an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.*

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarisation by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

1. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

2. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

- Understanding of Muscular Work, Types of joints and muscles involved in a task, regulation of effort. Musculoskeletal Disorders. Understanding Nervous system
- Have a knowledge about Ergonomics involved in Skilled-work, Guidelines for Skilled work, Optimal Use of Muscle power.

- Understanding Man-machine system, Artificial lighting and Sound Perception.
- Understanding ergonomics involved in 'Displays' and 'Controls'

3. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

4. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

5. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	M
CLO2	S	S	S	M	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

6. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2, 8-10	1-10	5-6	7-8

Assessment 1: Projects 1-4	✓	✓	✓	
Assessment 2 : Projects 5-8	✓	✓	✓	✓
Final Assessment	✓	✓	✓	✓

7. **Teaching Method Utilization Map**

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T1	T1	T1	T1	T1	T2	T1	T7	T7
Teaching Method (Secondary)	T1	T10	T2	T10	T10	T10	T7	T7	T7	T11

- Do you plan to take any special/extra session during the course other than the allocated sessions? **NO**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
--	--	--
--	--	--
--	--	--
--	--	--

Jansal University Gurgaon	School of Engineering & Technology **IOT Based Smart Agriculture Monitoring and Irrigation System**		
Course Title: IOT Based Smart Agriculture Monitoring and Irrigation System			
Term: I	**Academic Year: 2019-20**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Mr. Antim Dev Mishra **e-mail: antimdevmishra@sushantuniversity.edu.in**		**Course Instructor: Mr. Antim Dev Mishra** **e-mail: antimdevmishra@sushantuniversity.edu.in**	
Pre-requisites: Basic Electronics			

Course Introduction and Objectives: In this course, students will work with a soil moisture sensor, ESP-8266 WiFi module, Arduino board and relay module to develop a project "IOT Based Smart Agriculture Monitoring and Irrigation System". The device can detect the change in moisture level in the soil and controls the flow of water accordingly with a DC/AC pump. This system can also send data to the cloud platform for storage and analysis. They'll go through a real-world project step by step to solidify their knowledge. Students will see a full project that includes planning and calculating all the factors, laying out drip line, drains valve, drippers in pots, and hanging baskets.

1. **Employability-level:** Foundation core

2. Foundation Core	3. Foundation Skill	4. Professional Core	5. Professional Skill	6. Premier Skill
			✓	

1. **Course Learning Outcomes:** Upon successful completion of the course, the student should be able to

   CLO1: Knowledge of basic electronic components
   CLO2: Interfacing of Sensors with Arduino and ESP 8266 Module
   CLO3: Apply the Logics of Programming
   CLO4: Develop real time applications.

2. **Course Pedagogy:** The course will follow pedagogy of "learning by doing" which involves students' hands on engagement to accomplish learning. The course will be conducted in laboratory where the instructor will impart lecture and side by side practical demonstrations will

be given in each module. During the Course, students will be divided in groups and may be asked to implement the given circuits on Arduino Boards and to develop android app.

3. **Course contents and duration:** The class will meet for a period of 11 weeks (2 weeks may be for the assignments)

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		**Course Outline**
1	Introduction to basic Electronic Components.	Finding the values of R, L and C using Multimeter	Chapter – 1 Elementary Concepts and definitions Written by I.J. Nagrath. http://nptel.ac.in/courses/108108076/2
2	IoT / Arduino	IoT - An Introduction, Scope of IoT.	Introduction to IOT By :Dr. Sudip Misra ,Associate Professor Department of Computer Science and Engineering IIT Kharagpur https://nptel.ac.in/noc/individual_course.php?id=noc18-cs08
3	Introduction to Arduino Board	Connect and Detect the Arduino Uno , Architecture	Introduction to Arduino By :Prof Anupam Basu , IIT Kharagpur https://www.youtube.com/watch?v=NkZdosZH6Wo
4	Arduino Programming	Introduction to Arduino IDE, Structure of an Arduino Sketch, First program in Arduino: Blinking LED.	
	INTERNAL ASSESSMENT POINT I (MM = 30)		
5	ESP-8266 and GSM Board	Introduction, Powering up Interfacing Arduino & ESP, ESP 8266 - AT Commands, ESP 8266 - Debugging Techniques, GSM Board interfacing.	Basics of Node MCU: https://randomnerdtutorials.com/esp32-web-server-arduino-ide/
6	Sensors	Sensors interfacing with Arduino and ESP8266, Reading Data from Soil Moisture Sensor, and LM35	**Sensors and Actuators** by Dr. Hardik J. Pandya Assistant Professor Department of Electronic Systems Engineering, Division of Electrical Sciences, IISc Bangalore. https://nptel.ac.in/noc/individual_course.php?id=noc19-ee41
7	Actuators	Working of single phase Water Pump, Motors & Motor Drivers, Powering up Water	

		Pump and relays.	
8	Sensors & Data Acquisition	Developing the android app to get sensors data on mobile app.	
INTERNAL ASSESSMENT POINT II (MM = 30)			
9	Implementing the final Prototype	Students will develop the final hardware on PCB	
10	Testing the final Model	Final Model will be checked in real time environment	
INTERNAL ASSESSMENT POINT III END TERM (MM = 40)			

4. Course References

Text Book:
Programming Arduino Getting Started with Sketches *by* Simon Monk, McGraw-Hill Education, *2nd Edition*.

Reference Material:

- http://nptel.ac.in/courses/106105159/16
- http://nptel.ac.in/courses/1081070/

5. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the DTP (only student version) in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 5)	**30**
2	**Assessment 2**	(After Week 9)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
		Total Marks	**100**

Guidelines for Exhibition-Cum-Competition:
Each students would make a final painting and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would showcase and narrate their work done through the semester, also their learnings from it.

1. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

2. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating originality in ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

3. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

4. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

5. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

6. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CO1	S	S	S	W	W
CO2	S	S	S	W	W
CO3	S	S	M	M	W

CO4	S	M	M	W	W

7. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

8. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	**T1**									
Teaching Method										

(Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **Yes**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	2
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-

Description of Course Assessment Components

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class. The projects/ activities whose deliverables would be used for Assessments will vary according to the particular course.

S. No.	Course Assessment Components	Marks/Weightage (%)
1	**Assessment 1** (After Week 4)	**30**
	Finding the values of R, L and C using Multimeter	7
	Introduction to Arduino Boards, Realization of architecture and Pin Configuration of Arduino Uno and ESP-8266.	8
	First program in Arduino: Blinking LED (RGB) with different value of delay.	8
	First program in ESP8266: Blinking LED.(RGB) with different value of delay.	7

2	**Assessment 2** (After Week 8)	**30**
	Interfacing of sensors (LDR with Buzzer, Ultrasonic with Buzzer) using Arduino.	7
	Interfacing of moisture sensor using ESP-8266.	8
	Designing of circuit for final application of Smart Irrigation System.	8
	Designing of Android app for final application of Smart Irrigation System.	7
3	**(Final) Assessment 3** (After Week 10)	**40**
	Written Exam OR Final Group Portfolio Presentation	30
	MOOC from SWAYAM/ Coursera/ edX/ NPTEL etc	10
	Total Marks	**100**

Assessment Criteria for Projects/ Activities

There are eight projects/ activities designed for continuous assessment as above. A project will be assessed on the following parameters:

S. No.	Individual Project (IP) Parameters	Weightage %
a	Inter & trans-disciplinary elements	30
b	Quality of content/ information and thought	20
c	Integration of Knowledge	20
d	Organization and presentation of project deliverable	30
	Total Marks	**100 %**

Description of Assessment 1 (Projects 1-4)

Assessment 1 would take place after week 4. It will comprise four projects/activities. A brief statement and deliverable for each project is given below. A student needs to complete all the tasks/ projects 1 through 4 and submit the evidence of the same at the time of assessment to the course facilitator in terms of the deliverables mentioned.

PROJECT 1 (Theme: Basic Electronics Components; Finding the values of R, L and C using Multimeter)

Statement: Students will calculate the value of electronics components in laboratory using electronic instruments. They will aware of hands-on experiences to measuring the value of components.

Deliverable: The team will communicate their observations/reading of electronic components individually in the form of a write-up with appropriate illustrations.

PROJECT 2 (Theme: Introduction to Arduino Boards, Realization of architecture and Pin Configuration of Arduino Uno and ESP-8266.***)***

Statement: Students will understand the architecture and Pin Configuration of Arduino Uno and ESP-8266.. They will work both in a team and individually to draw the pin configuration and study their working principle of each pin.
Deliverable: They will prepare the slides of Arduino Uno and ESP-8266 pin diagram and Architecture.

PROJECT 3 (Theme: Write a program for Blinking LED (RGB) with different value of delay and upload in Arduino UnoBoard..)

Statement: Students will understand the Arduino IDE programming and interfacing components to boards.
Deliverable: They will make use cases project using RGB and Arduino board.

PROJECT 4 (Theme: Write a program for Blinking LED (RGB) with different value of delay and upload in ESP - 8266 UnoBoard.)

Statement: Students will understand the ESP -8266 programming and interfacing components (RGB) to boards.
Deliverable: They will make use cases project using RGB and ESP-8266.

Description of Assessment 2 (Projects 5-8)

Assessment 2 would take place after week 8. Students in teams need to complete the tasks/ projects 5 through 8 and submit the evidence of the same to the course facilitator in terms of the deliverables mentioned below at the time of assessment:

PROJECT 5 (Theme: Write a program for ultrasonic sensor and buzzer, upload in ESP - 8266 Board.)

Statement: Students will understand the ESP -8266 programming and interfacing sensors to boards.
Deliverable: They will make use cases project using ultrasonic sensor and ESP-8266 and read real time data on serial monitor .

PROJECT 6 (Theme: Write a program for LDR Module and buzzer, upload in ESP - 8266 Uno-Board.)

Statement: Students will understand the ESP -8266 programming and interfacing sensors to boards.
Deliverable: They will make use cases project using LDR Module and ESP-8266 and read real time data on serial monitor as well as Mobile App.

PROJECT 7 (Theme: Write a program to interface Moisture sensor and Relay module with esp -8266.)

Statement: Students will understand the ESP -8266 programming and interfacing of moisture sensor to esp 8266 board and relay module
Deliverable: They will make smart irrigation system using moisture sensor, relay and ESP-8266 and read real time data on serial monitor.

PROJECT 8 (Theme: To develop an Android App to interface Moisture sensor and Relay module with esp - 8266.)

Statement: Students will understand the basic concept of Android app and assigning ESP -8266, moisture sensor and relay pins in the application to get real time sensors information on mobile app.
Deliverable: They will make smart irrigation system using moisture sensor, relay and ESP-8266 and read real time data on Mobile app.

Description of Final Assessment 3

Assessment 3 would take place at the end of the coursework after week 10. There are two components:

- Written Exam/ Group Portfolio Presentation (FGPP) (30 marks)
- Evidence of auditing/ completing a MOOC relevant to the course (10 marks)

Written Exam/ Group Portfolio Presentation (FGPP) (40 marks)
A student needs to make a group-cum-individual portfolio presentation in front of a jury

Guidelines for FGPP

Each team of students would make a final portfolio presentation in front of a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty). They would showcase and narrate their work on project activity done through the semester, any MOOCs they audited and also their learnings from it.

- Group presentation but individual assessment - while the students would present in teams, assessment is individual and based on each teammate's contribution and presentation.
- Each team member must present 2-3 slides each, with the total number of slides not exceeding 12-15 slides
- Total time of presentation should not exceed 15 minutes (including questions and answers)
- 4-6 questions would be asked per presentation (any member of the team could be required to answer)
- The following rubric will be used for Group Project Presentation (40 Marks):
-

	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Below Average (1)
Inter & trans-disciplinary elements	The content was outstanding and suitably incorporated and integrated multi-, inter and trans-disciplinary perspectives.	The content was appropriate and a good attempt was made to incorporate multi, inter and trans-disciplinary perspectives.	Most content was relevant; some attempt was made to incorporate multi-, inter and trans-disciplinary perspectives.	Information was valid but some parts of the content needed expansion or shortening to bring in different perspectives.	Information was not relevant to the audience or directly related to the projects.
Information Sources and Interpretation	Used sufficient and appropriate research and information to support the project. Methodology used successfully integrated multi-, inter and trans-disciplinary perspectives.	Detailed research done. Relevant data as per the project. Methodology was appropriate for a multi/inter/trans-disciplinary project.	Appropriate research done. Some of the data and methodology used was relevant to a multi/inter/trans-disciplinary project.	Lacks proper research. Data was scattered and methodology was not fully related to a multi/inter/trans-disciplinary project.	Research work inappropriate. Data is not fully related to the project.
Quality of content and thought					
Integration of Knowledge	Demonstrated superior integration of knowledge of different areas and domains.	Demonstrated adequate integration of knowledge of different areas and domains.	Demonstrated some integration of knowledge of different areas and domains.	Very little integration of knowledge of different areas and domains.	Little or no integration of knowledge of different areas and domains.
Organization and presentation	Excellent structure and organization of content; excellent use of voice modulation while delivering; Maintaining eye contact with audience and seldom returning to notes.	Appropriate structure and organization; Good use of voice modulation; fluency in presentation	Fairly good structure and organization; Clear voice while presenting, but drop in volume at times; some use of vocal variation to show interest, maintains eye contact most of the time but	Structure and organization could be much improved; Voice lacks vocal variation, shows some eye contact, but not maintained;	Poor structure and organization; soft/ monotone voice, reads all or most of the presentation with no eye contact.

			frequently returns to notes.	and at least half the time, speaker reads from notes.	
Teamwork	Demonstrated teamwork. It was evident that all the group members contributed equally to the presentation.	Demonstrated teamwork. It was evident that almost all the group members contributed to the presentation.	The teammates showed teamwork. However it seems as though certain people did not do as much work as others	Lack of teamwork visible. It seems as though only a few people worked on the presentation.	Teamwork was minimalistic. It seems as though Only one member has worked on the presentation.
Slides/ Text/ Format/ Video Quality/ Clarity of Presentation	Font formats (e.g. color, bold, italic) had been carefully planned to enhance readability. Appropriate highlighters used.	Font formats (e.g. color, bold, italic) had been used to enhance readability. All graphics were appropriate and supported the content of the presentation.	Font formatting had been carefully planned to complement the content. Appropriate highlighters not used.	Mostly font formatting had been carefully planned but in places it may be a little hard to read. All graphics were attractive but many did not seem to support the content of the presentation.	No Format in the presentation. Several graphics were unattractive and diminishes the content of the presentation.
	Involved audience in presentation; held their attention throughout the presentation. Used original, clever, creative approach.	Involved audience in presentation; held their attention throughout by getting them actively involved in the speech	Presented facts in some interesting way and held attention most of the time by interacting with them.	Went off topic and lost audience. Failed to utilize method to pull the audience into the speech.	Avoided or discouraged active audience participation
Audience engagement/ Question Handling	Excellent audience engagement; Answered all questions with explanation, elaboration and by integrating multi-, inter and trans-disciplinary perspectives.	Very good audience engagement; Answered all questions integrating multi-, inter and trans-disciplinary perspectives to a great extent.	Fair audience engagement; Answered most questions integrating multi-, inter and trans-disciplinary perspectives to some extent.	Mediocre audience engagement. Gave rudimentary answers to the questions with little or no integration of multi-, inter and trans-disciplinary perspective.	Poor audience engagement. Has little grasp of information related to topic/project. Not able to answer most questions adequately.

Evidence of auditing/ completing a MOOC relevant to the course (10 marks)
A student would undergo self-paced learning through a prescribed MOOC within the length of the course; credit for the same should be duly given in the final assessment. The faculty would identify and guide the students with a few recommended free MOOCs available on various platforms that are relevant to the course. Students must inform the faculty before they enroll for a MOOC for this purpose

6. Course References

Text Book:
Programming Arduino Getting Started with Sketches *by* Simon Monk, McGraw-Hill Education, *2nd Edition*.

Reference Material:

- http://nptel.ac.in/courses/106105159/16
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7. Course Conduct Policy

C. Academic Honesty

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- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.

- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

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This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

9. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

7. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
8. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
9. empowered, having both the capacity and confidence to pursue the attainment of full potential,
10. engaged, contributing positively to diverse communities through service and leadership,
11. ethical, acting with integrity in intellectual, professional and community pursuits, and
12. sustainability-focused, responding to ecological, social and economic imperatives

10. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

6. Development in their chosen profession and/ or progress towards an advanced degree in the domain
7. Earning a reputation as a source of innovative solutions to complex problems
8. Garner trust and respect of others as effective and ethical team members
9. Achieving positions of leadership in an organization and/or on teams
10. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

11. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

6. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
7. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
8. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
9. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
10. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

CLO1: Knowledge of basic electronic components

CLO2: Interfacing of Sensors with Arduino and ESP 8266 Module

CLO3: Apply the Logics of Programming

CLO4: Develop Android applications.

