

TDL Data - FY 2022

S. No	School Offering	TDL Course Name	TDL Course Code	Number of
1	SET	IOT Based Smart Agriculture Monitoring And Irrigation System - (NOT FOR SET STUDENTS)	TD20ET04	30
2	SET	Cyber Security - (NOT FOR SET STUDENTS)	TD21ET03	38
3	SET	Robotic Process Automation - (NOT FOR SET STUDENTS)	TD22ET01	4
4	SET	Blockchain Technology - (NOT FOR SET STUDENTS)	TD22ET02	36
5	SHM	Famous Restaurants Of Delhi NCR - (NOT FOR SHM STUDENTS)	TD22HM01	45
6	SHM	Study On Boulangerie And Patisserie Products And Manufacturing Equipments - (NOT FOR SHM STUDENTS)	TD22HM02	44
7	SHM	Pre- Requisites To Start Up Your Own Culinary Venture - (NOT FOR SHM STUDENTS)	TD22HM03	44
8	SHS	Radiation Hazards - (NOT FOR SHS STUDENTS)	TD18HS03	25
9	SHS	Contagious Disease And Its Prevention - (NOT FOR SHS STUDENTS)	TD20HS06	21
10	SHS	Introduction To Eye & Vision Care - (NOT FOR SHS STUDENTS)	TD21HS08	44
11	SHS	Cyber Psychology - (NOT FOR SHS STUDENTS)	TD21HS09	43
12	SHS	Ongoing Techniques And Methods Used In Diagnostic Centres - (NOT FOR SHS STUDENTS)	TD21HS10	21
13	SOB	Strategies For Sustainability - (NOT FOR SOB STUDENTS)	TD19MS01	34
14	SOB	Financial Planning - (NOT FOR SOB STUDENTS)	TD19MS02	44
15	SOB	Basics Of Income Tax - (NOT FOR SOB STUDENTS)	TD21MS01	44
16	SOB	Basics Of Operations Management - (NOT FOR SOB STUDENTS)	TD22MS01	39
17	SOB	Recent HRM Practices In Indian MNCs - (NOT FOR SOB STUDENTS)	TD22MS02	42
18	SOD	Design Thinking - (NOT FOR SOD STUDENTS)	TD18DE05	44
19	SSPD	Gender Sensitive Urban Planning - (NOT FOR SPD STUDENTS)	TD21PD03	15
20	SOD	Spirituality Of The Future -II - (NOT FOR SOD STUDENTS)	TD22DE01	44
21	SOD	Sketch-Noting - (NOT FOR SOD STUDENTS)	TD22DE02	42
22	SOD	Fashion Styling/Culture - (NOT FOR SOD STUDENTS)	TD22DE03	44
23	SOL	Sensitisation Of Youth On Social Issues - (NOT FOR SOL STUDENTS)	TD18LA07	35
24	SOL	Social Construction And Women Empowerment - (NOT FOR SOL STUDENTS)	TD20LA05	40
25	SOL	Events That Changed The World - (NOT FOR SOL STUDENTS)	TD20LA07	44
26	SOL	Contract Drafting - (NOT FOR SOL STUDENTS)	TD22LA01	35
27	SOL	Fundamentals Of Health Law - (NOT FOR SOL STUDENTS)	TD22LA02	40
28	SSAA	LIDAR Technology And Its Use In General Life - (NOT FOR SAA STUDENTS)	TD20AA04	18
29	SSAA	Basics Of Remote Sensing And GIS - (NOT FOR SAA STUDENTS)	TD21AA03	3
30	SSAA	Understanding The Spatial Character Of Public Spaces In Cities - (NOT FOR SAA STUDENTS)	TD22AA01	37
31	SSAA	Sustainable Development And Climate Change - (NOT FOR SAA STUDENTS)	TD22AA02	44
32	SSAA	Cognitive Understanding/Learning : Places & Spaces - (NOT FOR SAA STUDENTS)	TD22AA03	35
		Total Registered		1117

S. No	School	Active Students (as per ERP) and available for TDL, ie. not including Internship etc
1	SET	131
2	SHM	66
3	SHS	218
4	SOB	156
5	SOD	103
6	SOL	140
7	SPD	30
8	SSA	273
	Total	1117



Course Plan

Course Title: IOT Based Smart Agriculture Monitoring and Irrigation System

Term: I

Academic Year:
2020-21

Core/Elective: Elective

Credits: 1

Course Designed by: Mr. Antim Dev Mishra
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antimdevmishra@ansaluniversity.edu.in

Course Instructor: Mr. Antim Dev Mishra
e-mail:
antimdevmishra@sushantuniversity.edu.in

Course Pre-requisites: Basics in Electronics

No. of sessions: 10

1. Course Introduction

Agriculture is considered as the basis of life for the human species as it is the main source of food grains and other raw materials. It plays a vital role in the growth of country's economy. Unfortunately, many farmers still use the traditional methods of farming which results in low yielding of crops and fruits. But wherever automation had been implemented and human beings had been replaced by automatic types of machinery, the yield has been improved. Hence there is a need to implement modern science and technology in the agriculture sector for increasing the yield. This course includes various features like GSM based remote controlled monitoring, moisture & temperature sensing and proper irrigation facilities. It makes use of wireless sensor networks for noting the soil properties and environmental factors continuously. Various sensor nodes are deployed at different locations on the farm. Controlling these parameters are through any remote device or internet services and the operations are performed by interfacing sensors, Wi-Fi module ESP 8266 with the microcontroller.

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 about internet of things and its utilization for Farmers.
- Develop small projects for smart irrigation.

3. Course Learning Outcomes

Upon successful completion of the course, the students 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 a smart monitoring and irrigation system

4. 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 basic electronic components.

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 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	Connect and Detect the Arduino Uno , Architecture	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

4	Arduino Programming	Introduction to Arduino IDE, Structure of an Arduino Sketch, First program in Arduino: Blinking LED.	?v=NkZd osZH6Wo
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	Data Acquisition through Sensor using Android APP	Downloading 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	
FINAL ASSESSMENT POINT III (MM=40)			

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/>



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	M	H
CLO2	S	S	S	M	H
CLO3	S	S	M	H	H
CLO4	S	M	M	H	H

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	-



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.



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.

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

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 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

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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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- **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 Engineering and Technology Detailed Course Plan		
Course Code and Title:		Robotic Process Automation-Uipath	
Term: I	Academic Year: 2021-22	Core/Elective: Elective	Credits: 1
Course Designed by: Dr. Bindu Thakral e-mail: binduthakral@sushantuniversity.edu.in		Course Instructor: Dr. Bindu Thakral e-mail: binduthakral@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

● Robotic process automation (RPA) is technology or software that is used to mimic the actions of a human being who is interacting with digital systems. Computer software or robots are configured to work or imitate how people interact with the systems used for business processes. RPA is software that replicates what humans do but RPA on its own is not intelligent. We can create the multiple bots are required to automate tasks across a process life cycle and RPA can circumvent traditional IT challenges.

Employability-level: Foundation Skill

1. Founda tion Core	2. Foundat ion Skill	3. Professio nal Core	4. Professio nal Skill	5. Premi er Skill
	✓			

2. Course Objectives

The broad objectives of this course are to

- Provide knowledge of material, tools and techniques used in RPA.
- To understand and formation of software robots.

3. Course Learning Outcomes

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

- **CO1:** Identify processes suitable for RPA.



● **CO2:** Identify key considerations in getting started with RPA

● **CO3:** Recognize how RPA is transforming businesses.

● **CO4:** Indicate the business value of RPA.