CLO5: Develop smart irrigation system.

12. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	H	S	M	S	H

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

13. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	H	M	H	W	M
CLO2	H	H	M	M	S
CLO3	M	H	H	H	M
CLO4	M	H	H	H	M
CLO5	M	H	H	H	H

14. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Assessment 1	H	M	L	L
Assessment 2	M	H	H	M
Final Assessment	H	H	H	H

15. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 – Assembling circuit
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)

T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 – Observation & Calculation

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T2	T1	T1	T1	T1	T5	T12	T6	T12	T12
Teaching Method (Secondary)	T10	T11	T10	T6	T7	T4	T7	T4,T5	T5	T5



Sushant University (Erstwhile Ansal University, Gurugram)	School of Engineering & Technology **Course Outline**		
Course Title: CSS and Java script for Website Development			
Term: I	**Academic Year: 2020-21**	**Core/TDL**	**Credits: 1**
Course Designed by: Alpana Jijja **e-mail: alpanajijja@sushantuniversity.edu.in**		**Course Instructor: Alpana Jijja** **Office: D-313**	
Pre-requisites: None		**#of sessions:3**	

1. Course Introduction:

This tutorial provides a simple and practical way of understanding the essential areas of developing a website. It also provides elementary insights and an overview of the subject that is necessary to understand the world of web technologies. This tutorial covers all that is required to become a good Web Developer. The best way we learn anything is by practice and exercise questions. This tutorial is aimed at students who are interested in learning website development. It provides an in-depth coverage – basics to dynamic web development. In addition, it throws light on emerging concepts like E-commerce

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives:

- Construct Pages that meet the need of an identified audience.
- Develop skills in analyzing the usability of website.
- Learn the languages of Web i.e HTML and CSS.

3. Course Learning Outcomes:

Upon successful completion of the course, the student should be able to :

CLO1: Build a website using different tools.
CLO2: Demonstrate the effective visualization of Data on the web.
CLO3: Create a website using imagination and creativity to enhance the web traffic.
CLO4: Communicate the output in the form of website.

4. Course Pedagogy

The course will follow a pedagogy of "experiential learning" which involves students' active engagement to accomplish learning. You will learn by designing and constructing actual solutions to real-life problems. A topic will be discussed in the class by the instructors. Additionally, the students will be given Web based projects based on their own choice. The students will apply suitable technology discussed by the instructor to their respective problems and to achieve the course learning outcomes(CLO's). Each student will prepare a report and presentation on a website of their choice that will give insights to the underlying facts of the project they are working on.

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		Course Outline
1	Basic Concepts-Browser Type, Server Type ,Skills required , tools required, Domain Name, Site construction, Hosting concepts, site backup, site popularity. Free graphics.	Students will demonstrate following Lab Activities (page structure) • Tags, Head • Title, Body, Comment.	**Basics of Web Developement**
2	HTML-attributes, Heading, Paragraphs,	Students will demonstrate following Lab Activities: • Title • Quote • Style etc.	**Attributes**

3	styles, Formatting, Quotations, comments, colors	Students will demonstrate following Lab Activities: • Subscript • Superscript • Strong,sub,del,ins • Mark	**Formatting**
4	List ordered list , unordered list	Students will Recall and demonstrate following Lab Activities: • Uppercase, • Lowercase • nested	**LISTS**
5	Images, Tables, merge columns and rows	Students will Recall and implement following Lab Activities: • Caption • Thead, tbody, td • Colspan, rowspan.	**TABLES**
	INTERNAL ASSESSMENT POINT I (MM=30)		
6	Create, TIMETABLE and RESUME	Demonstrate the project based on above activities.	
7	Forms,Text, radio button, checkbox, list , dropdown Menu, Ranking	Students will Recall and implement following Lab Activities: • Radio button, • Checkbox, • dropdown	**FORMS**

8	Creating Style Sheet CSS PropertiesCSS Styling(Background, Text Format, Controlling Fonts) Working with block elements and objects Working with Lists and Tables CSS Id and Class	Students will explore and learn CSSL Tag	
9.	What is JavaScript Java "vs" JavaScript Variables DataTypes Event Handlers Functions	Students will publish a web page	**Multimedia**
INTERNAL ASSESSMENT POINT II (MM=30)			
10.	Revision and website developement	Students will use cascade style sheet	https://www.coursera.org/learn/html-css-javascript-for-web-developers
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.

For the final (40 marks) assessment, there will be exhibition-cum-competition of student's paintings. And a panel of faculty will judge the art and marks will be allocated on the basis of that exhibition.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	Assessment 1	(After Week 4)	30
2	Assessment 2	(After Week 8)	30
3	(Final) Assessment 3	(After Week 10)	40
		Total Marks	100

Guidelines for Exhibition-Cum-Competition:

Each students would make a final painting and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would showcase and narrate their work done through the semester, also their learnings from it.

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority

as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

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For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10.Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11.Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12.Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

13.Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14.Teaching Method Utilization Map

T1 - Lectures

T2 - Case Discussions

T3 - Guest Lectures

T4 - Learning Labs (Class Demo/Movie/Webinar)

T5 - Role Plays/Business Games/Simulation(s)

T6 - Student Presentation based on Team Assignment

T7 - Student-led Discussion

T8 - One-on-One Presentation/Feedback

T9 - Integrated Learning (Collaboration with other Faculty)

T10 - Class Assignment and Discussion

T11- Tutoring/Problem Solving

T12 - Industry Visit/Field Visit

T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T1	T1	T1,T11	T4	T1,T4	T1,T4	T2	T1	T4,T2
Teaching Method (Secondary)	T4	T4	T4	T10	T11	T11	T11	T11,T10	T11	T11

- Do you plan to take any special/extra session during the course other than the allocated sessions? **Yes**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T5/T6	Team Presentations/ Role Plays/ Acts for Assessment	1
T11	Tutoring/ problem solving/Practice worksheet	As per need of Students

T13	Networking Events: Conference/Conclave/Workshop	-

Sushant University Erstwhile Ansal University Gurugram	School of Engineering and Technology Detailed Course Plan		
Course Title: Concept of Light in Daily Life			
Term: I	**Academic Year: 2021-2022**	**Core/Elective: Elective**	**Credits: 1**
Course Instructor / TDL Faculty: Dr. Isha Saini **e-mail: ishasaini@sushantuniversity.edu.in**			
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

Light is a type of radiant energy that we are able to visually perceive with our eyes. It is a power that enables us to see things around us. Visible light is a small part of a large electromagnetic spectrum received from sun. Without sunlight our world would be a dead dark place. Nothing moves faster than the speed of light. This course will give an insight into the history and discovery of light and at the end of the course student will be able to understand the nature and behavior of light and how we see things.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives

The broad objectives of this course are to

- Provide knowledge of fundamentals of lights
- Recognize the sources of light

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:
CO1: Understand the nature and laws of light.
CO2: Compare the essential differences between sources of light and how it is produced
CO3: Learn how things are seen
CO4: Demonstrate the knowledge by applying in their respective domains

4. Course Pedagogy

The course follows the pedagogy of "learning by doing".

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		**Course Outline**
1	Introduction to light	Presentation	**PPT**
2	Phenomena of reflection and refraction, Laws of reflection and refraction	Presentation	
3	Applications of Laws reflection and refraction, How we see things?	Presentation	
4	Introduction to refractive indices of various mediums	Presentation	
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Discovery of light	Presentation	
6	Understanding Nature of light	Presentation	
7	Introduction to Electromagnetic spectra	Presentation	
8	Sources of light	Presentation	
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Light production	Presentation	
10	Application of various light sources in different sectors	Presentation	
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the DTP (only student version) in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

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- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

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<u>For Faculty Version of Course Outline Only</u>

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating originality in ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:
1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:
1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S

PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CO1	S	S	S	W	W
CO2	S	S	S	W	W
CO3	S	S	M	M	W
CO4	S	M	M	W	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)

T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1
Teaching Method (Secondary)	T6	T6	T6	T6	T6	T6	T6	T6	T6	T6

- Do you plan to take any special/extra session during the course other than the allocated sessions? **No**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions



	School of Engineering and Technology Detailed Course Plan		
Course Title: Cyber Security			
Term: I	**Academic Year:2022-23**	**Core/Elective: Elective**	**Credits: 1**
Course Instructor / TDL Faculty: Dr. Urvashi Kumari **Email id : urvashijj@gmail.com**			
Course Pre-requisites: Basic knowledge of Computer fundamentals		**No. of sessions:** 10	

1. Course Introduction

The Internet has led to widespread and drastic changes in our lives. Due to its reach and coverage, more and more processes and activities in organizations large and small are shifting online. Banking and Communication sectors are just a couple of glaring examples of this development. However, the ease of use brought about by computers has brought with it a significant rise in malicious attacks on digital devices and software systems. With increased dependence on computers and the Internet, organizations are constantly exposed to high levels of business, operational and strategic risks. Hence, it is a challenge for these organizations to protect their data and systems from unauthorized access. This foundation program is geared towards generating and enhancing awareness about cyber security challenges and the concepts of cyber security and cyber ethics among the stakeholders to help them become responsible cyber citizens and participate safely and securely in the rapidly evolving information-age society.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✔			

2. Course Objectives

The broad objectives of this course are to

- Define and explain the concept of cyberspace and cyber security
- Need of cyber security in emerging online technology

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:
CO1: Define cyberattack and its characteristics.
CO2: Compare the need of different user authentication methods and analyze.
CO3: Identify the Web Security risks and implement web security defense strategy methods.
CO4: Appreciate the need for Email Security.

4. Course Pedagogy

The course follows the pedagogy of "learning by doing"

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing / Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart	https://dst.gov.in/basic-research-cyber-security	**Course Outline**
1	What is? An Introduction of Cyberspace, Levels of Cyberspace, Advantages and Shortcomings of Cyberspace, Introduction to Cyber Security – What is Cyber Security? Common tools of Cyber Security	https://dst.gov.in/basic-research-cyber-security	**PPT**
2	Define cyber-attacks and its characteristics	https://cybersecurityventures.com/research/	**PPT**
3	Concepts of vulnerability Assessment	https://cybersecurityventures.com/research/	**PPT**
4	User Identification its classification and comparison of different available methods	https://cybersecurityventures.com/research/	**PPT**

INTERNAL ASSESSMENT POINT I (MM=30)			
5	Introduction of latest research done Cybersecurity based topic and tools	Group Discussion on different research Topics	
6	Continue to research done Cybersecurity based topic and tools	Group Discussion on different research Topics	
7	Continue to writing research paper on Cybersecurity based Topics	PPT Presentation	
8	Continue to writing research paper on Cybersecurity based Topics	PPT Presentation	
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Continue to writing research paper on Cybersecurity based Topics	PPT Presentation	
10	Continue to writing research paper on Cybersecurity based Topics	PPT Presentation	
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

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Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.

For the final (40 marks) assessment,

Course Assessment Components for a TD Course

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S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
		Total Marks	**100**

Guidelines for Exhibition-Cum-Competition:
Each student would make a final painting and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would showcase and narrate their work done through the semester, also their learnings from it.

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- Falsify or invent any information regarded as cheating by the course instructor; i.e.

fabrication.

- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
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- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

Sushant University Erstwhile Ansal University Gurugram	School of Hospitality Management Detailed Course Plan		
Course Title: Food & Beverage Startup			
Term: I	**Academic Year : 2021-22**	**Core/Elective: Elective**	**Credits: 2**
Course Designer/ Instructor: Mr.Saif Anjum **e-mail: saifanjum@ansaluniversity.edu.in**		**Office: D-007;** **Contact #: 9876454338** **Office hours: 3:00-4:00 PM T, R or by prior appointment**	
Course Pre-requisites: None		**# of sessions:** 10	

1. COURSE INTRODUCTION

This course explains the aspects & feasibility to start a Food & Beverage Outlet. Course is framed to do and covers the highlights of the two major parts of such a study. Part one includes the introduction to the study. The chapter illustrates a detailed approach to design & plan a food & beverage outlet according to the demand & capacity of an entrepreneur. Part two of a feasibility study covers the factors related to startup of an outlet such as Capital management, Manpower requirement, and Legal formalities related to designed concept, Operational aspects (Set up & control), Quality customer experience, Marketing of an outlet, Getting return on investment.

Employability-level: Foundation core

1. **Foundation Core**	2. **Foundation Skill**	3. **Professional Core**	4. **Professional Skill**	5. **Premier Skill**
✓				

2. COURSE OBJECTIVES

The broad objectives of this course are to: -

Help the students to become entrepreneur in Food & Beverage Industry. The students will not only be learning in the classrooms but will also be visiting different location of Food & Beverage outlets in Gurgaon & Delhi to get hands-on experience of the field.

3. COURSE LEARNING OUTCOMES (CLO'S)

By the end of the lesson, students will be able to:

1. Get a Knowledge about entrepreneurship.
2. Explore the different concepts of business according to different location & Taste of people.
3. Share how the Food industry business can be presented in unique pattern to get sustainable growth
4. Learn how to develop quality brand .

4. COURSE PEDAGOGY: -

The course follows the pedagogy of "learning by doing". Instructional design is based on creating situations in which the students have opportunities "to do things". The course would be delivered primarily through student projects for active learning. The course facilitator would execute the same either by organizing in-class activities or out-of-class projects. A topic would be introduced to the class by the facilitator. Next, the students would break off into groups. Group discussions would be conducted to bring in various perspectives on the topic followed by hands-on projects/ activities carefully designed around the given theme to achieve the course learning outcomes (CLOs) (details given in points 5 & 6 below). Performance of and learning demonstrated through the same activities/ projects would be used for assessment. Students are required to maintain a record of each of the projects after completing each project. Throughout as well as at the end of the course they would be required to submit and present the record of their work on the projects.

5. COURSE CONTENTS AND SCHEDULE

The class would meet weekly for a period of 10 weeks approx.

1. Graduate Attributes (GAs)

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,

3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

2. Programme Educational Objectives (PEOs)

The MITDL programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams

3. Programme Learning Outcomes (PLOs)

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values of particular individuals, groups, communities, organizations or cultures through arts and recreation.

The Program provides various paths to achieving the aforesaid outcomes. Each course offering within the program having its own Course Learning Outcomes (CLOs) maps to some or all of the PLOs which, in turn, map to PEOs as depicted in Table 1.



Table 1: Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4
PL0 1	S	S	M	S
PL0 2	S	S	S	S
PL0 3	M	S	S	S
PL0 4	W	S	M	S
PL0 5	W	S	S	M

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

COURSE INFORMATION SHEET

Course code:

Course title: Food & Beverage Startup

Credits: 1 (L-1, T-0, P-0)

Class schedule per week: 1 Lecture Hr.

Lesson Instructions

Before the lesson begins, the student will need to know the following:

1. List out the concept of food & beverage outlets in market by visiting different outlets to study the customer behaviour & demand in particular area or location. What type of physical layout is required according to the spare in hand with maximum utilisation of space.
2. Frame atleast 5 Food & Beverage outlets that the understudy will be going by inside the characterized range keeping in intellect the time figure.
3. Understand the nearby request of shopper conjointly, get it the diverse nourishment alternatives depending on the incredible outlets of the region

Understand the local demand of consumer and also, understand the different food options depending on the legendary outlets of the area



Reference Book:

RF1- Start up your restaurant, Author Priya Bala & Jayanth Narayanan
RF2- Hotel Engineering – Sujit Ghoshal (Oxford University Press).
RF3- Restaurant start up, Author Ravi Wazir

Other Resources:

https://articles.bplans.com/start-successful-restaurant-guide/

https://therodinhoods.com/post/how-to-set-up-low-cost-food-joint/

https://freshome.com/2012/07/30/how-to-design-restaurants-bars-that-enhance-the-customer-experience/

SESSION PLAN

Department: School of Hospitality Management

Course code:

Course title: Food & Beverage Startup

Credits: 2 (L-1, T-0, P-0)

Academic Year: 2018-19

Program:

Semester: I

Sl. no.	Unit no.	Lecture Hr.Serial no's	Instructional Learning Outcome (Student will be able to …)	CD	Total no. of Lecture Hrs
1	1	1,2,	Identify different components require for planning an outlet of his preference.	CD1,2,3,7	2
2	1	3,4	Understand the importance & necessity of planning & Identify a feasible location for setting up a Food & Beverage outlet..	CD1,2,3,7	2
INTERNAL ASSESSMENT POINT I (MM 30)					
3	2	5,6	Identify the capital requirement & operational cost of an outlet (land & building,Equipment,wages etc)	CD1,2,3,7	2
4	3	7,8	Frame Sales & Marketing strategy:	CD1,2,3,7	2
			INTERNAL ASSESSMENT POINT II (MM 30)		
5		9,10	Prepare Business Plan of an food & Beverage outlet		2

FINAL ASSESSMENT POINT I (MM 40)

Mapping Between Program Learning Outcomes (PLO's) and Course Learning Outcomes (CLO's)

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	M	S	S	
CLO2	S	S	M	S	S
CLO3			S	S	M
CLO4	S	M	M	S	S

Course delivery Methods

Course Delivery methods	
CD1	Lecture by use of boards
CD2	LCD projectors
CD3	Assignment
CD4	Case Study
CD5	Mini Project
CD6	Role play
CD7	Self-Learning such as Internet
CD8	Simulation

Mapping Between Course Learning Outcomes (CLO's) and Course Assessments (CA's)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2, 8-10**	**1-10**	**5-6**	**7-8**
Assessment 1: Projects report 1-4	✓	✓	✓	✓
Assessment 2 : Projects report 5-10	✓	✓	✓	✓
Final Assessment	✓	✓	✓	✓

4. **Course Assessment**

Assessment Scheme

Students would be assessed continuously at three assessment points during the course through the activities mentioned in the table in point 5 and the deliverables described in this section. Course assessment is based on a student's activity/ project deliverables (records/ evidence of his/her performing and learning). They could be in the form of PowerPoint Presentations; Written Records of Project completed, Videos watched, Drawings made, Records of Service rendered, and any other specified way of demonstrating outcomes achieved and end-term jury / portfolio presentation. While all projects/ activities are performed in teams and/or individually, assessment is individual and based on each teammate's contribution and presentation. The details of the components of assessment are discussed next.

Assessment Criteria for Projects/ Activities

There are four Survey form/ activities designed for continuous assessment as above. A project will be assessed on the following parameters:

S. No.	Individual Project (IP) Parameters	Weightage %
a	Inter & trans-disciplinary elements	30
b	Quality of content/ information and thought	20
c	Integration of Knowledge	20
d	Organization and presentation of project deliverable	30
	Total Marks	**100 %**



Sushant University Erstwhile Ansal University Gurugram	**Vatel Hotel & Tourism Business School** **Detailed Course Plan**

Course Title: Dining Etiquette & Ethics			
Term: I	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designer/ Instructor: Deepak Thakur **e-mail: deepakthakur@sushantuniversity.edu.in**		**Course Instructor: Deepak Thakur** **e-mail: deepakthakur@sushantuniversity.edu.in**	
Course Pre-requisites: Basic aptitude for learning restaurant etiquettes.		**No. of sessions:** 10	

1. COURSE INTRODUCTION

The course is oriented to explain and make the students understand the basics of dining etiquette & grooming aspects. Further this course will facilitate the students to understand the table set up & service in Five Star dining venues.

Employability-level: Foundation skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. COURSE OBJECTIVES

The broad objectives of this course are to: -

1. Be able to understand the basics of Dining etiquette & grooming aspects.
2. Be able to understand the mannerism and behavioral approach in Five Star dining venues.
3. Be able to understand the different types of table set up.
4. Be able to understand the service of tea/coffee.

3. COURSE LEARNING OUTCOMES (CLO'S)

After completion of the course, the student will:

CLO1: Understand the importance of personal grooming standards.
CLO2: Define various dining etiquettes.

CLO3: Understand the setting up of table.
CLO4: Explain and understand service of tea/coffee.

4. COURSE PEDAGOGY: -

The course pedagogy will include discussions & by doing the setting up the table for different meals by doing it in training restaurant.

5. COURSE CONTENTS AND SCHEDULE

Weblinks/ ebooks/ articles/ magazines pages or course material to be input this

- **Book/e-book:** Food & Beverage Service by Lillicrap
- **Reference**
- **Papers:**

Online Resources:

T' class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		**Course Outline**
1	**Importance of personal grooming & etiquette:** Introduction about importance of personal grooming in hospitality industry	Lecture	Lecture & Hand outs
2	**Importance of personal grooming & etiquette:** Grooming guidelines	Lecture	
3	**Dining Etiquettes:** Napkin folding	Practical session in Training Restaurant	
4	**Dining Etiquettes:** Napkin folding	Practical session in Training Restaurant	
5	**Dining Etiquettes:** Basic Rules of Table Manners	Practical session in Training Restaurant	
INTERNAL ASSESSMENT I (30 marks)			
6	**Dining Etiquettes:** Basic Rules of Table Manners	Practical session in Training Restaurant	
7	**Dining Etiquettes:** Equipment name	Practical session in Training Restaurant	

8	**Dining Etiquettes:** Tea/Coffee service set up	Practical session in Training Restaurant	
9	**Dining Etiquettes:** Table set up	Practical session in Training Restaurant	
INTERNAL ASSESSMENT II (30 marks)			
10	**Dining Etiquettes:** Table set up	Practical session in Training Restaurant	
FINAL EXTERNAL ASSESSMENT (40marks)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the DTP (only student version) in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 5)	**30**
2	**Assessment 2**	(After Week 9)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

Guidelines for Final Assessment:
Each student would make a portfolio regarding his learnings from Dining Etiquettes and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades on the basis of their performance & learnings. Students would showcase and narrate their work done through the semester, also their learnings from it.

s

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the SU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

SU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

<u>For Faculty Version of Course Outline Only</u>

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4
PL0 1	S	S	M	S
PL0 2	S	S	S	S
PL0 3	M	S	S	S
PL0 4	W	S	M	S



PL0 5	W	S	S	M

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

	CLO 1	CLO 2	CLO 3
PLO 1	H	H	-
PLO 2	-	H	M
PLO 3	H	-	M
PLO 4	M	-	-
PLO 5	-		-

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	

Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T4	T4	T4	T4	T4	T4	T4	T4	T4
Teaching Method (Secondary)										

Do you plan to take any special/extra session during the course other than the allocated sessions? **No.**

If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level / SU-level	-

Sushant University	VATEL HOTEL & TOURISM BUSINESS SCHOOL Detailed Course Plan	
rse Title: Branding A creative journey	Course Code : TD20HM07	
Term: I	Academic Year:	Core/Elective: Elective / Credits: 1
Course Designer/ Instructor: Anshu Rawal e-mail: anshurawal@ansaluniversity.edu.in	Office: D-009; Contact #: 8826021480 Office hours: 1200-1600 HRS by prior appointment	
Course Pre-requisites: none	# of sessions: 10	

1. COURSE INTRODUCTION

In this course, you will go through and learn the entire branding process, from how companies choose their brands, measure their effectiveness, and what strategies they use to keep a brand successful in today's marketplace.

Employability-level: Foundation skill.

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. COURSE OBJECTIVES

The broad objectives of this course are to: -

1. Be able to understand the concept of branding
2. Be able to understand the concept of branding trouble management.

3. COURSE LEARNING OUTCOMES (CLO'S)

After completion of the course, the student will:

CLO1: Understand the concept of branding
CLO2: Understand the cobranding
CLO3: Understand the brand extension
CLO4: Explain and understand different types of branding strategies.

4. COURSE PEDAGOGY: -

The course pedagogy will include discussions & ppts with relevant videos.

5. COURSE CONTENTS AND SCHEDULE

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		Course Outline
1	Brands and Brand Concepts	Online lecture	
2	Exploring Brands and Their Positioning	Online lecture	
3	Branding Strategies	Online lecture	
4	Marketing Strategies	Guest lecture	
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Introducing New Products	Guest lecture	
6	Brand Extensions	Online lecture	
7	Rebranding	Online lecture	
8	Cobranding	Online lecture	
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Online Branding	Online lecture	
10	Troubleshooting Brand Management	Guest lecture	
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.

For the final (40 marks) assessment, student will be assessed on the basis of grooming, napkin folding & setting up the table in the Training restaurant and a panel of faculty will allocate marks accordingly.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	Assessment 1	(After Week 4)	30
2	Assessment 2	(After Week 8)	30
3	(Final) Assessment 3	(After Week 10)	40
		Total Marks	100

Guidelines for Final Assessment:

Each student would make a portfolio regarding his learnings from Restaurant services and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades on the basis of their performance & learnings. Students would showcase and narrate their work done through the semester, also their learnings from it.

7. Course References

If any

- **Book/e-book:**
- **Reference**
- **Papers:**

Online Resources:

Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.

- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
   Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4
PL0 1	S	S	M	S
PL0 2	S	S	S	S
PL0 3	M	S	S	S
PL0 4	W	S	M	S
PL0 5	W	S	S	M

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5

CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

	CLO 1	CLO 2	CLO 3
PLO 1	H	H	-
PLO 2	-	H	M
PLO 3	H	-	M
PLO 4	M	-	-
PLO 5	-		-

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion

T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T4	T4	T4	T4	T4	T4	T4	T4	T4
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **No.**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level / AU-level	-

Sushant University Erstwhile Ansal University Gurugram	Vatel Hotel & Tourism Business school Detailed Course Plan		
Course Title: Green & sustainable building		Course Code:TD20HM08	
Term:ODD	Academic Year: 2021-22	Core/Elective: Elective	Credits: 1
Course Designed by: Chandana Paul		Course taught by: Chandana Paul e-mail: chandanapaul@sushantuniversity.edu.in	
Pre-requisites, if any:None			

1. Course Introduction and Objectives

This course will help participants to acquire the concept of Eco- sensitive or Green Buildings. The Participants will be exposed through diverse learning approaches of Energy, water conservation and Waste management to benefit the environment. This course will help them understand the importance & requirement of eco-friendly Buildings.

Employability-level: Professional Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
			✓	

2. Course Learning Outcomes

By the end of the lesson, students will be able to:

CLO1: Define the concept of Eco- sensitive or Green Buildings and list the criteria for LEED certification.

CLO2: Explain the importance of energy, Water conservation & Waste Management.

CLO3: Understand the benefits of using Eco friendly materials in constructing Green Buildings.

3. Course Pedagogy

Primarily class lectures followed by question-answer sessions/ assignments/ interactive sessions, reading of texts, Survey, case study would be used as an important pedagogy.

4. Course Contents and Duration

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/Assignment	Required Readings/ Browsing/ Watching
1	Introduction to Green & sustainable Building	Discussion & PPT	
2	LEED Certification	Discussion & PPT	
3	Five Globe criteria	Discussion & PPT	
4	Identify an Eco friendly site	Field visit	
5	Hotel Design & construction	Discussion	
INTERNAL ASSESSMENT POINT I (MM=30)			
6	Energy Conservation	Discussion & videos	
7	Water Conservation	Discussion & videos	
8	Waste management	Discussion & videos	
INTERNAL ASSESSMENT POINT I (MM=30)			
9	Environment friendly raw materials in constructing Green Buildings	Discussion & videos	
10	Environment friendly raw materials in constructing Green Buildings	Visit	
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be exhibition-cum-competition of student's project, Posters & PPT on Eco- Friendly Hotels. And a panel of faculty will judge the art and marks will be allocated on the basis of that exhibition.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 5)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
		Total Marks	**100**

Guidelines for Exhibition-Cum-Competition:
Each student would make a final project and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would showcase and narrate their work done through the semester, also their learnings from it.

Final Presentation (40 Marks)
Each team of students would make a final portfolio presentation in front of a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty). They would showcase and narrate their work on project activity done through the semester, any MOOCs they audited and also their learnings from it.

- Group presentation but individual assessment - while the students would present in teams, assessment is individual and based on each teammate's contribution and presentation.
- Each team member must present 2-3 slides each, with the total number of slides not exceeding 12-15 slides
- Total time of presentation should not exceed 15 minutes (including questions and answers)
- 4-6 questions would be asked per presentation (any member of the team could be required to answer)
- The following rubric will be used for Group Project Presentation:

	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Below Average (1)
Inter & trans-disciplinary elements	The content was outstanding and suitably incorporated and integrated multi-, inter and trans-disciplinary perspectives.	The content was appropriate and a good attempt was made to incorporate multi, inter and trans-disciplinary perspectives.	Most content was relevant; some attempt was made to incorporate multi-, inter and trans-disciplinary perspectives.	Information was valid but some parts of the content needed expansion or shortening to bring in different perspectives.	Information was not relevant to the audience or directly related to the projects.
Information Sources and Interpretation	Used sufficient and appropriate research and information to support the project. Methodology used successfully	Detailed research done. Relevant data as per the project. Methodology was appropriate for a multi/inter/trans-	Appropriate research done. Some of the data and methodology used was relevant to a multi/inter/trans-	Lacks proper research. Data was scattered and methodology was not fully related to a	Research work inappropriate. Data is not fully related to the project.

	integrated multi-, inter and trans-disciplinary perspectives.	disciplinary project.	disciplinary project.	multi/inter/trans-disciplinary project.	
Quality of content and thought					
Integration of Knowledge	Demonstrated superior integration of knowledge of different areas and domains.	Demonstrated adequate integration of knowledge of different areas and domains.	Demonstrated some integration of knowledge of different areas and domains.	Very little integration of knowledge of different areas and domains.	Little or no integration of knowledge of different areas and domains.
Organization and presentation	Excellent structure and organization of content; excellent use of voice modulation while delivering; Maintaining eye contact with audience and seldom returning to notes.	Appropriate structure and organization; Good use of voice modulation; fluency in presentation	Fairly good structure and organization; Clear voice while presenting, but drop in volume at times; some use of vocal variation to show interest, maintains eye contact most of the time but frequently returns to notes.	Structure and organization could be much improved; Voice lacks vocal variation, shows some eye contact, but not maintained; and at least half the time, speaker reads from notes.	Poor structure and organization; soft/ monotone voice, reads all or most of the presentation with no eye contact.
Teamwork	Demonstrated teamwork. It was evident that all the group members contributed equally to the presentation.	Demonstrated teamwork. It was evident that almost all the group members contributed to the presentation.	The teammates showed teamwork. However it seems as though certain people did not do as much work as others	Lack of teamwork visible. It seems as though only a few people worked on the presentation.	Teamwork was minimalistic. It seems as though Only one member has worked on the presentation.
Slides/ Text/ Format/ Video Quality/ Clarity of Presentation	Font formats (e.g. color, bold, italic) had been carefully planned to enhance readability. Appropriate highlighters used.	Font formats (e.g. color, bold, italic) had been used to enhance readability. All graphics were appropriate and supported the content of the presentation.	Font formatting had been carefully planned to complement the content. Appropriate highlighters not used.	Mostly font formatting had been carefully planned but in places it may be a little hard to read. All graphics were attractive but many did not seem to support the content of the presentation.	No Format in the presentation. Several graphics were unattractive and diminishes the content of the presentation.
	Involved audience in presentation; held their attention throughout the presentation. Used	Involved audience in presentation; held their attention throughout by getting them	Presented facts in some interesting way and held attention most of the time by	Went off topic and lost audience. Failed to utilize method to	Avoided or discouraged active audience participation

	original, clever, creative approach.	actively involved in the speech	interacting with them.	pull the audience into the speech.	
Audience engagement/ Question Handling	Excellent audience engagement; Answered all questions with explanation, elaboration and by integrating multi-, inter and trans-disciplinary perspectives.	Very good audience engagement; Answered all questions integrating multi-, inter and trans-disciplinary perspectives to a great extent.	Fair audience engagement; Answered most questions integrating multi-, inter and trans-disciplinary perspectives to some extent.	Mediocre audience engagement. Gave rudimentary answers to the questions with little or no integration of multi-, inter and trans-disciplinary perspective.	Poor audience engagement. Has little grasp of information related to topic/project. Not able to answer most questions adequately.

7. Course References

- Hotel Housekeeping Operations (Third Edition) Smriti Raghubalan ,Oxford University Press
- Clean India Journal
- Good Housekeeping
- https://beeindia.gov.in

Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavor to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members

4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10.Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11.Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12.Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W

13.Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3
Relevant Session Nos.	**1-3**	**4-7**	**8-10**
Assessment 1:	✓		
Assessment 2 :	✓	✓	
Final Assessment	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	**T1**	**T1**	**T6**	**T6**	**T12**	**T10**	**T2**	**T2**	**T12**	**T12**
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **NO**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-



Sushant University Erstwhile Ansal University Gurugram	School of Health Sciences Detailed Course Plan		
Course Code and Title: TD18HS03, Radiation Hazards			
Term: I	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Ms. Jyoti D **e-mail: jyoti1@ansaluniversity.edu.in**		**Course Instructor: Ms. Jyoti D** **e-mail: jyoti1@ansaluniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

In the modern times the need of the hour is multitasking. We should be well versed with the nitty gritty of all specialties so as to have a fair idea of the intricacies of all professions. The boundaries of all departments are confluent. We learn to respect all the specialties which helps us in the long run. Having multiple skills will empower us to sail smoothly in the journey of life. Health sciences introduces some courses for the transdisciplinary programme one of which is Radiation Hazards.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives

The broad objectives of this course are to

- The primary objective is to minimize radiation exposure to our body and reduce the radiation levels in the work environment. Time, distance and shielding can be utilized to effectively reduce external radiation exposure. Time – Reduce the time spent working with radiation sources.
- Teach the students steps of basic awareness of radiation hazards.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

CLO1: Understand what is Radiation? And its harmful effects.