4. Course Pedagogy

The course follows the pedagogy of “learning by hands 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/ Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	RPA: Introduction about different kinds of tools and comparison between the available market tools and their uses, Information about their benefits.	https://docs.uipath.com/installation-and-upgrade/docs/studio-install-studio	
2	BOT creation for Dynamic Calculator.	Hands on practice	
3	BOT creation for email extraction.	Hands on practice	
4	BOT creation for email execution by subjects	Hands on practice	
5	BOT creation for Amazon product.	Hands on practice	
INTERNAL ASSESSMENT I (30 marks)			
6	BOT Creation	Hands on practice	
7	BOT Creation	Hands on practice	

8	BOT Creation	Hands on practice	
9	BOT Creation	Hands on practice	
INTERNAL ASSESSMENT II (30 marks)			
10	Multiple works by a single BOT	Hands on practice	
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.*

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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.

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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 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	M	M	M	S	M
PL0 2	S	S	S	S	M
PL0 3	S	S	S	S	S
PL0 4	W	S	M	M	S
PL0 5	W	S	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
CO1	M	S	S	W	W
CO2	S	W	S	W	W
CO3	S	S	M	M	W
CO4	M	M	S	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/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
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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 Engineering		Credits: 1
Course Title: Blockchain Technology Course Code: TD22ET02	Academic Year: 2021-22	
Course Designed by: Dr. Neha Gupta e-mail: nehagupta@sushantuniversity.edu.in	Course Instructor: Dr. Neha Gupta e-mail: nehagupta@sushantuniversity.edu.in	
Pre-requisites: Student has not opted and studied the subject earlier in any semester		

1. Course Introduction:

This course demystifies blockchain, exploring its underlying principles, diverse applications, and transformative potential. We'll delve into the technology's core concepts, including cryptography, distributed ledgers, and consensus mechanisms. This course will equip you to understand blockchain's impact across industries, from finance and supply chain management to healthcare and digital identity. We'll examine real-world use cases, discuss the challenges and opportunities, and explore the future of this revolutionary technology.

Course Outcomes:

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

- **Explain** the fundamental principles and concepts of blockchain technology, including its underlying architecture and key components.
- **Describe** the various types of blockchain networks (public, private, permissioned) and their respective use cases.
- **Analyze** the potential applications of blockchain across diverse industries, such as finance, supply chain, healthcare, and digital identity.
- **Evaluate** the challenges and limitations of blockchain technology and its adoption.

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 Blockchain		
2	Cryptography and its Role in Blockchain		



3	Distributed Ledgers and Consensus Mechanisms		
4	Bitcoin and its Underlying Technology		
5	Ethereum and Smart Contracts		
INTERNAL ASSESSMENT I (30 marks)			
6	Blockchain Platforms and Frameworks		
7	Blockchain Applications - Part 1		
8	Blockchain Applications - Part 2		
9	Challenges and Limitations of Blockchain		
INTERNAL ASSESSMENT I (30 marks)			
10	The Future of Blockchain Technology		
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 Course Plan

Course Code and Title: TD22HM01 –Study of Famous Restaurants of Delhi NCR

Term: I	Academic Year: 2021-22	Core/Elective: Elective	Credits: 1
Course Designed by: Ms. Aashiyan e-mail: aashiyan@sushantuniversity.edu.in		Course Instructor: Ms.Aashiyan e-mail: aashiyan@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

Food is our one of the basic needs and being a diversified country we have a vast varieties of food items here in India. Same goes to our restaurant industry. Restaurant is a place where one can have food and beverages provided they can pay for the same. Restaurants are just a tiny part of catering industry, but have a number of different outlets under one name. It can be distinguished by its ambience, style of service, staffing, equipments, menu, clientele, location and many other factors. This course will introduce to famous restaurants of Delhi NCR. It will make you understand how it works. Different types of restaurants include theme restaurants, ethnic restaurant, fine dining, casual dining, specialty restaurant, quick service restaurant etc. In this course students will explore famous restaurants of Delhi NCR. They will seek the answers for questions like why they are famous, what is their USP, What is their requirements, what menu they are serving and eventually learn how they can make a restaurant plan proposals by putting basics requirement on a paper. It will provide a better understanding of restaurant industry. This course comprises of industry visits and lectures.

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 various restaurants and its operations.
- Provide the insights to plan a restaurant proposal.



3. Course Learning Outcomes

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

CO1: Understand the concepts of restaurant industry.

CO2: Elaborate the various factors to be considered while planning a restaurant.

CO3: Explore set ups of different famous restaurants of Delhi NCR.

CO4: Able to make a proposal for a restaurant.

4. Course Pedagogy

The course will be taught in an interactive manner. Presentations will be used for delivering lectures which clears the basics of this course. Students will explore famous restaurants of Delhi NCR through field visits and make power point presentations.

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	Introduction to course and restaurant industry, types of restaurant.	Theory	PPT
2	Factors to be considered while planning a restaurant, basics of restaurant set up's	Theory	PPT
3	Identification of famous restaurant of Delhi NCR	Activity	Practical Lab Visit, Browsing
4	Field Work(Visit to Famous restaurant of students own choice)	Activity	
5	Field Work (Visit to Cyber Hub)	Activity	
INTERNAL ASSESSMENT I (30 marks)			

6	Presentation of the Field Visit	Presentation	
7	Presentation of the Field Visit	Presentation	
8	Drafting a restaurant proposal part- 1	Theory	PPT
9	Drafting a restaurant proposal , part - 2	Theory	PPT
INTERNAL ASSESSMENT II (30 marks)			
10	Final Restaurant Proposal presentation	Final Proposal	
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 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 (%)
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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

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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
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.)

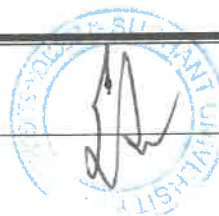
Assessment/CLO	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4
Relevant Session Nos.	1-2	3-4	5-8	9-10
Assessment 1:	✓	✓		
Assessment 2 :	✓	✓	✓	
Final Assessment	✓	✓	✓	✓

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	
Teaching Method (Secondary)			T4	T12	T12	T6	T6			T8

- 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	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th)	-



TDL

Course Code: TD22HM02

Course Title: Boulangerie and patisserie products and manufacturing equipments.

About the faculty:

Mr. Amit Kumar
Assistant Professor
Room no: D112

Mr. Amit Kumar, Bsc. in Hotel Management from Institute of hotel management, Gwalior, pursuing Msc. In Hotel Management from I.k Gujral Punjab technical university. Has more than 10 years of experience in the area of hotel industry, teaching, training and academics. He has rich industrial working exposure with brands like The Taj Group of hotels, The Oberoi group of hotels and The Sheraton Dubai as a bakery and patisserie expert chef. In academics, before being a part of Sushant university, he was working with IICA New Delhi and The Lalit Suri Hospitality School Faridabad.

Concept Note:

This course is all about the understanding of bakery and confectionery products. Baked goods have been around with us for thousands of years. Baking is a both science and an art of cooking food. This course provides students with a foundation for gaining knowledge about variety of bakery and confectionery food products. The knowledge about various equipments used in the production of various bakery and patisserie products, their prices, market survey, also gain knowledge about the high quality bakery and confectionery established in Delhi Ncr. This course is for the beginners or have some experience but are looking for a simple and focused understanding in the field of baking. Also to explore it as their hobby.

 Erstwhile Ansal University Gurugram		Vatel hotel and tourism business school.	
Detailed Course Plan			
Course Code and Title: TD22HM02, Boulangerie and patisserie products and manufacturing equipments.			
Term: I	Academic Year: 2022	Core/Elective: Elective	Credits: 1

Course Designed by: Mr. Amit Kumar e-mail: amitkumar@sushantuniversity.edu.in	Course Instructor: Mr. Amit Kumar e-mail: amitkumar@sushantuniversity.edu.in
Course Pre-requisites: None	No. of sessions: 10

1. Course Introduction

This course enables the understanding of bakery and confectionery products. Baked goods have been around with us for thousands of years. Baking is a both science and an art of cooking food. This course provides students with a foundation for gaining knowledge about variety of bakery and confectionery food products. Also gain knowledge about the equipments used for the various boulangerie and patisserie products.