CLO2: Understand the various types of radiation.

CLO3: Learn the Basic dosimetry and its quantities

CLO4: Apply the basic measures in radiation protection.

4. Course Pedagogy

The course follows the pedagogy of "learning by doing". Instructional design is based on creating situations in which the students have opportunities "to do things". The course would be delivered primarily through student projects & simulators for active learning. The course facilitator would execute the same either by organizing in-class activities or out-of-class projects. A topic would be introduced to the class by the facilitator. Next the students would break off into groups. Group discussions would be conducted to bring in various perspectives on the topic followed by hands-on learning carefully designed around the given theme to achieve the course learning outcomes (CLOs). Performance of and learning demonstrated through the same activities/ projects would be used for assessment. Students are required to maintain a record of each of the projects after completing each project. Throughout as well as at the end of the course they would be required to submit and present the record of their work on the projects. The students will be made to understand the concepts better by role play.

5. Course Contents and Schedule

Weblinks/ ebooks/ articles/ magazines pages or course material to be input this

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	MODULE 1- history Of radiation	Assignment	**PPT**
2	MODULE 2- Introduction Of radiation	Assignment	**PPT**
3	MODULE 3- types of radiation (Man-made and natural)	Assignment	**PPT**
4	MODULE 4- Introduction Of ionizing and non-ionizing radiation	Assignment	**PPT**

5	MODULE 5- biological effect Of radiation	Assignment	**PPT**
INTERNAL ASSESSMENT I (30 marks)			
6	MODULE 6- risk management Of radiation	Assignment	**PPT**
7	MODULE 7- Appropriate Requesting of radiation	Assignment	**PPT**
8	MODULE 8- Appropriate Requesting of radiation	Assignment	**PPT**
9	MODULE 9- Appropriate radiation protection	Assignment	**PPT**
INTERNAL ASSESSMENT II (30 marks)			
10	MODULE 10- radiation risk associated with females	Assignment	**PPT**
FINAL EXTERNAL ASSESSMENT (40 marks)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the DTP (only student version) in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	Assessment 1	(After Week 5)	30
2	Assessment 2	(After Week 9)	30
3	(Final) Assessment 3	(After Week 10)	40
Total Marks			100

Guidelines for Exhibition-Cum-Competition:
Each students would make a final painting and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would showcase and narrate their work done through the semester, also their learnings from it.

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and

developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating originality in ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Development and awareness of radiation protections.
2. Can build innovative solutions to complex problems related to radiation hazards.
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote awareness in society.
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities in terms of better medical solutions.
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values of medical radiations.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	S	M
PL0 2	M	S	S	M	S
PL0 3	S	S	M	W	S
PL0 4	S	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CO1	S	S	S	W	S
CO2	S	S	S	W	S
CO3	S	S	M	S	S
CO4	S	M	M	W	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	**T1**									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **yes**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	2
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-



Sushant University Erstwhile Ansal University Gurugram	Sushant School of Health Sciences TRANSDISCIPLINARY LEARNING		
Course Title: TDL			**Credits:01**
Semester: I	**Course Code: TD20HS07**	**Academic Year: 2021-22**	**Core/Elective: Core**
No. of Lectures / Tutorial: 10		**No. of Practical Hours: NIL**	
Course Pre-Requisites: NA		**No. of Sessions: 10**	

1. Course Introduction

In the modern times the need of the hour is multitasking. We should be well versed with the nitty gritty of all specialties so as to have a fair idea of the intricacies of all professions. The boundaries of all departments are confluent. We learn to respect all the specialties which helps us in the long run. Having multiple skills will empower us to sail smoothly in the journey of life. Health sciences introduces some courses for the transdisciplinary programme one of which is Requirements in nursing.

2. Course Objectives

The broad objectives of this course are to

- The primary **objective** is to educate the students about the basic concept of Contagious diseases and how personal hygiene, cleanliness can be used to improve health and how prevention can be done

- The course will cover core concepts in Contagious diseases., methods used to determine disease frequency and risk, surveillance, and prevention of Contagious diseases.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

CLO1: Understand what is Contagious disease?

CLO2: Understand the various types of Contagious diseases and its management.

CLO3: Learn the Basic care of Immunology and methods of transmission of diseases

CLO4: Apply the safety measurements prevention so that how contagious diseases can be

prevented

4. Course Pedagogy

The course follows the pedagogy of "learning by Hygiene". Instructional design is based on creating situations in which the students have opportunities "to do things". The course would be delivered primarily through student projects & simulators for active learning. The course facilitator would execute the same either by organizing in-class activities or out-of-class projects. A topic would be introduced to the class by the facilitator. Next the students would break off into groups. Group discussions would be conducted to bring in various perspectives on the topic followed by hands-on learning carefully designed around the given theme to achieve the course learning outcomes (CLOs). Performance of and learning demonstrated through the same activities/ projects would be used for assessment. Students are required to maintain a record of each of the projects after completing each project. Throughout as well as at the end of the course they would be required to submit and present the record of their work on the projects. The students will be made to understand the concepts better by role play.

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Module 1: Introduction
Introduction; historic and current infectious diseases General principles in infectious diseases; transmission routes; epidemiological measures on infectivity

Module 2: Modes of Transmission
Airborne transmitted diseases, (Meningococcal infections) Fecal-Oral, Food/water transmitted disease

Module 3: Diseases and infective agents
SARS; Tuberculosis Diseases of contact transmission; (HIV/AIDS)
Infectious agents' intro; Microbes, Virions, Prions

Module 4: Management of Contagious Diseases
Immunity: Types, Role of Immunity, and vaccine
Epidemiologic studies: Definition, Types, Benefits of Study



6. Course Assessment

Assessment Scheme

Course assessment is based on a student's activity/ project deliverables (records/ evidence of his/her performing and learning). They could be in the form of PowerPoint Presentations, Written Records of Project completed, Videos watched, Drawings made, Records of Service rendered, any other specified way of demonstrating outcomes achieved and end-term jury/

portfolio presentation. While all projects/ activities are performed in teams and/or individually, assessment is individual and based on each teammate's contribution and presentation. If a student undergoes self-paced learning through a relevant MOOC within the length of the course, credit for the same is given in the final assessment. The details of the components of assessment are discussed next. There will be viva, records, projects and presentations. There will be no written examination.

Assessment Criteria for Projects/ Activities

A project will be assessed on the following parameters:

S. No.	Individual Project (IP) Parameters	Weightage %
a	Inter & trans-disciplinary elements	30
b	Quality of content/ information and thought	20
c	Integration of Knowledge	20
d	Organization and presentation of project deliverable	30
	Total Marks	**100 %**

7. Course References

Sushant University Erstwhile Ansal University Gurugram	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Health Sciences	**Credits: 1**
Course Title: Introduction to Eye & Vision Care **Course Code: TD21HS08**	**Academic Year: 2021-22**
Course Designed by: Shenbagam N **e-mail: shenbagamn@sushantuniversity.edu.in**	**Course Instructor: Shenbagam N** **e-mail: shenbagamn@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

This course offers a foundational understanding of the human eye, its functions, common eye conditions, and the importance of vision care. We'll explore eye anatomy and physiology, various eye disorders and diseases, and the roles of eye care professionals. This course provides a comprehensive overview of eye health, covering topics from basic optics and refractive errors to conditions like cataracts, glaucoma, and macular degeneration, empowering you to understand how the eye works, common vision problems, and the importance of regular eye exams.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Describe** the basic anatomy and physiology of the human eye.
- **Explain** common eye conditions and diseases, including their causes, symptoms, and potential treatments.
- **Identify** the roles and responsibilities of various eye care professionals (ophthalmologists, optometrists, opticians).
- Understand the importance of regular eye exams and preventive eye care measures.

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio / Video, Practical) + Input Web links / eBooks/ articles / magazines pages or course material
1	Introduction to Eye Care & Anatomy		Course Material and Practical
2	Physiology of Vision		Course Material and Practical
3	Refractive Errors		Course Material and Practical

4	Common Eye Conditions - Part 1		Course Material and Practical
5	Common Eye Conditions - Part 2		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Eye Injuries and Emergencies		Course Material and Practical
7	Eye Care for Children and Adolescents		Course Material and Practical
8	Eye Care for Adults and Seniors		Course Material and Practical
9	Eye Care Professionals		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
10	Assistive Devices and Low Vision		Course Material and Practical
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
	Total Marks	100



Sushant University Erstwhile Ansal University Gurugram	SUSHANT SCHOOL OF HEALTH SCIENCES TRANSDISCIPLINARY LEARNING		
Course Title: Cyber Psychology 01			**Credits:**
Semester:	**Course Code: TD21HS09**	**Academic Year: 2021-22**	**Core/Elective: Elective**
No. of Lectures / Tutorial: 10		**No. of Practical Hours: NIL**	
Course Pre-Requisites: NA		**No. of Sessions: 10**	

1. Course Introduction

Cyber psychology is the study of how technological culture, virtual reality, the internet, and social media, affects the mind and behavior of the individuals. Research has generally concentrated on how cyberspace and the Internet influence human psychology, both as individuals and as communities. Topics that are currently trending include online identities, online relationships, personality types in cyberspace, personality transference to computers, computer and Internet addiction, regressive behavior in cyberspace, gender-switching in cyberspace, and many others. Much of the study in cyber psychology focuses on Internet users, but it also encompasses the study of cyborgs, AI, and VR and its effects on people's psyches. Because of its relevance to people's day-to-day lives, cyber security can be found within the field of cyber psychology.

2. Course Objectives

The objectives of this course are to enable students to understand the technological culture and its impact in various fields along with understanding the effects cyberspace has on human psyche.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

CLO1: How society is being affected by online processes.

CLO2: How social media and other related factors affect our lives.

CLO3: To understand cyber security and other related aspects

4. Course Pedagogy

Class room teaching, Case discussion through group discussion.

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Module 1: Introduction

- Introduction to psychology
- Various fields of psychology
- Definition of cyber psychology
- History of cyber psychology

Module 2: Social Networking and computing

- Introduction to social networking
- Human computer interaction
- Computer mediated communication

Module 3: Cyber support in health care

- Introduction
- Psychology of online crimes
- Deception in virtual space

Module 4: Cyberspace and Mental Health

- The Psychology of Cyberspace Relationship and Mental health
- Effect of Cyberspace in Decision Making
- Impact and implications on society and culture
- Positive and Negative impact on students

Course Schedule

Session No.	Session topic/sub-topic	Activity/Assignment
1	Introduction to Psychology/various fields of Psychology	Lecture
2	Definition and history of cyberpsychology	Lecture
3	Introduction to social networking/ Human Computer Interaction	Lecture
4	Computer Mediated Communication	Lecture
5	Cyber Support in Health care	Lecture/ case study discussion
6	Psychology of online crimes	Assignment I
7	Psychology of cyberspace relationship and mental health	Lecture
8	Effect of cyberspace in decision making	Group Discussion
9	Impact and implications on society	Assignment II
10	Positive and negative impact of social media on students	Assignment II

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in date sheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Assessment Criteria

Mid Term (60)		End Term (60)	Total
Class Performance	**Assignments**	**Theory**	
10	**25+25**	**40**	**100**

Sushant University Erstwhile Ansal University Gurugram	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Health Sciences	**Credits: 1**
Course Title: Ongoing Techniques and Methods Used In Diagnostic Centres **Course Code: TD21HS10**	**Academic Year: 2021-22**
Course Designed by: Tinu Yadav **e-mail: tinuyadav@sushantuniversity.edu.in**	**Course Instructor: Tinu Yadav** **e-mail: tinuyadav@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. **Course Introduction:**

This course explores cutting-edge diagnostic technologies and procedures, from advanced imaging to molecular diagnostics. We'll cover how these tools detect and monitor medical conditions, emphasizing quality control, data analysis, and ethical considerations in modern diagnostic practice.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Describe** the principles and applications of various diagnostic techniques, including imaging modalities (MRI, CT, ultrasound, X-ray), laboratory tests (hematology, biochemistry, microbiology), molecular diagnostics, and point-of-care testing.
- **Explain** the procedures involved in performing and interpreting common diagnostic tests.
- **Evaluate** the advantages and limitations of different diagnostic methods and their suitability for specific clinical scenarios.
- **Discuss** the importance of quality control, quality assurance, and ethical considerations in diagnostic practice..

2. **Lecture Plan (Minimum 10 Sessions)**

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio / Video, Practical) + Input Web links / eBooks/ articles / magazines pages or course material
1	Introduction to Diagnostic Medicine		Course Material and Practical
2	Medical Imaging - Part 1		Course Material and Practical
3	Medical Imaging - Part 2		Course Material and Practical

4	Clinical Biochemistry 1		Course Material and Practical
5	Hematology		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Microbiology		Course Material and Practical
7	Molecular Diagnostics		Course Material and Practical
8	Point-of-Care Testing (POCT)		Course Material and Practical
9	Data Management and Bioinformatics in Diagnostics		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
10	Ethical and Legal Considerations in Diagnostics		Course Material and Practical
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
Total Marks		100



Sushant University Erstwhile Ansal University Gurugram	School of Management Studies Detailed Course Plan		
Course Title: Health and Wellness			
Term: I	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Manisha Machan **e-mail:** manishamachan@sushantuniversity.edu.in		**Course Instructor:Manisha Machan** **manishamachan@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives

The broad objectives of this course are to

- Create awareness among the students about maintaining Health and Wellness under the Fit India Program launched by our Honorable Prime Minister.
- To inculcate habit of maintaining a healthy lifestyle through physical and mental exercises.
- To create awareness about Nutrition and its impact on Health.
- To be cautious of life-style choices that lead to unhealthy existence.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

CLO1: Explain the importance of maintaining health and wellness.
CLO2: Practice theoretical concepts in real-time.
CLO3: Evaluate self-nutrition and incorporate improvements.

4. Course Pedagogy

The course follows the pedagogy of "learning by doing".

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		**Course Outline**
1	Why is important to maintain health? What is wellness?	Maintain a Diary on routine followed after college hours.	Do's and Don't shared. Sleep early No mobile usage 1 hour before sleep. Priority list of task Eat healthy and early Mild physical activity.
2	Mental health and its importance	Hands on practice. Interview fellow student and list the top 5 mental stressors	PPT
3	Stress management	Hands on practice.	PPT
4	Health and nutrition	Hands on practice: Study your nutritional intake for a week and take remedial action	PPT nutrition chart
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Learn 5 Yoga techniques and their benefits	Hands on practice	
6	List 5 healthy foods and their benefits	Hands on practice	
7	Learn about any one-wellness company and its products.	Hands on practice	
8	Learn about the myths/pitfalls of fasting and dieting.	Hands on practice	
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Collage on reasons of mental and physical health issues and their remedies	Hands on practice	

10	Prepare a Nutritious Dish and its health benefits	Hands on practice	
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be a presentation on health and wellness products trends and issues. A panel of faculty will judge the presentation/Report/Collage and marks will be allocated on the basis of that exhibition.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

Guidelines for Exhibition-Cum-Competition:
Each student would make a presentation and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would display and narrate their work done through the semester, also their learnings from it.

Final Presentation (40 Marks)
Each student would make a final portfolio presentation in front of a set of jury members on the day of the final assessment.