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 bakery and confectionery food products.
- Gain knowledge of equipments required for the production of these products, their varieties, price, brands, specification etc.

3. Course Learning Outcomes

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

CO1: Understand the variety of bakery products.

CO2: Understand the variety of confectionery products.

CO3: knowledge about the equipments used in bakery operations.

CO4: Market survey to understand various specialty bake shops operations, equipment sellers, and bulk buying bakery ingredients.



4. Course Pedagogy

The course will be taught in an interactive manner. The concepts shall be mostly shared through slides, video clips as required and further reinforced through individual or group activities such as market survey based assignments case discussions, presentations etc.

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	Introduction to boulangerie and patisserie.	Theory	PPT/VIDEO/DISCUSSION
2	Familiarization with different bakery products	Theory	PPT/VIDEO/DISCUSSION
3	Familiarization with different patisserie products	Theory	PPT/VIDEO/DISCUSSION
4	Familiarization with bakery and confectionery equipments	Activity	Practical lab visit
5	Safely handling of all equipments	Activity	Demonstration and hands on.
INTERNAL ASSESSMENT I (30 marks)			
6	Various techniques involved in bakery and confectionery production.	Theory	PPT/VIDEO/DISCUSSION
7	Identify various bakery and confectionery establishments.	Assignment	Market visit
8	Identify various bakery and confectionery tools and equipments markets.	Assignment	Market visit

Boulangerie and patisserie products and manufacturing equipments

Mr., Amit Kumar

9	Identify with different breakfast items.	Activity	PPT/VIDEO/DISCUSSION
INTERNAL ASSESSMENT II (30 marks)			
10	Identify different frozen products.	Activity	PPT/VIDEO/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). 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.*

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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
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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.

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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.
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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

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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,
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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
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
Teaching Method (Secondary)				T4	T4		T12	T12		

- 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	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	2
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th)	-



TDL

Course Code:

Course Title: Pre- requisites to start up your own Culinary Venture

About the faculty:

Dr. Saurav Chhabra

Associate Professor

Room no: D006

An Alumnus of IHM Gwalior, Self-directed and motivated hospitality professional turned educator, Dr. Saurav has done his Master's in Business Administration in Hospitality Management from Kurukshetra University and Phd. In hospitality from G.D Goenka University. His doctoral research is in the area of Qualitative aspects of Meals served at hospitals.

He has over 13 years of rich experience in Industry and specializes in International Cuisines & Regional French cuisine. In addition to his academic role as Assistant Professor, he is also the Program Coordinator for Master's Programs offered by Vatel Hotel School.

As a contributor to the Academia, Dr. Saurav has published research papers in reputed UGC approved Journals and presented papers in various international conferences and has also undergone a scholarship programme by American Hospitality Academy. His research interests are in the domain of food & Wine pairing, Gastronomic tourism & food styling.



Concept Note:

Research shows that the food service industry is booming. The food and beverage business always had an advantage over other start-up businesses as it is one of the ventures that has the least chances to fail. Food apart from being a basic necessity is an experience in itself. Everyone likes to try new cuisines in the form of dishes and beverages.

This trans disciplinary course will help students to start their own dream venture covering up all the stages or levels that comes in the start-up process.

Creating a solid business plan, creating a brand, role of finances, choosing the right location, designing the layout, getting licences and permits and not to forget marketing and advertising.

This course will be a practical beginners guide to those who aspire to be Food Entrepreneurs.

The course also includes curated sessions by leading culinary entrepreneurs sharing insights through their own journey from opening the start-up to making it big.

 Erstwhile Ansal University Gurugram		School of Management Studies	
Detailed Course Plan			
Course Code and Title: TD22HM03 , Pre- requisites to start up your own Culinary Venture			
Term: I	Academic Year: 2021-22	Core/Elective: Elective	Credits: 1
Course Designed by: Dr. Saurav Chhabra e-mail: sauravchhabra@sushantuniversity.edu.in		Course Instructor: Dr. Saurav Chhabra e-mail: sauravchhabra@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

By definition, a food or culinary entrepreneur is simply someone who starts their own business in the food or culinary industry. It could be someone who creates the next meal kit for a specialty diet (for example, vegetarian keto meals), someone who purchases a food truck and

launches their own small food business, or someone who opens their own catering company. Having a clear vision for your product will help you better seek and advocate for the resources you need to make it happen. Food entrepreneurs can address a challenge they see in the food system by combining food, business, and social entrepreneurship. The course is on how to start your own culinary Venture and is based on the below mentioned stages or rather steps.

- Creating a solid Business Plan which includes understanding of target market, USP, Restaurant style & Type of food or menu
- Source of Finance – Loan or bringing in investors or crowd funding
- Location – Accessibility for customers , proximity to businesses
- Layout
- Choosing Suppliers
- Licences & Permits
- Advertising and marketing your business

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 on the intricacies and knowhow of setting up a food business or culinary venture.
- Inculcate the attitude in order to develop the correct mindset & skills to kickstart your own profitable food business

3. Course Learning Outcomes

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

- CO1:** Understand the role of creating or developing a solid plan
CO2: Outline the pre requisites involved in starting up a culinary venture.
CO3: Construct a draft layout or plan to open Culinary start-up.
CO4: Grow their own entrepreneurial brand.

4. Course Pedagogy

The course follows “Collaborative pedagogy”

5. Course Contents and Schedule

Pre- requisites to start up your own Culinary Venture

Dr. Saurav Chhabra

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	Overview of the topic	Lecture	https://hospitalityinsights.ehl.edu/how-to-start-your-food-business
2	Key considerations for a solid start-up plan	Lecture	https://www.hashmicro.com/blog/7-tips-you-need-to-know-before-starting-culinary-business/ .
3	Finance & Location	Lecture	https://www.posist.com/restaurant-times/resources/complete-guide-opening-restaurant.html
4	Designing the layout	Lecture	
5	Choosing of Suppliers	Lecture	
INTERNAL ASSESSMENT I (30 marks) Research paper			
6	Permits & Licences	Lecture	
7	Menu Pricings	Lecture	
8	Advertising	Lecture	
9	Discussion on creating your own business plan	Case study	
INTERNAL ASSESSMENT II (30 marks)			
10	Submission of restaurant plan	Designing and planning	
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. An External 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 Plan and present in front of External jury on the day of the final assessment and 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. 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)	T7									
Teaching Method (Secondary)	T2									

- 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	-
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 Sushant University Erstwhile Ansal University Gurugram	School of Health Studies Detailed Course Plan		
Course Title: Radiation Hazards			
Term: II	Academic Year: 2021-22	Core/Elective: Elective	Credits: 2
Course Pre-requisites: None		# 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.

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**

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

MODULE 1- Introduction Of radiation and Radiological services.

MODULE 2- Radiation detectors and survey instruments.

MODULE 3- Biological effects of ionizing radiation.

MODULE- Radiation Protection.

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. 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

1.

Basic health physics- Problems and Solutions.

Joseph John.

2.

hand book of health physics and radiological health

Barnard.

3

Hyping health risk-Environmental hazards in daily life

Geoffrey C Kabat



 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



School Name: School of Health Sciences

Credits: 1

Course Title: Introduction to Eye & Vision Care

Academic Year: 2021-22

Course Code: TD21HS08

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



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



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: <u>atulkumaragarwal@ansaluniversity.edu.in</u>		Instructor: Dr. Atul K.Agarwal <u>atulkumaragarwal@ansaluniversity.edu.in</u>	

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.sjalbfaerni.is/media/frodleikur/OECD-skyrsla.pdf>



	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Business	Credits: 1
Course Title: Financial Planning Course Code: TD19MS02	
Course Designed by: Dr. Meenakshi Dhingra e-mail: meenakshidhingra@sushantuniversity.edu.in	Course Instructor: Dr. Meenakshi Dhingra e-mail: meenakshidhingra@sushantuniversity.edu.in
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

A Financial Planning course teaches you how to manage your money effectively. You'll learn about budgeting, saving, investing, insurance, retirement planning, and estate planning to achieve your financial goals. It's about creating a roadmap for your financial future.

Course Outcomes:

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

- **Create a Personal Financial Plan:** Students will be able to develop a comprehensive personal financial plan tailored to their individual goals and circumstances.
- **Manage Budget and Cash Flow:** Students will be able to create and manage a budget, track expenses, and effectively manage their cash flow.
- **Make Informed Investment Decisions:** Students will be able to understand different investment options, assess risk and return, and make informed investment decisions.
- **Plan for Future Financial Needs:** Students will be able to plan for future financial needs, including retirement, education, and other major life 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 Web links / eBooks/ articles / magazines pages or course material
1	Introduction to Financial Planning		Course Material
2	Understanding Your Financial Situation		Course Material
3	Budgeting and Cash Flow Management		Course Material
4	Saving and Investing Basics		Course Material



5	Investment Strategies and Risk Management		Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Insurance Planning		Course Material
7	Debt Management		Course Material
8	Retirement Planning		Course Material
9	Tax Planning		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Estate Planning and Wrap-up		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 Business Detailed Course Plan	
Course Title: Basics of Income Tax			
Sem: II	Academic Year: 2021-22	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. Founda tion Core	2. Foundat ion Skill	3. Professio nal Core	4. Professio nal Skill	5. Premi er 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:

Basics of Income Tax



Ms. Charu Kapoor Sareen

- 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

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.

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

Basics of Income Tax



Ms. Charu Kapoor Sareen

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?

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	-

Course Code and Title: TD22MS01, Basics of Operations Management

Term: 6 months	Academic Year: 2021-22	Core/Elective: Elective	Credits: 1
Course Designed by: Manoj Kumar Mishra e-mail: manojmishra@sushantuniversity.edu.in		Course Instructor: Manoj Kumar Mishra e-mail: manojmishra@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

- Provide knowledge of terminologies and concepts used in operations management.
- Provide them an understanding about business operations in any servicing & manufacturing organizations.

3. Course Learning Outcomes

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

- To share their understanding of operations management.
- To learn to observe and see things beyond what is obvious.
- To analyze real world examples and case studies through effective independent and collaborative work.
- The importance of inventory management in services business

4. Course Pedagogy

The course follows the pedagogy of lectures/Case studies & Presentation.

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	Introduction and overview of Operations Management	PPT & Video	https://www.youtube.com/watch?v=3SIoABY7B2E
2-3	Plant Layout & Location Selection	Lecture & Business Examples	
4-5	Inventory types & Its importance in Operations	PPT & Video	https://www.youtube.com/watch?v=NP9acpY3ct0
INTERNAL ASSESSMENT I (30 marks)			
6-7	Quality & Its importance in Operations Management	Case studies	
8-9	7 QC Tools.	Using practical problems	
INTERNAL ASSESSMENT II (30 marks)			
10	Games based on Operations Management	Using online tools	
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.

Internal Assessment-1 Answer any three questions (Submission Date: 28/03/2022)

- Explain the meaning and significance of plant location .How will you decide the location of a mini steel plant in India?
- Define the plant layout.
- What are the various factors influencing the layout of grocery store?
- What are the principles for planning the layout of a new factory?

Internal Assessment-2 (Submission Date: 03/05/2022)

Read the link and prepare the same type of document on Quality control tools for any education industry:

https://iaeme.com/MasterAdmin/Journal_uploads/IJMET/VOLUME 8 ISSUE 8/IJMET 08_08_096.pdf

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.

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	TDL ESE Practical Exam	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

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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").

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	T10	T2	T2	T1	T10	T5
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	-
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School Name: School of Business

Credits: 1

Course Title: Recent HRM Practices In Indian MNCs

Academic Year: 2021-22

Course Code: TD22MS02

Course Designed by: Dr. Meenakshi Dhingra
e-mail:

meenakshidhingra@sushantuniversity.edu.in

Course Instructor: Dr. Meenakshi Dhingra

e-mail: meenakshidhingra@sushantuniversity.edu.in

Pre-requisites: Student has not opted and studied the subject earlier in any semester

1. Course Introduction:

This course explores the evolving landscape of Human Resource Management within Indian multinational corporations. We'll examine contemporary trends and best practices, including talent management, employee engagement, diversity and inclusion, performance management, and the impact of technology on HRM. This course will equip you with insights into how Indian MNCs are adapting their HRM strategies to compete globally and manage a diverse workforce.

Course Outcomes:

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

- **Identify** and **describe** recent trends and best practices in HRM within Indian multinational corporations.
- **Analyze** the challenges and opportunities faced by Indian MNCs in managing their human resources in a global context.
- **Evaluate** the effectiveness of different HRM strategies and their impact on organizational performance.
- **Apply** HRM principles and practices to real-world scenarios in Indian MNCs..

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 HRM in Indian MNCs		Course Material
2	Talent Acquisition and Management		Course Material
3	Employee Engagement and Retention		Course Material



4	Diversity and Inclusion		Course Material
5	Performance Management		Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Compensation and Benefits		Course Material
7	Training and Development		Course Material
8	Technology and HRM		Course Material
9	Global HRM Practices		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Future of HRM in Indian MNCs		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			
Course Title: Design Thinking Course Code: TD18DE05		Credits: 1	
Academic Year: 2021-22			
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



 Sushant University Best of the Best University Gurugram		School of Planning and Development	
Detailed Course Plan			
Course Title: Gender Sensitive Urban Planning			
Term: I	Academic Year: 2021-22	Core/Elective: Elective	Credits: 2
Course Designer/ Instructor: Kankan Kataria e-mail: kankankataria@sushantuniversity.edu.in		Office: A002 Contact #: 9818003774	
Course Pre-requisites: None		# 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 core

1. Found ation Core	2. Foundatio n Skill	3. Professional Core	4. Professiona l 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, mobility, facilities	Assess women's daily living in cities, issues, implications on quality of life of women
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 indicators
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					
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	Lack of teamwork visible. It seems as though only a few people	Teamwork was minimalistic. It seems as though Only one member has



			others	worked on the presentation.	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.

7. 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-choices-and-livelihoods-poor-urban-areas>
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- Jarvis, H. and P. Kantor with J. Cloke (2009), Cities and Gender, Routledge, London
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- 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/gltm-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-is-known-to-date-about-working-with-men-and-boys-the-evidence-base.html>
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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.



 Sushant University Erstwhile Ansal University Gurugram		School of Design	
Detailed Course Plan			
Course Code and Title: XXX, Spirituality of the future 2			
Term: I	Academic Year: 2021-22	Core/Elective:	Credits: 1
Course Designed by: Dr. Sachin datt e-mail: sachindatt@sushantuniversity.edu.in		Course Instructor: Dr. Sachin Datt e-mail: sachindatt@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

The term Spirituality has multiple meanings and has been explained by many diverse philosophical traditions. The objective of this course is to combine the ancient understanding of the concept with current developments in science to understand how our new understanding of human condition changes the traditional concept and in new ways. A comparison of ancient and modern problems reveals some fundamental differences. The kind of problems that existed in the ancient world are different from that that the future holds for not just humans but for the planet. Combined with that the problems of individual people in leading a day-to-day life. Whether the problems are individual or social, ancient or futuristic, the goal in spirituality is to attain a state of lasting peace. Lasting peace is a form of stability that provides solace in a turbulent and disturbing circumstances. If at all that life consistently throws at beings is disturbances and problems through which human beings lose their peace. Even when temporary peace is attained, that does not mean that it will remain for long, the next set of disturbances are just round the corner waiting to snatch people of the peace they so cherish. The greater the disturbance, the greater is the longing for peace. Through the course we see that peace is