- Group presentation but individual assessment - while the students would present in teams, assessment is individual and based on each teammate's contribution and presentation.
- Each team member must present 2-3 slides each, with the total number of slides not exceeding 12-15 slides
- Total time of presentation should not exceed 15 minutes (including questions and answers)
- 4-6 questions would be asked per presentation (any member of the team could be required to answer)

The following rubric will be used for Group Project Presentation:

	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Below Average (1)
Inter & trans-disciplinary elements	The content was outstanding and suitably incorporated and integrated multi-, inter and trans-disciplinary perspectives.	The content was appropriate and a good attempt was made to incorporate multi, inter and trans-disciplinary perspectives.	Most content was relevant; some attempt was made to incorporate multi-, inter and trans-disciplinary perspectives.	Information was valid but some parts of the content needed expansion or shortening to bring in different perspectives.	Information was not relevant to the audience or directly related to the projects.
Information Sources and Interpretation	Used sufficient and appropriate research and information to support the project. Methodology used successfully integrated multi-, inter and trans-disciplinary perspectives.	Detailed research done. Relevant data as per the project. Methodology was appropriate for a multi/inter/trans-disciplinary project.	Appropriate research done. Some of the data and methodology used was relevant to a multi/inter/trans-disciplinary project.	Lacks proper research. Data was scattered and methodology was not fully related to a multi/inter/trans-disciplinary project.	Research work inappropriate. Data is not fully related to the project.
Integration of Knowledge	Demonstrated superior integration of knowledge of different areas and domains.	Demonstrated adequate integration of knowledge of different areas and domains.	Demonstrated some integration of knowledge of different areas and domains.	Very little integration of knowledge of different areas and domains.	Little or no integration of knowledge of different areas and domains.
Organization and presentation	Excellent structure and organization of content; excellent use of voice modulation	Appropriate structure and organization; Good use of voice modulation;	Fairly good structure and organization; Clear voice while presenting, but drop in volume	Structure and organization could be much improved; Voice lacks	Poor structure and organization; soft/ monotone voice,

	while delivering; Maintaining eye contact with audience and seldom returning to notes.	fluency in presentation	at times; some use of vocal variation to show interest, maintains eye contact most of the time but frequently returns to notes.	vocal variation, shows some eye contact, but not maintained; and at least half the time, speaker reads from notes.	reads all or most of the presentation with no eye contact.
Teamwork	Demonstrated teamwork. It was evident that all the group members contributed equally to the presentation.	Demonstrated teamwork. It was evident that almost all the group members contributed to the presentation.	The teammates showed teamwork. However it seems as though certain people did not do as much work as others	Lack of teamwork visible. It seems as though only a few people worked on the presentation.	Teamwork was minimalistic. It seems as though Only one member has worked on the presentation.
Slides/ Text/ Format/ Video Quality/ Clarity of Presentation	Font formats (e.g. color, bold, italic) had been carefully planned to enhance readability. Appropriate highlighters used.	Font formats (e.g. color, bold, italic) had been used to enhance readability. All graphics were appropriate and supported the content of the presentation.	Font formatting had been carefully planned to complement the content. Appropriate highlighters not used.	Mostly font formatting had been carefully planned but in places it may be a little hard to read. All graphics were attractive but many did not seem to support the content of the presentation.	No Format in the presentation. Several graphics were unattractive and diminishes the content of the presentation.

Quality of content and thought	Involved audience in presentation; held their attention throughout the presentation. Used original, clever, creative approach.	Involved audience in presentation; held their attention throughout by getting them actively involved in the speech	Presented facts in some interesting way and held attention most of the time by interacting with them.	Went off topic and lost audience. Failed to utilize method to pull the audience into the speech.	Avoided or discouraged active audience participation
Audience engagement/Question Handling	Excellent audience engagement; Answered all questions with explanation, elaboration and by integrating multi-, inter and trans-disciplinary perspectives.	Very good audience engagement; Answered all questions integrating multi-, inter and trans-disciplinary perspectives to a great extent.	Fair audience engagement; Answered most questions integrating multi-, inter and trans-disciplinary perspectives to some extent.	Mediocre audience engagement. Gave rudimentary answers to the questions with little or no integration of multi-, inter and trans-disciplinary perspective.	Poor audience engagement. Has little grasp of information related to topic/project. Not able to answer most questions adequately.

7. Course References

If any

- **Book/e-book:**
- **Reference**
- **Papers:**

Online Resources:

Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

<u>For Faculty Version of Course Outline Only</u>

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M

PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures

T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	**T1**									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **Yes**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	2
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-

Sushant University Erstwhile Ansal University Gurugram	School of Business Detailed Course Plan		
Course Title: TD20MS04: Step Up to Become a Social Influencer			
Sem: II	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Dr. Pooja Rastogi **e-mail: poojarastogi@sushantuniversity.edu.in**		**Course Instructor:** **Dr. Pooja Rastogi** **e-mail:** **poojarastogi@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

Social media influencer courses teach you how to become a social media influencer and build your online presence. They can help you learn how to market yourself, monetize your content, and build a loyal following.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

- Identify their target audience
- Develop a strong personal brand
- Create engaging content across different social media platforms
- Optimize analytics to measure performance

3. Course Pedagogy

Class room training, Case studies, online sessions, live formats

4. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

An online course that helps you understand how to become a social media influencer
Influencer Finance & Business Management
A course that helps you learn how to build and maintain an online presence
Digital Marketing Fundamentals: Social Media Strategy
A course that covers the fundamentals of social media, including digital advertising and analytics
Hootsuite Platform Certification Course
A course that teaches you how to use the Hootsuite platform to engage with audiences and measure social ROI

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Introduction, Case Stories	Introduction and explanation of concepts	Lecture and Videos
3	Influencer Marketing Mastery	PPT	
4	Influencer Finance	Concept explanation with examples	Lecture and Videos
5	Influencer Business Management	Concept explanation through PPT and questions	Study material
6	Digital Marketing Fundamentals:	Discussion and explanation	Case Study
7	Social Media Strategy	Concept explanation through examples	Lecture and Videos
8	digital advertising and analytics	PPT & discussion	

9-10	Project and Revision	PPT and ITR forms discussion	Lecture and Videos
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

5. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TDL Course

A TDL course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	Assessment 1	(After Week 4)	30
2	Assessment 2	(After Week 8)	30
3	(Final) Assessment 3	(After Week 10)	40
Total Marks			100

6. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.

- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the SU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

SU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavor to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

7. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,

4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

8. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

9. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

10. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

11. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

12. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

13. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions?
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level	-



Sushant University Erstwhile Ansal University Gurugram	School of Business Detailed Course Plan		
Course Title: TD20MS05: Research and Publication			
Sem: II	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Dr. Jagroop Singh		**Course Instructor:** **Dr. Jagroop Singh** **e-mail:** **jagroopsingh@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

A "Research and Publication" course typically aims to equip students with the skills to effectively conduct research, write scholarly papers, and navigate the publication process, including understanding research ethics, selecting appropriate journals, formatting manuscripts, and addressing potential issues like plagiarism.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
✓				

2. Course Learning Outcomes

After completion of the course, the student will be able to:

- Formulate clear and focused research questions relevant to their field of study.
- review existing literature to identify gaps in knowledge
- Select appropriate research methodologies
- Apply appropriate statistical methods to analyze research data and interpret findings.

3. **Course Pedagogy**

Class room training, Case studies, online sessions, live formats

4. **Course Contents and Schedule**

The class would meet weekly for a period of 10 weeks approx.

An online course that helps you understand how to become a social media influencer
Influencer Finance & Business Management
A course that helps you learn how to build and maintain an online presence
Digital Marketing Fundamentals: Social Media Strategy
A course that covers the fundamentals of social media, including digital advertising and analytics
Hootsuite Platform Certification Course
A course that teaches you how to use the Hootsuite platform to engage with audiences and measure social ROI

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Introduction, Case Stories	Introduction and explanation of concepts	Lecture and Videos
3	Identify research questions	PPT	
4	Conduct literature reviews	Concept explanation with examples	Lecture and Videos
5	data collection techniques	Concept explanation through PPT and questions	Study material
6	Sampling Methods	Discussion and explanation	Case Study
7	Analyze data with help of statistical tools	Concept explanation through examples	Lecture and Videos

8	Write research papers	PPT & discussion	
9-10	Project and Revision	PPT and ITR forms discussion	Lecture and Videos
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

5. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TDL Course

A TDL course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

6. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the SU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

SU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

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For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

7. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,

3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

8. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

9. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

10. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

11. **Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix**

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

12. **Course Learning Outcomes to Assessment Components Mapping Matrix**

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

13. **Teaching Method Utilization Map**

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion

T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	**T1**									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions?
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level	-

Sushant University (Erstwhile Ansal University Gurugram)	Sushant School of Business Detailed Course Plan		
Course Title: Data Analytics			
Sem: I	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Dr Jyoti Ahluwalia **e-mail: jyotiahuwalia@sushantuniversity.edu.i**		**Course Instructor: Dr Jyoti Ahluwalia**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

The TDL course on "Introduction to Data Analytics" aims to familiarize students with basic concepts related to Data and its Analysis. The course shall focus on various aspects of what is Data, Types of Data, how to do Statistical Analysis of Data and how to start looking at data to make predictions about the future. This course is a pre-cursor to Machine Learning using Python.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives

The objectives of this course are:

- To acquaint the students with the theoretical and practical dimensions of Data and its analysis to aim for doing predictive analytics
- To help develop an understanding amongst the students regarding the concepts of Data and how to analyse it.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

- Why is it important to do data analysis and how does it relate to Machine Learning
- What is data
- What are the tools used in data analysis
- Learn Linear Regression to do predictive analytics and learn Machine Learning

4. Course Pedagogy

Class room training, Case studies, python lab sessions

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Definitions, Importance of Data and its Analysis	PPT	articles
3-4	Types of Data	Introduction and explanation of concepts	articles
5-6	Statistical Analysis of Data	PPT	Python Lab and hands-on Case Study
7-8	Data Visualization	PPT	Python Lab and hands-on Case Study
9-10	Case study on Linear Regression and Machine Learning using Python	Discussion	Python Lab and hands-on Case Study
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	Assessment 1	(After Week 4)	30
2	Assessment 2	(After Week 8)	30
3	(Final) Assessment 3	(After Week 10)	40
Total Marks			100

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

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- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
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B. Students with Disability/ Different-Ability

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For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

8. Graduate Attributes

Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge

3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4

Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

14. **Teaching Method Utilization Map**

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	**S1**	**S2**	**S3**	**S4**	**S5**	**S6**	**S7**	**S8**	**S9**	**S10**
Teaching Methods (Primary)	**T1**									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions? **Yes**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	2
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-



Sushant University Erstwhile Ansal University Gurugram	School of Business Detailed Course Plan		
Course Title: TD20MS07: Social Media Marketing for Beginners			
Sem: II	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Ms. Suman Dahiya		**Course Instructor: Ms. Suman Dahiya**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

Social Media Marketing course typically include: understanding different social media platforms and their features, developing a comprehensive social media strategy, creating engaging content, analyzing social media metrics, effectively managing social media accounts to build brand awareness, engage with customers, and ultimately drive traffic and sales to a website or business.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Learning Outcomes

After completion of the course, the student will be able to:

- Identify and explain the key features of major social media platforms like Facebook, Instagram, Twitter, LinkedIn, TikTok, etc.
- Understand the target audience demographics on each platform.
- Learn how to optimize content for each platform's unique algorithms.

3. Course Pedagogy

Class room training, Case studies, online sessions, live formats

4. **Course Contents and Schedule**

The class would meet weekly for a period of 10 weeks approx.

Content Creation:
Community Management:
Respond promptly to comments, messages, and mentions to foster customer engagement

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Introduction, Case Stories, Define clear social media marketing goals aligned with overall business objectives.	Introduction and explanation of concepts	Lecture and Videos
3	Conduct thorough audience research to identify target demographics and interests.	PPT	
4	Develop a comprehensive social media strategy including content pillars, posting frequency, and key performance indicators (KPIs).	Concept explanation with examples	Lecture and Videos
5	Generate engaging and visually appealing content formats like text posts, images, videos, infographics, and stories.	Concept explanation through PPT and questions	Study material
6	Master storytelling techniques to resonate with the target audience.	Discussion and explanation	Case Study
7	Incorporate trending topics and relevant hashtags to increase visibility.	Concept explanation through examples	Lecture and Videos

8	Manage online reputation by addressing negative feedback effectively	PPT & discussion	
9-10	Identify and engage with key influencers in the industry	PPT and ITR forms discussion	Lecture and Videos
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

5. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TDL Course

A TDL course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

6. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations,

reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the SU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

SU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavor to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

<u>For Faculty Version of Course Outline Only</u>

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

7. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,

2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

8. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:
1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

9. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:
1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

10. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

11. **Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix**

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

12. **Course Learning Outcomes to Assessment Components Mapping Matrix**

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

13. **Teaching Method Utilization Map**

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback

T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions?
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level	-

Sushant University Erstwhile Ansal University Gurugram	School of Design Detailed Course Plan		
Course Title: TD18DE04: Foundation of Indian Culture			
Sem: II	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Mr. Sachin Datt		**Course Instructor: Mr. Sachin Datt**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

Social Media Marketing course typically include: understanding different social media platforms and their features, developing a comprehensive social media strategy, creating engaging content, analyzing social media metrics, effectively managing social media accounts to build brand awareness, engage with customers, and ultimately drive traffic and sales to a website or business.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Learning Outcomes

After completion of the course, the student will be able to:

CO1: To understand the impact of Indian culture on business practices and management.
CO2: To explore the historical development and evolution of Indian culture and heritage.
CO3: To analyze the role of Indian culture in shaping social structures, communication, and interpersonal relationships.
CO4: To develop an appreciation and respect for Indian culture and heritage.

3. Course Pedagogy

Class room training, Case studies, online sessions, live formats

4. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Definition and scope of Indian culture, Evolution of Indian culture: Indus Valley Civilization	Introduction and explanation of concepts	Lecture and Videos
3-4	Vedic period, etc., Cultural diversity in India: languages, religions, regional variations, etc., Significance of culture in the Indian context; Indian Art and Architecture	PPT	
5-6	Architectural styles: Indus Valley, Buddhist, Hindu, Islamic, colonial, etc., Famous Indian monuments and their cultural significance.	Concept explanation with examples	Lecture and Videos
7-8	Indian Music, Dance, and Theatre: Classical music traditions: Hindustani and Carnatic music, Classical dance forms: Bharatanatyam, Kathak, Odissi, Kathakali, etc.	Concept explanation through PPT and questions	Study material
9-10	Indian texts: Vedas, Upanishads, Ramayana, Mahabharata, etc., Notable literary works in different languages:	Discussion and explanation	Case Study
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

5. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TDL Course

A TDL course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

6. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

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For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

7. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
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4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

8. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

9. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge

3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration

4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and

5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

10. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

11. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

12. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4

Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

13. **Teaching Method Utilization Map**

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
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T9 - Integrated Learning (Collaboration with other Faculty)
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Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions?
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level	-

Sushant University Erstwhile Ansal University Gurugram	**Trans Disciplinary Learning (TDL)** **Course Outline**
School Name: School of Design	**Credits: 1**
Course Title: Spirituality of the Future **Course Code: TD21DE02**	**Academic Year: 2021-22**
Course Designed by: Sachin Datt **e-mail: sachindatt@sushantuniversity.edu.in**	**Course Instructor: Sachin Datt** **e-mail: sachindatt@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. **Course Introduction:**

This course explores how spirituality is evolving in the 21st century. It examines the changing relationship between spirituality and religion, the impact of technology and science on spiritual practices, and emerging trends like mindfulness, nature-based spirituality, and the exploration of consciousness. The course aims to provide a comprehensive understanding of the diverse landscape of contemporary spirituality and encourage personal exploration and critical thinking about its future.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Understanding the Evolving Landscape:** Students will be able to articulate the key shifts and trends shaping spirituality in the 21st century, including the changing relationship with organized religion, the influence of technology and science, and the rise of personalized spiritual practices.
- **Critical Analysis and Evaluation:** Students will develop the ability to critically analyze and evaluate diverse spiritual perspectives and practices, considering ethical implications and the intersection of science and spirituality.
- **Personal Exploration and Reflection:** Students will engage in personal reflection and exploration of their own spiritual values and beliefs, fostering self-discovery and a deeper understanding of their own spiritual journey.
- **Effective Communication and Dialogue:** Students will be able to communicate effectively and respectfully about spiritual concepts and experiences, fostering open dialogue and understanding across different worldviews..

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio / Video, Practical) + Input Web links / eBooks/ articles / magazines pages or course material
1	Defining Spirituality:		Course Material and Practical
2	The Evolution of Spiritual Thought		Course Material and Practical
3	The Shift in Spiritual Landscape		Course Material and Practical
4	Science and Spirituality		Course Material and Practical
5	Technology and Spirituality		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Mindfulness and Contemplative Practices		Course Material and Practical
7	Nature and Spirituality		Course Material and Practical
8	Ethics and Social Responsibility		Course Material and Practical
9	The Future of Consciousness		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
10	Spirituality and the Global Community		Course Material and Practical
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
Total Marks		100



Sushant University Erstwhile Ansal University Gurugram	School of Design Detailed Course Plan		
Course Code and Title: TD21DE03, Tangible objects and their stories			
Term: I	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Mareena Thomas **e-mail:** **mareenathomas@sushantuniversity.edu.in**		**Course Instructor:** **Mareena Thomas** **e-mail:** **mareenathomas@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

The course objective is to introduce students to global histories through objects. The objects chosen (from 'A History of the World in 100 Objects') all tell a story about how their local area has interacted with the wider world. Students will be able to identify important physical attributes, uses, materials, techniques used to create an object. They will also analyse how an object has changed over the years, why those changes occurred, the causes and how it has adapted to human needs.

Employability-level: Foundation Skill

1. **Foundation Core**	2. **Foundation Skill**	3. **Professional Core**	4. **Professional Skill**	5. **Premier Skill**
	✓			

2. Course Objectives

The broad objectives of this course are to

- Research and present details of the given object based on the following parameters:

Physical attributes, use, material, techniques
Culture of the period to which the object belongs (context)
Impact of the object on evolution of mankind

- Understand the evolution and timeline of a chosen object; to understand how it has changed over the years, why the changes occurred, the causes and how it adapted to human needs.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:
CO1: Identify important physical attributes, uses, materials, techniques used to create an object and develop insight on the impact of the object on evolution of mankind.

CO2: Become aware of the socio-cultural context of civilizations, cities, empires and evolution over time, understanding the circumstances within which the approach to a particular object was established.

CO3: Understand the applicability of history and theory to the tasks of design. Compose critical arguments and communicate this through clear, legible and concise analytical presentation.

4. Course Pedagogy

The course is structured around a series of core modules through a combination of lectures, seminars and team-based project presentations, with most of the contact hours taking place in small groups of students. Teaching will draw upon elements of social and economic history, history of art, architecture, design and fashion, material culture and the history of ideas. For the Research and Presentations in class, the student is to bring with them their laptops.

5. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	An Introduction to two objects that have helped in Making Us Human (2,000,000- 9000 BC) • Olduvai Stone chopping tool • Mummy of Hornedjitef	Class discussion	**Lecture PPT**
2	An Introduction to the First Cities and States (4000-2000BC) • Standard of Ur • Early Writing Tablet • Indus Seals	Class discussion Introduction to Assignment 01: Presentation for capturing the following: 1. Physical attributes+	

		Use + material + technique 2. culture of the period to which the object belongs (context) 3. Influences and impact of the object on evolution of mankind	
3	An Introduction to the First Cities and States (4000-2000BC) • Standard of Ur • Early Writing Tablet • Indus Seals (contd.)	Class discussion	
4	A brief story on The Beginning of Science and Literature (1500-700 BC) Rome • Rhind Mathematical Papyrus • Statue of Ramesses II	Class discussion, student presentations	
5	Old World New Powers (1100- 300 BC) • Chinese Zhou ritual vessel • Paracus Textile	Class discussion, student presentations	
INTERNAL ASSESSMENT I (30 marks)			
6	Empire Builders (300BC - 1 AD) • Pillar of Ashoka • Head of Augustus • North American otter pipe	Class discussion, student presentations	
7	The Rise of World Faiths (200 - 600 AD) • Hinton St Mary Mosaic • Seated Buddha from Gandhara	Class discussion, student presentations	
8	Status Symbols (1200 - 1400 AD) • The David Vases • Lewis Chessmen	Class discussion	
9	Tolerance and Intolerance (1550 - 1700 AD) • Miniature of a Mughal	Class discussion	

	prince • Reformation centenary broadsheet • Mexican codex map		
INTERNAL ASSESSMENT II (30 marks)			
10	Mass Production, Mass Persuasion (1780 - 1914 AD) • Early Victorian tea set • Hokusai's 'The Great Wave' • Mexican codex map The World of Our Making (1914 - 2010 AD) • Credit card • Throne of Weapons	Class discussion	
FINAL EXTERNAL ASSESSMENT (40 marks)			

6. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks).

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TDL course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 5)	**30**
2	**Assessment 2**	(After Week 9)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

7. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

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- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
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B. Students with Disability/ Different-Ability

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8. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
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9. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
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5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

10. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

11. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CO1	S	S	S	W	W
CO2	S	S	S	W	W
CO3	S	S	M	M	W

13. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3
Relevant Session Nos.	1-2	3-4	5-8
Assessment 1:	✓		
Assessment 2 :	✓	✓	
Final Assessment	✓	✓	✓

14. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1	T1	T1	T2	T8	T10	T8	T10	T8	T10
Teaching Method (Secondary)	T2	T2	T2	T1	T1	T2	T2	T2	T1	T1

- Do you plan to take any special/extra session during the course other than the allocated sessions? **No**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th	-

Sushant University Erstwhile Ansal University Gurugram	School of Design Detailed Course Plan		
Course Title:TD21DE04 Understanding the concept of Man-Machine-Environment System Design			
Sem: II	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Sunil Verma		**Course Instructor:** **Dr. Jagroop Singh** **e-mail:** **Sunilverma@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

A "Research and Publication" course typically aims to equip students with the skills to effectively conduct research, write scholarly papers, and navigate the publication process, including understanding research ethics, selecting appropriate journals, formatting manuscripts, and addressing potential issues like plagiarism.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
✓				

2. Course Learning Outcomes

After completion of the course, the student will be able to:

- Formulate clear and focused research questions relevant to their field of study.
- review existing literature to identify gaps in knowledge
- Select appropriate research methodologies
- Apply appropriate statistical methods to analyze research data and interpret findings.

3. **Course Pedagogy**

Class room training, Case studies, online sessions, live formats

4. **Course Contents and Schedule**

The class would meet weekly for a period of 10 weeks approx.

An online course that helps you understand how to become a social media influencer
Influencer Finance & Business Management
A course that helps you learn how to build and maintain an online presence
Digital Marketing Fundamentals: Social Media Strategy
A course that covers the fundamentals of social media, including digital advertising and analytics
Hootsuite Platform Certification Course
A course that teaches you how to use the Hootsuite platform to engage with audiences and measure social ROI

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Introduction, Case Stories	Introduction and explanation of concepts	Lecture and Videos
3	Identify research questions	PPT	
4	Conduct literature reviews	Concept explanation with examples	Lecture and Videos
5	data collection techniques	Concept explanation through PPT and questions	Study material
6	Sampling Methods	Discussion and explanation	Case Study

7	Analyze data with help of statistical tools	Concept explanation through examples	Lecture and Videos
8	Write research papers	PPT & discussion	
9-10	Project and Revision	PPT and ITR forms discussion	Lecture and Videos
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

5. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TDL Course

A TDL course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

6. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the SU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

SU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavor to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

7. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

8. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

9. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

10. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S

PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

11. **Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix**

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

12. **Course Learning Outcomes to Assessment Components Mapping Matrix**

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

13. **Teaching Method Utilization Map**

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)

T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions?
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level	-



Sushant University Erstwhile Ansal University Gurugram	**Trans Disciplinary Learning (TDL)** **Course Outline**
School Name: School of Law	**Credits: 1**
Course Title: Sensitization of youth and Social Issues **Course Code: TD18LA07**	**Academic Year: 2021-22**
Course Designed by: Dr. Anjali Dabas **e-mail: Anjalidabas@sushantuniversity.edu.in**	**Course Instructor: Dr. Anjali Dabas** **e-mail: Anjalidabas@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. **Course Introduction:**

"Sensitization of Youth and Social Issues" course would focus on educating young people about prevalent social problems within their communities and society at large, aiming to raise awareness, foster critical thinking, and encourage active participation in addressing these issues, often by developing empathy and understanding towards diverse perspectives and marginalized groups.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- Understand the nature and complexities of social issues like discrimination, poverty, climate change, and inequality.
- Develop Familiarity with relevant laws, policies, and social movements addressing these issues.
- Create Awareness of local community challenges and diverse perspectives.
- Identify systemic inequalities and power dynamics within society.

2. **Lecture Plan (Minimum 10 Sessions)**

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio/Video, Practical) + Input Weblinks/ ebooks/ articles/ magazines pages or course material
1	Evolution of Right to Information		
2	Gender inequality and violence against women		
3	Caste discrimination and social exclusion		
4	Poverty and economic disparities		

5	Environmental degradation and climate change		
INTERNAL ASSESSMENT I (30 marks)			
6	Religious intolerance and communal violence		
7	Access to education and healthcare		
8	Child labor and exploitation		
9	Disability rights		
INTERNAL ASSESSMENT I (30 marks)			
10	Exercise		
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
	Total Marks	100

Sushant University Erstwhile Ansal University Gurugram	School of Management Studies Detailed Course Plan		
Course Code and Title: TD20LA05 **Social Construction and Women Empowerment**			
Term: I	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Ms. Anupama Singh **e-mail:** **anupamasingh@sushantuniversity.edu.in**		**Course Instructor: Ms. Anupama Singh** **e-mail:** **anupamasingh@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

The Course will be able to –

a)Build awareness of business innovations that accelerate women's empowerment and have a real impact on the quality of life for women, men, families and communities;

b) Identify key actions to address the societal gap for women's empowerment.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
	✓		✓	

2. Course Objectives

The broad objectives of this course are to

- Provide students with tools and knowledge that will enable them to understand the societal gap in uplifting women empowerment
- Inculcate among the students about the rights of women as regards gender-based violence and guide them through rehabilitation
- Create space for the youth, especially girls, to express themselves, be creative and acquire new knowledge and skills.

3. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

CLO1: To understand the rights of women. Familiarizing the students with the rewarding experience of social work.

CLO2: To increase opportunities of professional and personal development.

CLO3: To analyse about the conditions of women in different period.

CLO4: To understand the importance and significance of position of women in India.

Course Pedagogy

The course follows the pedagogy of "learning by exploration".

4. Course Contents and Schedule

Weblinks/ e-books/ articles/ magazines, Newspaper Reading, Discussion and Watching Documentaries pages or course material to be input this

The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		**Course Outline**
1	Introduction of various social issues concerning Woman	PPT	Newspaper Reading, Discussion and Watching Documentaries
2	Fundamental Concepts of Women's studies	A Synopsis	Newspaper Reading, Discussion and Watching Documentaries
3	Social Reformers and Thinkers in India	A brief Documentary	Newspaper Reading, Discussion and Watching Documentaries

4	Education for women empowerment, contemporary Women writers	Research Article/Case Studies	Newspaper Reading, Discussion and Watching Documentaries
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Gender discrimination	Essay writing/ poster making on gender discrimination	Newspaper Reading, Discussion and Watching Documentaries
6	Problems of Dalit women	A case study-Recent Hathras case in U.P	Newspaper Reading, Discussion and Watching Documentaries
7	Dowry Deaths in India	Legal Provisions	Newspaper Reading, Discussion and Watching Documentaries
8	Domestic Violence	Case Studies	Newspaper Reading, Discussion and Watching Documentaries
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Female Foeticide	Poster Making	Newspaper Reading, Discussion and Watching Documentaries
10	Radha Krishnan Committee & Hans Raj Mehta Committee on Women	A short project work	
FINAL ASSESSMENT POINT III (MM=40)			

5. Course Assessment

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the DTP (only student version) in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TD Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 5)	**30**
2	**Assessment 2**	(After Week 9)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

Guidelines for Exhibition-Cum-Competition:
Each students would make a final painting and a set of jury members on the day of the final assessment (in groups of four/five/as decided by the concerned faculty) will give the grades. Students would showcase and narrate their work done through the semester, also their learnings from it.

6. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the AU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

AU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below.

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavour to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

7. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating originality in ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

8. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

9. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

10. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	S
PL0 2	S	S	S	S	M
PL0 3	S	S	S	S	S
PL0 4	M	S	M	S	S
PL0 5	M	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

11. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

	Programme Learning Outcomes (PLOs)

Course Learning Outcomes (CLOs)	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CO1	S	S	S	M	M
CO2	S	S	S	M	M
CO3	S	S	M	M	M
CO4	S	M	M	S	S

12. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

13. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method (Secondary)	T									

- Do you plan to take any special/extra session during the course other than the allocated sessions? **Yes**
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	1
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level November 28th	-

Sushant University	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Law	**Credits: 1**
Course Title: Events That Changed the World **Course Code: TD20LA07**	**Academic Year: 2021-22**
Course Designed by: Amit Singh **e-mail: amitsingh@sushantuniversity.edu.in**	**Course Instructor: Amit Singh** **e-mail: amitsingh@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

A "Events That Changed the World" course examines pivotal historical moments and their impact on civilization. It focuses on understanding the causes, consequences, and significance of these events, fostering critical thinking and global awareness.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Analyze Historical Causation:** Students will be able to analyze the complex causes and effects of major world events, understanding the interplay of various factors.
- **Evaluate Historical Significance:** Students will critically evaluate the significance of historical events, considering their impact on different societies, cultures, and eras.
- **Understand Historical Context:** Students will develop a strong understanding of the historical context surrounding key world events.
- **Develop Critical Thinking:** Students will enhance their critical thinking skills by examining diverse perspectives and interpretations of historical events.

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio/Video, Practical) + Input Weblinks/ ebooks/ articles/ magazines pages or course material
1	Defining "Change" and Historical Analysis		
2	The Agricultural Revolution and the Rise of Civilizations		

3	The Axial Age (8th-3rd Centuries BCE)		
4	Classical Civilizations: Greece and Rome		
5	The Medieval World and its Transformations		
INTERNAL ASSESSMENT I (30 marks)			
6	The Age of Exploration and Global Exchange		
7	Revolutions: Scientific, Industrial, and Political		
8	The 20th Century: Conflict and Change		
9	Globalization and the Information Age		
INTERNAL ASSESSMENT I (30 marks)			
10	The Future and the Lessons of History		
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
	Total Marks	100

Sushant University Erstwhile Ansal University Gurugram	**Trans Disciplinary Learning (TDL)** **Course Outline**
School Name: School of Law	**Credits: 1**
Course Title: Constitutional Values **Course Code: TD20LA08**	**Academic Year: 2021-22**
Course Designed by: Mr. Vipul Gaur **e-mail: vipulgaur@sushantuniversity.edu.in**	**Course Instructor: Mr. Vipul Gaur** **e-mail: vipulgaur@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

Constitutional Values, examines the bedrock principles of Indian democracy: justice, liberty, equality, and fraternity. We'll delve into the Preamble, Fundamental Rights, Directive Principles, and Fundamental Duties, exploring their relevance today. Through lectures, case studies, and discussions, you'll gain a strong understanding of these core values and their impact on society. Anyone interested in India's constitutional framework and its vision for the future is welcome.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Articulate** the core constitutional values (justice, liberty, equality, fraternity) and their significance in the Indian context.
- **Analyze** the relationship between these values and key constitutional components like Fundamental Rights and Directive Principles.
- **Apply** constitutional values to contemporary social, political, and economic issues.
- **Evaluate** challenges to these values and propose solutions for upholding them.

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio / Video, Practical) + Input Web links / eBooks/ articles / magazines pages or course material
1	Introduction - The Constitution and its Foundations		Practical
2	The Preamble - The Spirit of the Constitution		Course Material
3	Fundamental Rights - Part I (Articles 14-21)		Course Material
4	Fundamental Rights - Part II (Articles 22-32)		Course Material

5	Directive Principles of State Policy - Guiding Principles		Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Fundamental Duties - Responsibilities of Citizens		Course Material
7	Federalism and the Distribution of Powers		Practical
8	Constitutional Institutions - Safeguarding Democracy		Course Material
9	Challenges to Constitutional Values - Contemporary Issues		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Upholding Constitutional Values - The Way Forward		Course Material
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
	Total Marks	100

Sushant University Erstwhile Ansal University Gurugram	**Trans Disciplinary Learning (TDL) Course Outline**
School Name: School of Law	**Credits: 1**
Course Title: Contemporary Issues in India Course Code: TD20LA09	**Academic Year: 2021-22**
Course Designed by: Vidushi Puri e-mail: vidushipuri@sushantuniversity.edu.in	**Course Instructor: Vidushi Puri e-mail: vidushipuri@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

This course examines the major social, economic, political, and environmental challenges and opportunities facing India today. It fosters critical thinking about these interconnected issues, their root causes, and potential solutions, encouraging informed discussion and analysis.

Course Outcomes:

Students, who successfully complete this course, should be able to:

1. **Comprehensive Understanding:** Students will demonstrate a comprehensive understanding of the major social, economic, political, and environmental issues facing India, including their historical context and interconnectedness.
2. **Critical Analysis:** Students will develop the ability to critically analyze these issues, evaluating diverse perspectives, arguments, and policy responses, and identifying underlying causes and potential consequences.
3. **Informed Engagement:** Students will be able to engage in informed and constructive discussions about these contemporary issues, articulating their own perspectives and respecting the viewpoints of others.
4. **Research and Communication:** Students will be able to conduct research on specific issues, synthesize information from various sources, and effectively communicate their findings through presentations, papers, or other projects.