Employability-level: Foundation Skill

1. Founda tion Core	2. Foundat ion Skill	3. Professio nal Core	4. Professio nal Skill	5. Premi er Skill
	✓			

2. Course Objectives

The broad objectives of this course are to

- Provide knowledge of core concepts in spirituality from scientific point of view
- Inculcate the skills to practice spiritual concepts in professional life



3. Course Learning Outcomes

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

- CO1:** Differentiate between Goals and Means of attaining spiritual progress
CO2: Compare the essential differences between concepts of **Peace** and **Achievement**
CO3: Make list of Planning and Doing activities
CO4: Express experience of planning schedule to achieve state of Peace

4. Course Pedagogy

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

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	Introduction to Spirituality Keywords describing spirituality as a field. Differentiate between Means and Goals in spirituality. Introduction to concept of Achievement and peace.	List words associated with Spirituality. Differentiate spiritual concepts between means and goals.	
2	Stereotypical perspective of spirituality. (Innocence, Intelligence and spiritual) Subdivision of Achievement and peace.	Make list of situations that make you: Angry Sad Afraid Happy Plan Things you don't want to happen (Security) Earth Things that you want to happen (Achievement) Air Doing things for others (Comfort) Water	



		Doing things for self (Creativity) Fire	
3	Understanding Achievement, Creativity, Security and comfort	Think of TASKS under Achievement, Creativity, Security and Comfort	
4	Focus on Things you do for others Things you do for yourself		
5	Create an Achievement based project	Execute project	
INTERNAL ASSESSMENT I (30 marks)			
6	Create an Achievement based project	Execute project	
7	Create a creativity-based project	Execute project	
8	Create a creativity-based project	Execute project	
9	Create a creativity-based project	Execute project	
INTERNAL ASSESSMENT II (30 marks)			
10	Final Painting and finishing	Hands on practice	
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 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	
2	Assessment 2 (After Week 5)	30
3	TDL ESE Practical Exam (After Week 9)	30
	Total Marks	40
		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. 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

	Programme Learning Outcomes (PLOs)
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Course Learning Outcomes (CLOs)	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)	T2	T1	T7	T1	T1	T1	T1	T1	T1	T6
Teaching Method (Secondary)		T2	T2	T2	T2	T2	T2	T2	T2	T2

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 Design		Credits: 1
Course Title: Sketch-Noting Course Code: TD22DE02	Academic Year: 2021-22	
Course Designed by: Nain Lulla e-mail: nainlulla@sushantuniversity.edu.in	Course Instructor: Nain Lulla e-mail: nainlulla@sushantuniversity.edu.in	
Pre-requisites: Student has not opted and studied the subject earlier in any semester		

1. Course Introduction:

Sketch-noting is a visual note-taking method using drawings, symbols, keywords, and containers to capture and organize information. It enhances learning, memory, and communication by making note-taking more engaging and creative. A course will teach you the core elements (containers, connectors, words, icons, layout), techniques, and tools for effective sketch noting.

Course Outcomes:

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

- **Master Sketch noting Elements:** Confidently use containers, connectors, words, icons, and layout to create effective sketch notes.
- **Develop Sketch noting Skills:** Proficiently apply various techniques like visual note-taking, icon drawing, and lettering.
- **Enhance Visual Thinking:** Improve your ability to think visually and translate ideas into images.
- **Apply Sketch noting in Different Contexts:** Use sketch noting for note-taking, brainstorming, and personal reflection.

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 Sketch noting		Course Material and Practical
2	Essential Elements - Containers & Connectors		Course Material and Practical
3	Icons: Visual Shortcuts		Course Material and Practical



4	Words: Less is More		Course Material and Practical
5	Layout: Guiding the Eye		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Sketch noting in Real-Time		Course Material and Practical
7	Sketch noting for Different Purposes		Course Material and Practical
8	Developing Your Style		Course Material and Practical
9	Color and Emphasis		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
10	Sketch noting for Storytelling and Communication		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: 20BDSAA01TD6P, Fashion Styling/culture			
Term: I	Academic Year: 2021-22	Core/Elective: Elective	Credits: 1
Course Designed by: Tajinder Kaur Anand e-mail: Tajinderanand @ansaluniversity.edu.in		Course Instructor: Tajinder Kaur Anand e-mail: Tajinderanand@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

This course combines the theoretical and practical areas. The first part of the course is devoted to improve the knowledge about fashion in depth. The second part is dedicated to performing practical projects that will always be started and revised in class individually to be finished at home for its following presentation in class. Both parts are in combination with several lectures made by working professional who will not only give a wide presentation about their specialization, but also explain their experiences and projects. The course concludes with a practical exercise and a real shooting where students will demonstrate their skills, knowledge and the resources they have acquired under the guidance of several professionals.

Employability-level: Foundation Skill

1. Founda tion Core	2. Foundat ion Skill	3. Professio nal Core	4. Professio nal Skill	5. Premi er Skill
	✓			

2. Course Objectives

The broad objectives of this course are to

● Professionalize the knowledge in style and form so to prepare students to interpret the constant innovations created by the sector.

● Apply said information to the production of one's own contents, which can be adapted to several style projects.

● Comprehend, plan, manage and solve every phase until an idea is fulfilled.



Have a total comprehension of the work itself since a stylist not only the source for products, but also for the trends to work with each season.

Student profile

Fashion professionals, graduates in fine arts, graduates in communications, as well as all those who want to be specialized and professionalize their knowledge about style.

3. Course Learning Outcomes

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

CO1: Analyze the fashion styling process and develop key creative, intellectual and technical skills used in the fashion media industry

CO2: Develop creative ideas and apply different approaches to problem solving

CO3: Identify, evaluate and use information from a variety of sources in order to understand key cultural, social and environmental influences in fashion

CO4: Use skills to plan, organize, produce and edit photo shootings.

4. Course Pedagogy

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

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	Fashion Styling: Introduction To Fashion styling. The courses range from an introductory level, working towards higher comprehension of skills and study. This enables for 'flexible learning' whereby the participant can choose when to build on their experience, by progressing from one block to another, giving them complete control on their own progress and achievement	Hands on Practice	



2	Practical and class-based projects :allow participants to apply their theoretical understanding of a specific subject area	Hands on practice	
3	Preparation of Scrap book on fashion glossary	Hands on practice	
4	Students start making Looks based on the cultures covered in the class (Harajuku, Burlesque, Hippies, Mod & Rockers etc..)	Hands on practice	
5	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	
INTERNAL ASSESSMENT I (30 marks)			
6	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	
7	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	
8	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	
9	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	
INTERNAL ASSESSMENT II (30 marks)			
10	Final Presentation of the Portfolio	Hands on practice	
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 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	TDL ESE Practical Exam	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:

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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.

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									
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 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



Course Code: TD20LA05

Course Title: Social Construction and Women Empowerment

 Erstwhile Ansal University Gurugram		School of Law	
		Detailed Course Plan	
Course Title: Social Construction And Women Empowerment			
Term: I	Academic Year: 2021-22	Core/Elective: Elective	Credits: 1
Course Designed by: Dr. Kirti Dahiya e-mail: kirtidahiya@ansaluniversity.edu.in		Course Instructor: Anushka Chaudhary e-mail: anushkachaudhary@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 11	

Dr. Sulakshana is an Assistant Professor in School of Law, Sushant University. All through in her academic career she is well known for her meritorious performances. She is a Gold Medalist in both LL.B and LL.M and was awarded Gold Medals, different Scholarships and prizes by Hon'ble Ex-Governor of West Bengal Mr. Gopal Krishna Gandhi. She has presented scores of papers in various National and International Conferences and Seminars. Also, she has published research papers and articles in leading journals. Besides, she has Chaired and Co-Chaired in different International and National Seminars and Conferences. Under her auspices students have been publishing research papers in different Journals of repute. Dr. Sulakshana won Women Empowerment Award, 2019 from Delhi State Legal Services authority in collaboration with Bhagidari Jan Sahyog Samiti and Human Foundation. For her commendable task in International Conference on Ethics and Integrity, 2019 she has received Certificate of Recognition from Indus Foundation of Education Research and Social welfare (UGC recognized) as Guest Editor. She has

Dr. Sulakshana Banerjee Mukherjee



also received award for Outstanding Performance in a Conference named "Protection of Child Rights in Digital Age" held at New Delhi.