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio/Video, Practical) + Input Weblinks/ ebooks/ articles/ magazines pages or course material
1	Introduction: India in the 21st Century:		Course Material
2	Historical Legacies and Contemporary Challenges:		Course Material

3	Poverty, Inequality, and Development		Course Material
4	Caste, Class, and Social Justice		Course Material
5	Demographics, Urbanization, and Migration		Course Material
INTERNAL ASSESSMENT I (30 marks)			
6	Democracy, Governance, and Corruption		Course Material
7	Federalism, Regionalism, and Identity		Course Material
8	India and the World		Course Material
9	Environmental Challenges and Sustainable Development		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	The Future of India: Challenges and Opportunities		Course Material
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
	Total Marks	100



Sushant University Erstwhile Ansal University Gurugram	School of Art and Architecture Detailed Course Plan		
Course Title: TD18AA02 : Entrepreneurship and life skills			
Sem: II	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Ramit Nahar		**Course Instructor: Ramit Nahar** **e-mail: ramitnahar@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

In today's fast-changing world, success is no longer just about academic knowledge—it's about developing the mindset, skills, and resilience needed to navigate challenges and seize opportunities. This course is designed to equip you with essential entrepreneurial and life skills that will empower you to think critically, solve problems creatively, and take initiative in both your personal and professional life. Entrepreneurship is not just about starting a business—it's about taking ownership of your goals, being resourceful, and continuously improving yourself. Whether you aspire to launch a startup, work in a corporate setting, or simply lead a more independent and fulfilling life, the skills you gain in this course will help you achieve success. Throughout this course, you will engage in interactive discussions, hands-on projects, and real-world case studies.

Employability-level: Foundation Skill

1. **Foundation Core**	2. **Foundation Skill**	3. **Professional Core**	4. **Professional Skill**	5. **Premier Skill**
✓				

2. Course Learning Outcomes

After completion of the course, the student will be able to:

- Formulate clear and focused research questions relevant to their field of study.
- review existing literature to identify gaps in knowledge
- Select appropriate research methodologies

- Apply appropriate statistical methods to analyze research data and interpret findings.

3. Course Pedagogy

Class room training, Case studies, online sessions, live formats

4. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Module 1: Introduction to Entrepreneurship

- Definition and significance of entrepreneurship
- Characteristics of successful entrepreneurs
- Myths and realities of entrepreneurship
- Entrepreneurial mindset and motivation

Module 2: Business Idea Generation and Innovation

- Identifying business opportunities
- Creativity and innovation in business
- Market research and feasibility analysis
- Developing a unique value proposition

Module 3: Business Planning and Execution

- Components of a business plan
- Setting business goals and objectives
- Marketing strategies and customer engagement
- Financial planning and budgeting

Module 4: Financial Literacy and Management

- Basics of personal and business finance
- Budgeting and saving techniques
- Managing cash flow and investments
- Understanding credit and loans

Module 5: Communication and Negotiation Skills

- Effective verbal and non-verbal communication
- Public speaking and presentation skills
- Negotiation tactics and conflict resolution
- Networking and relationship building

Module 6: Leadership and Teamwork

- Leadership styles and qualities
- Teamwork and collaboration
- Managing people and delegation skills
- Ethical decision-making in leadership

Module 7: Problem-Solving and Critical Thinking

- Identifying and analyzing problems
- Creative problem-solving techniques
- Decision-making frameworks
- Resilience and adaptability in business

Module 8: Risk Management and Business Sustainability

- Identifying and mitigating business risks
- Sustainability in business practices
- Crisis management and business continuity
- Growth strategies and scaling a business

Module 9: Time Management and Productivity

- Importance of time management
- Tools and techniques for productivity
- Setting priorities and avoiding procrastination
- Work-life balance and stress management

Module 10: Case Studies and Practical Applications

- Real-world case studies of successful entrepreneurs
- Business simulation and role-playing activities
- Developing and pitching a business idea
- Final project: Creating a business plan

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Introduction, Case Stories	Introduction and explanation of concepts	Lecture and Videos
3	Communication and Negotiation Skills	PPT	

4	Conduct literature reviews	Concept explanation with examples	Lecture and Videos
5	Business Planning and Execution	Concept explanation through PPT and questions	Study material
6	Problem-Solving and Critical Thinking	Discussion and explanation	Case Study
7	Case Studies and Practical Applications	Concept explanation through examples	Case Study
8	Performance and Evaluation	PPT & discussion	Lecture and Videos
9-10	Project and Revision	PPT	Lecture and Videos
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

5. **Course Assessment**

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TDL Course

A TDL course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks/Weightage (%)
1	**Assessment 1** (After Week 4)	30

2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

6. **Course Conduct Policy**

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the SU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

SU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavor to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.

Information for applicants, students and staff. All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

7. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

8. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

9. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and

5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

10. **Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix**

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

11. **Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix**

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

12. **Course Learning Outcomes to Assessment Components Mapping Matrix**

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		

Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

13. **Teaching Method Utilization Map**

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions?
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-

T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level	-

Sushant University Erstwhile Ansal University Gurugram	Sushant School of Art & Architecture Detailed Course Plan		
Course Title: TD19AA05: GROWTH OF VILLAGES			
Sem: II	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Prof. Avitesh		**Course Prof. Avitesh** **e-mail: avitesh@sushantuniversity.edu.in**	
Course Pre-requisites: understanding of villages		**No. of sessions:** 10	

1. Course Introduction

A "Research and Publication" course typically aims to equip students with the skills to effectively conduct research, write scholarly papers, and navigate the publication process, including understanding research ethics, selecting appropriate journals, formatting manuscripts, and addressing potential issues like plagiarism.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
✓				

2. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

- Understand the Growth in Villages (Identify & Understand)
- Development in Indian context (regional) with current running programmes (Analyze)
- To know about the factors which effect village growth

3. Course Pedagogy

Class room training, Case studies, online sessions, live formats

4. **Course Contents and Schedule**

This is the process of improving the quality of life and economic well-being of people living in relatively isolated and sparsely populated areas. The lecture series shall focus on various factors affect the growth in villages. Attention shall be paid on how people perceive the village development in Indian context. These lecture series/ discussions shall take an ergonomic approach planning, management and social development of a village.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Introduction, of lesson plan	Introduction and explanation of concepts	Lecture and Videos
3	Type of Villages	PPT	
4	Growth Patterns	Concept explanation with examples	Lecture and Videos
5	Need of Development	Concept explanation through PPT and questions	Study material
6	Economy of Villages	Discussion and explanation	Case Study
7	Education	Concept explanation through examples	Lecture and Videos
8	Smart Villages Concept	PPT & discussion	
9	Studies of smart villages	PPT and ITR forms discussion	Lecture and Videos
10	Role of Villages in country development	PPT & discussion	
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			

FINAL ASSESSMENT POINT III (MM=40) session 10

5. **Course Assessment**

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TDL Course

A TDL course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

6. **Course Conduct Policy**

A. Academic Honesty

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- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the SU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

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- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

7. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

8. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

9. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

10. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

11. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

	Programme Learning Outcomes (PLOs)

Course Learning Outcomes (CLOs)	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

12. Course Learning Outcomes to Assessment Components Mapping Matrix

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

13. Teaching Method Utilization Map

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions?
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level	-



Sushant University Erstwhile Ansal University Gurugram	**School of Business** **Detailed Course Plan**		
Course Title: TD20AA02: Understanding Modern Art: Exploring new ways and techniques of representation			
Sem: II	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Mr. Kartikeya Chandra		**Course Instructor: Mr. Kartikeya Chandra** **e-mail: kartikeya@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

Modern art has revolutionized the way we perceive and interpret the world around us. From bold color palettes to abstract forms, modern artists have continually challenged traditional artistic conventions, pushing the boundaries of creativity and self-expression. *Understanding Modern Art: Exploring New Ways and Techniques of Representation* is designed to introduce you to the key movements, artists, and techniques that have shaped modern art from the late 19th century to the present day.

Throughout this course, we will explore how artists have experimented with new materials, perspectives, and methods to redefine artistic representation. We will examine influential movements such as Impressionism, Cubism, Surrealism, Abstract Expressionism, and beyond, while also considering the social, political, and technological factors that have influenced artistic innovation.

By engaging with artworks, theoretical texts, and hands-on exercises, you will develop a deeper appreciation for modern art and its role in shaping contemporary visual culture. Whether you are an aspiring artist, a student of art history, or simply a curious learner, this course will provide you with the tools to analyze, interpret, and appreciate modern art in a meaningful way.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
✓				

2. Course Learning Outcomes

After completion of the course, the student will be able to:

- Formulate clear and focused research questions relevant to their field of study.
- review existing literature to identify gaps in knowledge
- Select appropriate research methodologies
- Apply appropriate statistical methods to analyze research data and interpret findings.

3. Course Pedagogy

Class room training, Case studies, online sessions, live formats

4. Course Contents and Schedule

The class would meet weekly for a period of 10 weeks approx.

Understanding Modern Art: Exploring New Ways and Techniques of Representation

Module 1: Introduction to Modern Art'
- Defining Modern Art: Key Concepts and Movements
- The Break from Tradition: How Modern Art Differed from Classical Art
- Influences on Modern Art: Industrialization, Technology, and Society
- Introduction to Major Modern Artists

Module 2: Impressionism and Post-Impressionism
- The Birth of Impressionism: Capturing Light and Motion
- Key Artists: Claude Monet, Pierre-Auguste Renoir, Edgar Degas
- Post-Impressionism: Beyond the Visual Impression
- Vincent van Gogh, Paul Cézanne, and Paul Gauguin

Module 3: The Rise of Abstraction
- Expressionism: Emotion and Subjectivity in Art
- Cubism: Breaking Objects into Geometric Forms (Picasso & Braque)
- Futurism: Speed, Technology, and the Modern World
- Wassily Kandinsky and the Birth of Non-Representational Art

Module 4: Surrealism and Dadaism

- The Influence of Freud and the Unconscious Mind
- Surrealist Techniques: Automatism, Dream Imagery, and Collage
- Salvador Dalí, René Magritte, and Max Ernst
- Dadaism: Anti-Art and the Rejection of Traditional Aesthetics

Module 5: Abstract Expressionism and Color Field Painting
- Post-War Art Movements and American Modernism
- Action Painting: Jackson Pollock and the Energy of Gesture
- Mark Rothko and the Emotional Power of Color
- The Role of the New York School in Shaping Modern Art

Module 6: Pop Art and Minimalism
- The Influence of Mass Media and Consumer Culture
- Andy Warhol, Roy Lichtenstein, and the Use of Popular Imagery
- Minimalism: Stripping Art to Its Essence (Donald Judd, Frank Stella)
- The Relationship Between Art and Everyday Objects

Module 7: Conceptual Art and Performance Art
- The Shift from Object to Idea: Joseph Kosuth and Yoko Ono
- Performance Art: Marina Abramović and the Body as Medium
- Land Art and Installation Art: Expanding the Canvas Beyond Galleries
- Art as Political and Social Commentary

Module 8: Contemporary Art and New Media
- Postmodernism and the Blurring of Boundaries
- Digital Art and Virtual Reality in Modern Representation
- Street Art and Graffiti: Banksy, Shepard Fairey, and Urban Expression
- The Role of Museums, Galleries, and Online Spaces in Modern Art

Module 9: Analyzing and Interpreting Modern Art
- How to Read a Painting: Composition, Color, and Form
  The Role of the Viewer: Subjective Interpretation and Meaning
- Critical Theories in Modern Art (Formalism, Structuralism, Postmodernism)
- The Future of Art: Emerging Trends and Techniques



Final Project: Personal Exploration in Modern Art
- Research and Present an Analysis of a Modern Art Movement
- Create an Artwork Inspired by Modern Art Techniques
- Class Discussion and Exhibition of Final Works

This course provides an in-depth exploration of modern art's evolution, major movements, and revolutionary techniques.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Introduction, Case Stories	Introduction and explanation of concepts	Lecture and Videos
3	Identify Projects on art movement	PPT	
4	Conduct literature reviews	Concept explanation with examples	Lecture and Videos
5	Data collection techniques	Concept explanation through PPT and questions	Study material
6	Art form and there representation in timeline	Discussion and explanation	Case Study
7	Analyze the difference in the art work and mode	Concept explanation through examples	Lecture and Videos
8	Painting methods	PPT & discussion	
9-10	Project and Revision	PPT and ITR forms discussion	Lecture and Videos
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

5. **Course Assessment**

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TDL Course

A TDL course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

6. Course Conduct Policy

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work for group assignments/ projects. Students are guilty of academic dishonesty if they:

- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
- Modify, without facilitator approval, an examination paper, record or report for the purpose of obtaining additional credit; i.e. tampering.

The penalty for academic dishonesty is severe. Any student guilty of academic dishonesty may be subject to receive a failing grade for the examination, assignment, quiz, or class participation exercise as deemed appropriate by the instructor. In addition, the penalty could also imply that the student receives a failing grade for the course and be reported to the SU competent authority as in case of UMC during University examinations (Refer Policies on "Use of Unfair means in Examination").

B. Students with Disability/ Different-Ability

SU is committed to promoting full participation of students of all abilities in all aspects of the academic and social life of the University. We have initiated an ongoing process of reviewing and developing our policy and practices for promoting full inclusion for students and staff with disabilities and we consult regularly with them as part of this process. The main elements of our policy are listed below:

- **Environment.** We are committed to a systematic review and improvement of physical access across all of our sites. Where physical or sensory barriers limit access to services, we will endeavor to provide the service at a suitable alternative venue.
- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
- **Information for applicants, students and staff.** All publicity, Program details, and general information will be offered in accessible formats with sufficient time to allow for modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.

For Faculty Version of Course Outline Only

This section of course outline contains the Curriculum Map for this course and is not to be distributed to students.

7. Graduate Attributes

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

8. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

9. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

10. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M
PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

11. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

12. **Course Learning Outcomes to Assessment Components Mapping Matrix**

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

13. **Teaching Method Utilization Map**

T1 - Lectures
T2 - Case Discussions
T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method										

(Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions?
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level	-

Sushant University Erstwhile Ansal University Gurugram	Sushant school of art and architecture Detailed Course Plan		
Course Title:	The Legacy of Symbolism		
Term: I	Academic Year: 2021-22	Core/Elective: Elective	Credits: 1
Course Designer/ Instructor: Kumud Ranjan Halder e-mail: kumudranjan@ansaluniversity.edu.in		Office: E-310; Contact #: 9891689356	

1 Course Introduction

The Legacy of Symbolism is a part of its vast art history of late 19th century and early 20th century which address the rich and diverse artistic culture of France and then moves on to the entire world. It will deal with the conflict between traditional and modern ideology of artists and society as a whole. Concepts such as Realism, Naturalism, Modernity, Avant-gardism; the forms of 19th century and early20th century French art associated with these ideas would be substantial points of reference. Discourse would be on one hand of the Realist tendency modernized by artists and on the other hand as it was associated with intensification of the autonomous effects of art and it's tending towards abstraction. The importance of this theory lay in its welding together of a claim for the autonomy of language and Art as a symbol system, with a claim for the value of aesthetic experience and artistic insight. In symbolist theory the meaning of a painting is not in its resemblance to features of the real world but it is the internal relations that secures the meaning for the whole.

Course Objectives

1. Students will broaden their perspectives and ways of thinking through the study of a variety of works of art from the late 19th century to early 20th century
2. Through the study of works of art students will learn to move beyond subjective response to develop an informed understanding of something outside their knowledge and experience.
3. Empower students to be able to sift through and organize information and apply it in a new context creatively.
4. Critically assessing the art historical literature
5. Identifying the subject of the work of art and exploring its meanings
6. Students will learn to critically assess disciplinary definitions, interpretive methods, and historical explanations of works of art of this era.

2. Course Learning Outcomes

Upon successful completion of the course, the students should be able to:

1.Students will demonstrate an effective knowledge of visual vocabulary of the transition in the visual arts, visual studies.

2.They will recognize and understand major art movements, artists, methods and theories, and be able to assess the qualities of works of art in their historical and cultural settings.

3.They will use innovative theoretical and methodological approaches to generate new approaches to the history of representation understood within broader socio-cultural perspective.

3.Course Pedagogy

The main concepts in this short history studies are investigated from historical and systematic perspectives; on the other hand, the students consider theoretical issues with the aim of analysing and reflecting upon their own pedagogical activity and additional areas such as Aesthetics, Philosophy, Psychology. The discourse also allows students to try out their own subjective experiences through dialogue within this class. The diversity of artistic and theoretical approaches is presented in tutorials, class works and presentations and is also considered in project work.