Concept Note:

To promote **gender** equality and the **empowerment** of **women** as effective ways to combat poverty, hunger and disease and to stimulate development that is truly sustainable. **Empowerment** of **women** is a necessity for the very development of a society, since it enhances both the quality and the quantity of human resources available for development. **Women empowerment** and achieving gender equality is **essential** for our society to ensure the sustainable development of the country.

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. Founda tion Core	2. Foundat ion Skill	3. Professio nal Core	4. Professio nal Skill	5. Premi er 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)
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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 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: 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: Contract Drafting Course Code: TD22LA01		Academic Year: 2021-22	
Course Designed by: Deepak Miglani e-mail: deepakmiglani@sushantuniversity.edu.in		Course Instructor: Deepak Miglani e-mail: deepakmiglani@sushantuniversity.edu.in	
Pre-requisites: Student has not opted and studied the subject earlier in any semester			

1. Course Introduction:

A Contract Drafting course teaches you how to create clear, legally sound contracts. You'll learn about contract law, how to write different contract clauses, and how to structure a complete contract. The goal is to give you the practical skills to draft effective agreements.

Course Outcomes:

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

- **Draft Effective Contract Clauses:** Students will be able to draft clear, concise, and legally sound clauses for various contractual purposes (e.g., representations, warranties, indemnities).
- **Structure Complete Contracts:** Students will be able to organize and structure complete contracts, including all necessary sections and provisions, ensuring logical flow and completeness.
- **Apply Contract Law Principles:** Students will be able to apply relevant contract law principles to their drafting, ensuring enforceability and minimizing legal risks.
- **Analyze and Interpret Contracts:** Students will be able to analyze and interpret existing contracts, identifying potential ambiguities, inconsistencies, and areas for improvement.

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 & Contract Formation		Course Material
2	Contract Interpretation & Enforceability		Course Material



3	The Axial Age (8th-3rd Centuries BCE) Essential Contract Clauses: Recitals, Definitions, & Term		Course Material
4	Key Contract Clauses: Representations, Warranties, & Covenants		Course Material
5	Critical Contract Clauses: Indemnification, Limitation of Liability, & Termination		Course Material
INTERNAL ASSESSMENT I (30 marks)			
6	Putting it Together: Structuring a Complete Contract		Course Material
7	Drafting a Simple Contract (Sales Agreement)		Course Material
8	Drafting a More Complex Contract (Employment Agreement)		Course Material
9	Globalization and the Information Age Negotiation & Drafting: Simulating a Contract Negotiation		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Contract Review and Revision		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: Fundamentals of Health Law Course Code: TD22LA02		Academic Year: 2021-22	
Course Designed by: Ayesha e-mail: ayeshamukherjee@sushantuniversity.edu.in		Course Instructor: Ayesha e-mail: ayeshamukherjee@sushantuniversity.edu.in	
Pre-requisites: Student has not opted and studied the subject earlier in any semester			

1. Course Introduction:

Fundamentals of Health Law introduces the legal and ethical rules governing healthcare. It covers topics like patient rights, provider liability, healthcare regulation (HIPAA, fraud/abuse), and healthcare finance, providing a foundation for understanding the legal landscape of healthcare..

Course Outcomes:

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

- **Understand Healthcare Law Principles:** Students will understand the fundamental legal and ethical principles that govern the healthcare industry, including patient rights, provider responsibilities, and regulatory frameworks.
- **Analyze Legal Issues in Healthcare:** Students will be able to identify and analyze legal and ethical issues that arise in healthcare settings, such as informed consent, medical malpractice, and privacy concerns.
- **Apply Healthcare Regulations:** Students will be able to apply key healthcare regulations, such as HIPAA, fraud and abuse laws, and other relevant legislation, to real-world scenarios.
- **Evaluate Ethical Dilemmas:** Students will be able to evaluate ethical dilemmas in healthcare, considering relevant legal and ethical principles, and propose solutions that balance competing interests.

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 Health Law & the US Healthcare System		Course Material



2	The Role of Government in Healthcare		Course Material
3	Informed Consent and Patient Autonomy		Course Material
4	Patient Privacy: HIPAA and Beyond		Course Material
5	Access to Care and Discrimination		Course Material
INTERNAL ASSESSMENT I (30 marks)			
6	Medical Malpractice: Negligence and Liability		Course Material
7	Professional Licensure and Discipline		Course Material
8	Healthcare Organizations and Liability		Course Material
9	Healthcare Finance and Reimbursement		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Ethical Dilemmas in Healthcare & Course Wrap-up		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 Code and Title: TD20AA04 LIDAR Technology And Its Use In General Life			
Term: I	Academic Year: 2021-22	Core/Elective: Elective	Credits: 1
Course Instructor: Ar.Mohd Anees email:mohdanees@sushantuniversity.edu.in		Course Instructor: Ar.Mohd Anees email:mohdanees@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

The approach of this course introduces principles of LiDAR, LiDAR sensors and platforms, LiDAR data view, processing, and analysis, and LiDAR applications. Definition of Lidar concept, current general daily life dependency and need, Different practices followed throughout the world for Lidar Practices. Case studies on the current trends and effort towards making architecture more simpler and efficient.

Employability-level: Foundation Skill

1. Founda tion Core	2. Foundat ion Skill	3. Professio nal Core	4. Professio nal Skill	5. Premi er Skill
	✓			

2. Course Objectives

The objective of the course is to familiarize students with latest concept Lidar trends which are being used in general daily life around the world.

Skill:-Students will aware of organization and functions of Lidar system along with the use.



3. Course Learning Outcomes

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

CO1: Be able to understand importance of LiDAR technology and its use in general life.

CO2: Be able to apply the knowledge of LiDAR practice Architecture and Interior designing

CO3: Be able to critically analyse different uses of LiDAR through the case studies.

CO4: Be able to create a 3D imaging using LiDAR of apple products.

4. Course Pedagogy

The course follows the pedagogy of “learning by doing”.

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	Subject Introduction		
2	Lidar technology (History, need, importance and future of Lidar-concept & implementation)	Lecture followed by discussion with students. PPT on case study around the world	
3	LiDAR System Design and Platforms	Presentation of use of LiDAR case studies around the world	
4	LiDAR Data Format, Accuracy, and Management	Presentation continue	
5	LiDAR system and Virtual reality (VR) analysis	Remedial &	

	Incorporation of Lidar in interior design	Discussion of Assignment 3 Finalising the groups	
INTERNAL ASSESSMENT I (30 marks)			
6	LiDAR system and Virtual reality (VR) analysis Incorporation of Lidar in interior design	Continuation of previous lecture	
7	Application of LiDAR software through available devices	Mapping of interior element with LiDAR system	
8	Analysis and presentation of Application of LiDAR software through available devices	Revision and remapping of interior element with LiDAR system	
9	Final submission and presentation	Presentations	
INTERNAL ASSESSMENT II (30 marks)			
10	Remedial for the end term		
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.*

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.

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	TDL ESE Practical Exam	40
Total Marks		100

Deliverables

This elective course would focus on different methods for our movement from one to another place and it would ignite the initial level thinking and concern about the typical Indian transportation scenario and would enhance the understanding of smart mobility solution. The course is based on learning by different activities which involves active participation of each student throughout out the course .