4. The class would meet weekly for a period of 10 weeks approx.

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		**Course Outline**
1	The Legacy of Symbolism discourse on French modern art.	Tutorial Lecture	Reading on the discussed topic of the class
2	Realist work of Gustave Courbet And Edouard Manet	Tutorial Lecture	Do
3	Franco –Prussian war ,formation and suppression of the Paris Commune.	Tutorial Lecture	Reading on the discussed topic of the class
4	Realism, Naturalism, modernity and avant-gardism.	Tutorial Lecture	Reading on the discussed topic of the class
5	To understanding of the autonomy of forms in Symbolist perspective.	Tutorial Lecture	Reading on the discussed topic of the class
6	Classicism and originality. Discourse on Paul Signac book Eugene Delacroix to neo impressionism	Tutorial Lecture	Reading on the discussed topic of the class
7	Delacroix and Renoir ,Seurat	Tutorial Lecture	Reading on the discussed topic of the class
8	Camille pissarro,LucienPissarro and Paul Signac	Tutorial Lecture	Reading on the discussed topic of the class
9	Sigmund Freud from 'On Dreams'	Tutorial Lecture	Reading on the discussed topic of the class
10	Sigmund Freud from 'On Dreams'	Tutorial Lecture	Reading on the discussed topic of the class

5.Course Assessment

Assessment Scheme

Students would be assessed continuously during the course through the activities mentioned in the table below and the deliverables described in this section. Course assessment is based on a student's activity/ project deliverables (records/ evidence of his/her performing and learning). They could be in the form of print media, handmade or digital Presentations, Records of Project completed, Drawings made, Records of graphic rendered, any other specified way of demonstrating outcomes achieved and end-term jury/ portfolio presentation. While all projects/ activities are performed individually,

	Outstanding (5)	Very Good (4)	Good (3)	Average (2)	Below Average (1)
Inter & trans-disciplinary elements	The content was outstanding and suitably incorporated and integrated multi-, inter and trans-disciplinary perspectives.	The content was appropriate and a good attempt was made to incorporate multi, inter and trans-disciplinary perspectives.	Most content was relevant; some attempt was made to incorporate multi-, inter and trans-disciplinary perspectives.	Information was valid but some parts of the content needed expansion or shortening to bring in different perspectives.	Information was not relevant to the audience or directly related to the projects.
...formation Sources and Interpretation	Used sufficient and appropriate research and information to support the project. Methodology used successfully integrated multi-, inter and trans-disciplinary perspectives.	Detailed research done. Relevant data as per the project. Methodology was appropriate for a multi/inter/trans-disciplinary project.	Appropriate research done. Some of the data and methodology used was relevant to a multi/inter/trans-disciplinary project.	Lacks proper research. Data was scattered and methodology was not fully related to a multi/inter/trans-disciplinary project.	Research work inappropriate. Data is not fully related to the project.

assessment is individual and based on each teammate's contribution and presentation. If a student undergoes self-paced learning through a relevant MOOC within the length of the course, credit for the same is given in the final assessment.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

...urse Assessment Components		**Marks/Weightage (%)**
Assessment 1	(After Week 3)	**30**
Project /Activity 1		10
Activity 2		10
Activity 3		10
Assessment 2	(After Week 6)	**30**
Activity 4		10
Activity t 5		10
Activity 6		10
(Final) Assessment 3	(After Week 10)	**40**
Final Portfolio Presentation		40
...al Marks		**100**

Assessment Criteria for Projects/ Activities

There are six projects/ activities designed for continuous assessment as above. Final work will be assessed on the following parameters:

S. No.	Individual Project (IP) Parameters	Weightage %
a	Inter & trans-disciplinary elements	20
b	Quality of content/ information and thought	30
c	Innovative idea and creativity	30
d	presentation of project deliverable	20
	Total Marks	**100 %**

Course References

1. **Book/e-book:**

Art in Theroy1900-2000

Edited by Charles Harrison&PaulWood

of the Avant-Gardes

By Steve Edwards, Paul Wood

2.Online Resources:

http://www.visual-arts-cork.com/modern-art.htm

https://www.khanacademy.org/humanities/becoming-modern/introduction-becoming-modern/becoming-modern1/a/becoming-modern?modal=1

http://www.all-art.org/history568_20centuri.html

Sushant University Erstwhile Ansal University Gurugram	School of Art and Architecture Detailed Course Plan		
Course Title: TD20AA04: Digital tools			
Sem: II	**Academic Year: 2021-22**	**Core/Elective: Elective**	**Credits: 1**
Course Designed by: Samruddhi Bhalerao		**Course Instructor: Samruddhi Bhalerao** **e-mail: Samruddhi@sushantuniversity.edu.in**	
Course Pre-requisites: None		**No. of sessions:** 10	

1. Course Introduction

A course designed to equip you with essential skills and knowledge to navigate and utilize digital technologies effectively. In today's fast-paced, technology-driven world, proficiency with digital tools is crucial for productivity, collaboration, creativity, and problem-solving across various industries. This course provides a hands-on exploration of key digital tools, software, and platforms used in communication, data management, design, and collaboration. You will learn how to integrate these tools into your daily workflow, optimize efficiency, and leverage them for both personal and professional growth.

Employability-level: Foundation Skill

1. Foundation Core	2. Foundation Skill	3. Professional Core	4. Professional Skill	5. Premier Skill
✓				

2. Course Learning Outcomes

After completion of the course, the student will be able to:

- Formulate clear and focused research questions relevant to their field of study.
- review existing literature to identify gaps in knowledge
- Select appropriate research methodologies
- Apply appropriate statistical methods to analyze research data and interpret findings.

3. Course Pedagogy

Class room training, Case studies, online sessions, live formats

4. Course Contents and Schedule

This course introduces essential digital tools used for productivity, collaboration, design, data management, and automation. It covers various applications, including cloud computing, project management, graphic design, and AI-powered tools, helping students develop practical skills for the modern digital workplace.

Module 1: Introduction to Digital Tools

- Understanding Digital Tools and Their Importance
- Categories of Digital Tools: Productivity, Creativity, Communication, and Automation
- Choosing the Right Tools for Different Tasks

Module 2: Cloud Computing & Online Collaboration

- Introduction to Cloud Storage (Google Drive, Dropbox, OneDrive)
- Online Collaboration Tools (Google Workspace, Microsoft 365, Notion)
- Real-Time Document Editing and Sharing
- Version Control and Security in Cloud-Based Work

Module 3: Productivity & Task Management Tools

- To-Do Lists and Task Management (Trello, Asana, ClickUp)
- Scheduling and Calendar Tools (Google Calendar, Outlook)
- Note-Taking and Organization (Evernote, OneNote, Notion)
- Time Management and Focus Tools (RescueTime, Pomodoro Techniques)

Module 4: Communication & Virtual Meeting Tools

- Email Management Best Practices (Gmail, Outlook)
- Instant Messaging and Team Communication (Slack, Microsoft Teams, Discord)
- Virtual Meeting Tools (Zoom, Google Meet, Webex)
- Webinar and Live Streaming Platforms

Module 5: Digital Design & Content Creation Tools

- Graphic Design (Canva, Adobe Photoshop, Figma)
- Video Editing (Adobe Premiere Pro, DaVinci Resolve, CapCut)
- Presentation and Infographics (PowerPoint, Prezi, Piktochart)
- UI/UX Prototyping Tools (Figma, Adobe XD, Sketch)



Module 6: Data Management & Analysis Tools

- Spreadsheet Basics and Advanced Functions (Excel, Google Sheets)
- Data Visualization (Tableau, Power BI)
- Database Management (Airtable, MySQL, Google Data Studio)
- Automation in Data Processing

Module 7: Cybersecurity & Digital Ethics

- Basics of Cybersecurity (Password Management, Encryption, VPNs)
- Safe Internet Browsing and Privacy Protection
- Ethical Use of Digital Tools and AI
- Digital Literacy and Online Reputation Management

Module 8: Hands-on Projects & Case Studies

- Implementing a Digital Workflow
- Creating a Collaborative Project Using Digital Tools
- Automating Tasks with AI and No-Code Tools
- Presenting Data-Driven Insights

Module 9: Future Trends in Digital Tools

- Emerging Technologies (AI, Blockchain, VR/AR)
- The Future of Remote Work & Digital Workspaces
- Sustainability in Digital Innovation



Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1-2	Introduction, Case Stories	Introduction and explanation of concepts	Lecture and Videos
3	Identify Projects on tools	PPT	
4	Conduct literature reviews	Concept explanation with examples	Lecture and Videos
5	Data collection techniques	Concept explanation through PPT and questions	Study material

6	Tools application and implementation	Discussion and explanation	Case Study
7	Analyze the difference in the digital tools	Concept explanation through examples	Lecture and Videos
8	Use of software and methods	PPT & discussion	
9-10	Project and Revision	PPT and ITR forms discussion	Lecture and Videos
INTERNAL ASSESSMENT POINT I (MM=30), after session 4			
INTERNAL ASSESSMENT POINT II (MM=30), after session 8			
FINAL ASSESSMENT POINT III (MM=40) session 10			

5. **Course Assessment**

Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning). While all activities are performed individually, assessment is individual.
For the final (40 marks) assessment, there will be class test based on topics taught.

Course Assessment Components for a TDL Course

A TDL course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components		Marks/Weightage (%)
1	**Assessment 1**	(After Week 4)	**30**
2	**Assessment 2**	(After Week 8)	**30**
3	**(Final) Assessment 3**	(After Week 10)	**40**
Total Marks			**100**

6. **Course Conduct Policy**

A. Academic Honesty

Students are expected to uphold the standard of conduct for students relating to avoidance of academic dishonesty. Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

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- **Access to facilities and support.** All facilities and equipment will be made as accessible as possible so that students of all abilities have access to the same range of support services.
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7. **Graduate Attributes**

Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
4. engaged, contributing positively to diverse communities through service and leadership,
5. ethical, acting with integrity in intellectual, professional and community pursuits, and
6. sustainability-focused, responding to ecological, social and economic imperatives

8. Programme Educational Objectives (PEOs)

The programme is expected to achieve the following educational objectives for the students:

1. Development in their chosen profession and/ or progress towards an advanced degree in the domain
2. Earning a reputation as a source of innovative solutions to complex problems
3. Garner trust and respect of others as effective and ethical team members
4. Achieving positions of leadership in an organization and/or on teams
5. Lead a happy and aesthetic life and also promote aesthetics and happiness of others

9. Programme Learning Outcomes

Upon successful completion of the program the students will be able to:

1. Communicate, explore, network and negotiate in ways that extend representation of disciplinary ideas or perspectives.
2. Explore the relevance and test the value of concepts, frameworks, methods and theories from different fields of inquiry for gaining insights into trans-disciplinary systems and co-production of knowledge
3. Engage with and respond respectfully, generatively and analytically to different ways of knowing across community, cultural and environmental contexts to promote agency and collaboration
4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities and
5. Recognize and promote the humanity of self and others and engage ethically and sensitively to the values and cultures of particular individuals, groups, organizations or communities through arts and recreation.

10. Program Education Objectives (PEOs) to Program Learning Outcomes (PLOs) Mapping Matrix

PLO/PEO	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PL0 1	S	M	M	M	M

PL0 2	S	S	S	S	M
PL0 3	M	S	S	S	S
PL0 4	W	S	.M	S	S
PL0 5	W	S	S	S	S

*S, M & W stand for the degree of association - Strong, Moderate & Weak.

11. **Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix**

Course Learning Outcomes (CLOs)	Programme Learning Outcomes (PLOs)				
	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5
CLO1	S	S	S	W	W
CLO2	S	S	S	W	W
CLO3	S	S	M	M	W
CLO4	S	M	M	W	W

12. **Course Learning Outcomes to Assessment Components Mapping Matrix**

(This matrix will be validated during Quality Audit by auditing the actual assessment components used during teaching and the sample grading of the submitted student work.)

Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	**1-2**	**3-4**	**5-8**	**9-10**
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

13. **Teaching Method Utilization Map**

T1 - Lectures
T2 - Case Discussions

T3 - Guest Lectures
T4 - Learning Labs (Class Demo/Movie/Webinar)
T5 - Role Plays/Business Games/Simulation(s)
T6 - Student Presentation based on Team Assignment
T7 - Student-led Discussion
T8 - One-on-One Presentation/Feedback
T9 - Integrated Learning (Collaboration with other Faculty)
T10 - Class Assignment and Discussion
T11- Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T1									
Teaching Method (Secondary)										

- Do you plan to take any special/extra session during the course other than the allocated sessions?
- If **Yes**, please mention in the appropriate box below

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level	-



Sushant University Erstwhile Ansal University Gurugram	**Trans Disciplinary Learning (TDL)** **Course Outline**
School Name: School of Law	**Credits: 1**
Course Title: Understanding Site Context **Course Code: TD21AA06**	**Academic Year: 2021-22**
Course Designed by: Arjun Kamal **e-mail: arjunkamal@sushantuniversity.edu.in**	**Course Instructor: Arjun Kamal** **e-mail: arjunkamal@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. **Course Introduction:**

This course teaches students how to analyze and understand all the factors—physical, social, cultural, historical, and environmental—that influence a site. Students learn research methods, critical thinking, and how to use this understanding to inform design and planning decisions.

Course Outcomes:

Students, who successfully complete this course, should be able to:

1. **Comprehensive Site Analysis:** Students will be able to conduct a comprehensive site analysis, identifying and documenting the key physical, social, cultural, historical, and environmental factors that influence a site.

2. **Contextual Interpretation:** Students will develop the ability to interpret and synthesize information from various sources, understanding the interrelationships between different contextual factors and their implications for design or planning.

3. **Informed Decision-Making:** Students will be able to apply their understanding of site context to inform design and planning decisions, creating projects that are responsive to their environment and community.

4. **Effective Communication:** Students will be able to effectively communicate their understanding of site context through written reports, presentations, and other visual media.

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio/Video, Practical) + Input Weblinks/ ebooks/ articles/ magazines pages or course material
1	Introduction to Site Context		Course Material
2	Research Methodologies		Course Material
3	Topography, Geology, and Hydrology		Course Material
4	Climate and Microclimate		Course Material
5	Ecology and Natural Systems		Course Material
INTERNAL ASSESSMENT I (30 marks)			
6	Community and Culture		Course Material
7	History and Heritage		Course Material
8	Land Use and Planning		Course Material
9	Integrating Contextual Factors		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Applying Context to Design/Planning		Course Material
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
	Total Marks	100

Sushant University Erstwhile Ansal University Gurugram	**Trans Disciplinary Learning (TDL)** **Course Outline**
School Name: School of Planning and Development	**Credits: 1**
Course Title: Dramatics and Theaters **Course Code: TD19PD01**	**Academic Year: 2021-22**
Course Designed by: Harneet Kaur **e-mail: harneetkaur@sushantuniversity.edu.in**	**Course Instructor: Harneet Kaur** **e-mail: harneetkaur@sushantuniversity.edu.in**
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

Dramatics and theater courses explore all aspects of theater, from acting and directing to stagecraft and dramatic literature. They cover history, theory, and practical skills, preparing students for careers in performance, production, or education. Choose a course based on curriculum, faculty, facilities, and performance opportunities.

Course Outcomes:

Students, who successfully complete this course, should be able to:

- **Performance Proficiency:** Students will demonstrate proficiency in acting techniques, including vocal projection, movement, character development, and scene work.
- **Production Understanding:** Students will understand the various elements of theatrical production, including directing, stagecraft (set, lighting, costumes, sound), and stage management, and how they contribute to a cohesive theatrical experience.
- **Critical Analysis:** Students will be able to critically analyze dramatic literature, understanding themes, character motivations, plot structure, and the historical and cultural context of plays.
- **Creative Collaboration:** Students will develop skills in collaborative creation and communication within a theatrical setting, working effectively as part of an ensemble..

2. Lecture Plan (Minimum 10 Sessions)

Session No.	Session Topic / Sub-topic Description	Date Taken on	Methodology used (PPT, White Board, Audio / Video, Practical) + Input Web links / eBooks/ articles / magazines pages or course material
1	What is Theatre		Course Material and Practical
2	A Brief History of Theatre		Course Material and Practical

3	Introduction to Acting Techniques		Course Material and Practical
4	Character Development		Course Material and Practical
5	The Director's Role		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Elements of Stagecraft		Course Material and Practical
7	Reading and Analyzing Plays		Course Material and Practical
8	**Playwriting Basics**		Course Material and Practical
9	From Page to Stage		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
10	Theatrical Performance and Audience		Course Material and Practical
FINAL EXTERNAL ASSESSMENT (40 marks)			

3. Course Assessment Scheme

Students would be assessed continuously at three assessment points during the course. Course assessment is based on a student's activity (records/ evidence of his/her performing and learning).

Internal Assessment I and II, each of 30 marks is mandatory (i.e. total internal assessment of 60 marks). Depending upon the subject, the ***Internal assessments can be assignments/Presentation/viva/any project work or in any other form or a combination of 2 modes of assessment.***

Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

Faculty should share with students the assessment criteria and the lesson plan in initial classes so that there is no ambiguity with regards to the same.

External Assessment: For the final (40 marks) assessment, the final viva shall take place as per date announced in datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDL Course

A TD course is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

S. No.	Course Assessment Components	Marks
1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	40
	Total Marks	100