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/Session	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
s										

 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: 2021-22
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..

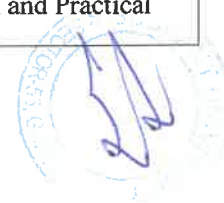
Course Outcomes:

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	School of Art and Architecture Detailed Course Plan		
Course Code and Title: TD22AA01 Understanding the Spatial Character of Public Spaces in Cities			
Term:	Academic Year: 2021-22	Core/Elective: Elective	Credits: 1
Course Designed by: Pragya Hotwani e-mail: pragyahotwani@sushantuniversity.edu.in		Course Instructor: Pragya Hotwani e-mail: pragyahotwani@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

The Public Realm of the City is primarily the Space against which our daily collective lives revolve and it demonstrates the Vibrance of a City Fabric. As designed environments, these spaces have multiple typologies, from streets to market places, from plazas to squares, from parks to riverfronts and so on; and each space behaves and functions differently. These Spaces have been transforming and are heterogeneous in nature, and continue to be significant to the City Life; and are commonly open to public spaces. The degree of publicness may vary and few of these spaces have been contested or act as a divide, so the Course intends to understand the notion of 'Place for All' and how do we see the future of these vibrant Urban Environments.

Employability-level: Foundation Skill

1. Founda tion Core	2. Foundat ion Skill	3. Professio nal Core	4. Professio nal Skill	5. Premi er Skill
	✓			

2. Course Objectives

The Broader Objectives of this Course are as follows _

- Understand the meaning of Public Spaces
- Assessing a Public Space, with a thorough understanding of its Activity Patterns, User Groups, Transformation taken place
- 'Place for All'

- d. Applying their Professional Learning and Experience to achieve a holistic idea for an Appropriate Design for Public Space

3. Course Learning Outcomes

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

CO1: Understand and communicate the meaning and significance of public spaces.

CO2: Investigate a variety of public spaces and generate ideas for how to make them a better 'Place for All.'

CO3: Engage them in their surroundings by analyzing how these places have transformed over time and their relevance in various aspects such as socioeconomic, cultural, political, and so on.

CO4: Smaller thoughts and ideas would emerge as a result of their knowledge and comprehension.

4. Course Pedagogy

The course follows the pedagogy of "Learning through Experiences".

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	Introduction Session Understanding the difference between Public Space and Public Place	Class Discussion	Observing their immediate Surroundings and types of Open Spaces
2	Defining Public Spaces and the different types of Public Spaces with Case Examples. Different Aspects that have their influence in the transformation of public spaces	Learning by Doing	Take up a Case Study of any 3 types of Public Spaces and create a Photo Essay, Collage, Comic Strip, etc.
3	People and Places [+] Concept of Placemaking	Continued Discussion	
4	Streets as Public Spaces and its Evolution		

5	Other Typologies of Public Spaces		
6	Various transformation of Public Spaces, in context to India		Study any 1 transforming Indian Case and prepare a Presentation
7	International Case Presentation		
8	Understanding the importance of these spaces and how they act as an identity / landmark / place to be		
9	Studying Cases from Different parts of the world and comparing it with Indian Context		
10	How you can intervene to create a better Public Space for your Neighborhood or City or Country		Proposing Strategies, Ideas, Concepts (from your individual professions)

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).

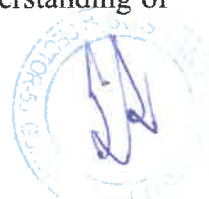
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Faculty is required to mandatorily keep a record of both assessments, as they shall be mapped in ERP accordingly.

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 datasheet. 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 3)	30
2	Assessment 2 (After Week 8)	30
3	TDL ESE Practical Exam	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").

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FOR FACULTY VERSION OF COURSE OUTLINE ONLY

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8. Graduate Attributes

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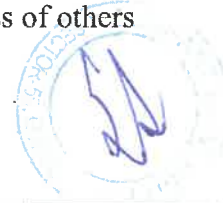
1. knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives,
2. creative and critical thinkers, generating originality in ideas and concepts, and appreciating innovation and entrepreneurship,
3. empowered, having 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
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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.
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4. Use principled approaches for designing and developing trans-disciplinary initiatives for betterment of communities
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	T2	T1	T1	T2	T1	T2	T1	T2	T6
Teaching Method (Secondary)	T7	T10	T6	T6	T7	T2	T8	T8	T7	T10



 Sushant University Erstwhile Ansal University Gurugram	School of Art and Architecture		
Detailed Course Plan			
Course Code and Title: TD22AA02, Sustainable Development and Climate Change			
Term:	Academic Year: 2021-22	Core/Elective: Elective	Credits: 1
Course Designed by: Ar. Surabhi Mathur e-mail: surabhimathur@sushantuniversity.edu.in		Course Instructor: Ar. Surabhi Mathur e-mail: surabhimathur@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

Employability-level: Foundation Skill

1. Founda tion Core	2. Foundat ion Skill	3. Professio nal Core	4. Professio nal Skill	5. Premi er Skill
	✓			

2. Course Objectives

The broad objectives of this course are to

- Provide knowledge over the topic and familiarize students with the ongoing activities related to it so as to broaden their vision on the possibilities.

- To be able to know the solutions to the problems that humans have created.

3. Course Learning Outcomes

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

CO1: Understand the concepts of Sustainable Development and effects of climate change.

CO2: Immerse the concept of sustainability in the approach of our daily activities.

CO3: To implement futuristic approach in life with conscious knowledge of its possibilities.

4. Course Pedagogy



The course follows the pedagogy of Lectures + Tutorials + Videos + Discussions + progressive markings.

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	Introduction to Sustainability	Lecture + Classroom Discussions + Assignment	PPT + https://youtu.be/zx04Kl8y4dE
2	Sustainable Development: Timeline and Scope	Video + Lectures + Classroom Discussions + Assignment	https://youtu.be/WKtiOu_75m8
3	Sustainable Development Goals: An Over view	Video + Lectures + Classroom Discussions + Assignment	https://youtu.be/qfOgdj4Okdw
4	Achieving Sustainable Development: Role of the different stakeholders	Video + Lectures + Classroom Discussions + Assignment	https://youtu.be/_6xlNyWPpB8 https://sdgs.un.org/goals
5	Climate Change: Causes and Consequences	Video + Lectures + Classroom Discussions + Assignment	https://youtu.be/EuwMB1Dal-4 https://youtu.be/-D_Np-3dVBQ
INTERNAL ASSESSMENT I (30 marks) – Debate			
6	Climate Change and Water	Video + Lectures + Classroom Discussions + Assignment	https://youtu.be/vB68xvRb2T4 https://youtu.be/WOjJtD6H8EI
7	Climate Change: Forest and Biodiversity	Video + Lectures + Classroom Discussions + Assignment	https://youtu.be/Wrb4b28dgcU https://youtu.be/63hoK9Vd1dM
8	Climate Change: Coastal Ecosystem	Video + Lectures + Classroom Discussions + Assignment	https://youtu.be/s5pXhn8DQzI https://youtu.be/CVFQEXSbCw4
9	Climate Change: Agriculture and Food Security	Video + Lectures + Classroom Discussions + Assignment	https://youtu.be/umqyUd1_yqE
INTERNAL ASSESSMENT II (30 marks) – TIME LINE			
10	Climate Change and Sustainable Development: National and State Policies	Lectures + Classroom Discussions + Assignment	Pdfs
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.

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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	TDL ESE Practical Exam	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.

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8. Graduate Attributes

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3. empowered, having both the capacity and confidence to pursue the attainment of full potential,
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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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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/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	-



 Erstwhile Ansal University Gurugram	School of Art & Architecture Detailed Course Plan		
Course Code and Title: TD22AA03, Cognitive understanding / learning - places & spaces			
Term: II	Academic Year: 2021- 22	Core/Elective: Elective	Credits: 1
Course Designed by: Shruti S Hippalgaonkar e-mail: shrutihippalgaonkar@sushantuniversity.edu.in		Course Instructor: Shruti S Hippalgaonkar e-mail: shrutihippalgaonkar@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

Cognitive Learning Theory, on the other hand, suggests that the learner is an active participant in the process. They come to the table with their own skills, knowledge, memories and relevant information they've learned in the past. When learning something new, individuals process and construct their own understanding of a topic based on their past experiences and knowledge.

Learning is cumulative and relative to each individual. When we're learning, we start with a baseline of knowledge and go from there. Jean Piaget, a Swiss psychologist and pioneer of Cognitive Learning Theory, favored this learner-centered approach to teaching. He suggested that accommodation, assimilation, and equilibration are all crucial to learning:

- Accommodation – how we modify what we already know to take new information into account;
- Assimilation – how the new knowledge is arranged in our heads alongside what we already know;
- Equilibration – the balance between what we already know and what we're currently mastering.

Employability-level: Foundation Skill Development

1. Founda tion Core	2. Foundat ion Skill	3. Professio nal Core	4. Professio nal Skill	5. Premi er Skill
	✓			

2. Course Objectives

The broad objectives of this course are to

- Provide knowledge of cognitive learning & understanding.
- Inculcate the skills to replicate the same in form of assignments.

3. Course Learning Outcomes

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

CO1: Understand a place/space through cognitive learning theories.

CO2: Compare the essential differences in learning [individual] in general.

CO3: Learn to use the process of cognitive learning/understanding in future for easement in various aspects.

CO4: Able to communicate at ease through cognition learning methods.

4. Course Pedagogy

The course follows the pedagogy of “learning by doing”.

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	Introduction to the TDL class		Interactive session
2	Assignment-01: jogging through the childhood <u>memory</u> .	Hands on	
3	Discussion on Assignment-01 individually.		Interactive session

4	Assignment-02: <u>watch</u> & learn about a place/space	Hands on	
5	Discussion on Assignment-02 individually & or in group.		Interactive session
INTERNAL ASSESSMENT I (30 marks)			
6	Assignment-03: <u>read</u> & learn about a place/space	Hands on	
7	Discussion on Assignment-03 individually.		Interactive session
8	Assignment-04: Picture or image cognitive understanding of place/space	Hands on	
9	Discussion on Assignment-04 individually & or in group.		Interactive session
INTERNAL ASSESSMENT II (30 marks)			
10	Assignment Improvement week – Conclude & Interaction session		
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 datasheet. 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	TDL ESE Practical Exam	40
Total Marks		100

Guidelines for End term Viva:

Each students would make a final collaborated assignments into a portfolio, students would showcase and narrate their work done through the semester, also their learnings from it for the jury members on the day of the final assessment (individually) for final external grading.

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 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

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/Session	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods	T1									



(Primary)										
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	-



ODD 2022

Active Students of 5th, 7th and 9th Semester (as per ERP) and available for TDL, ie.not including Internship etc		
S. No	School	Active Students
1	SET	75
2	SHM	30
3	SHS	113
4	SOB	52
5	SOD	86
6	SOL	126
7	SPD	8
8	SSA	137
	Total	627

S No	School	No of TDL Courses	TDL Code	TDL Course	No of students Enrolled
1	Vatel Hotel and Tourism Business School	1	TD20HM04	Restaurant Services	42
2	School of Law	3	TD20LA08	Constitutional Values	40
3			TD20LA06	Social Media and Censorship	42
4			TD20LA05	Social Construction and Women Empowerment	39
5	School of Business	1	TD22MS04	Business Analytics	40
6	School of Engineering and Technology	2	TD21ET03	Cyber Security	41
7			TD20ET04	IOT based smart Agriculture Monitoring and Irrigation System	29
8	School of Health Sciences	3	TD20HS06	Contagious Disease And Its Prevention	28
9			TD21HS09	Cyber Psychology	41
10			TD21HS08	Introduction To Eye & Vision Care	40
11	School of Art and Architecture	3	TD22AA04	Reading and Writing	42
12			TD22AA05	Climate Responsive Design	39
13			TD22AA06	Creative writing	38
14	School of Planning and Development	1	TD22PD01	Placemaking through public participation	42
15	School of Design	2	TD22DE04	Gamification in Education	42
16			TD22DE05	Fashion In Media World	42
				Total Students	627



Detailed Course Plan

Course Title: Restaurant Services

Course Code: TD20HM04

Term: I

Academic Year:
2022-23

Core/Elective: Elective

Credits: 1

Course Designed by: Deepak Thakur

Course taught by: Deepak Thakur
E-mail:
deepakthakur@sushantuniversity.edu.in

Course Pre-requisites: Basic aptitude for learning restaurant services.

1. Course Introduction and Objectives

The course is oriented to explain and make the students understand the basics of different types of restaurant services. Further this course will facilitate the students to understand the table set up & service in Five Star dining venues. The course will help them to understand the concept of restaurant services & duties & responsibilities of F&B staff.

Employability-level: Foundation 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 restaurant services.

CLO2: Understand the duties & responsibilities of F&B staff

CLO3: Understand the setting up of table.

CLO4: Explain and understand different types of restaurant services.

3. Course Pedagogy

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



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
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		Course Outline
1	Duties & responsibilities of F&B staff: Introduction about duties & responsibilities of F&B staff.	Lecture	Lecture & Hand outs
2	Importance of personal grooming & etiquette: Grooming guidelines	Lecture	
3	Restaurant Services: Napkin folding	Practical session in Training Restaurant	
4	Restaurant Services: Napkin folding	Practical session in Training Restaurant	
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Restaurant Services: Basic Rules of Table Manners	Practical session in Training Restaurant	
6	Restaurant Services: Equipment name	Practical session in Training Restaurant	
7	Restaurant Services: Table set up & service.	Practical session in Training Restaurant	
8	Restaurant Services: Table set up & service.	Practical session in Training Restaurant	
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Restaurant Services: Table set up & service.	Practical session in Training Restaurant	
10	Restaurant Services: Table set up & service.	Practical session in Training Restaurant	
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). 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 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.

6. Course References

If any

- **Book/e-book:** Food & Beverage Service by Lillicrap, John Cousins & Suzanne
- **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 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.



School Name: School of Law

Credits: 1

Course Title: Constitutional Values

Course Code: TD20LA08

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.

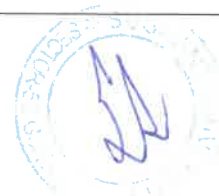
Course Outcomes:

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



	School of Law Detailed Course Plan		
Course Title: Social Medi and Censorship			
Term: I	Academic Year: 2022-23	Core/Elective: Elective	Credits: 1
Course Designed by: Dr. Sulakshana Banerjee Mukherjee e-mail: sulakshanamukherjee@sushantuniversity.edu.in		Course Instructor: Dr. Sulakshana Banerjee Mukherjee e-mail: sulakshanamukherjee@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

Social media platforms describe themselves in many ways—as technological innovators or platforms—depending on which pitch you listen to. This has become a pattern now. Every few months, there's sound and fury over the conduct of a social media platform. Helped along with some exposes of an alleged bias. Our constitution gives us the Right to Freedom of Speech and Expression but it has some reasonable restrictions as well. Therefore, it becomes important to understand how can we maintain a balance between right to freedom of speech and expression and censorship.

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

- Introduce the students to the Right to Freedom of Speech and Expression
- Discuss the censorship done on Social Media platforms
- Discuss the media laws in brief
- Highlight the instances of censorship in India



3. Course Learning Outcomes

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

CLO1: Understand constitution right and the media laws.

CLO2: Analyze the reasons behind censorship

CLO3: Discuss the censorship cases in India

4. Course Pedagogy

The course follows the pedagogy of “learning by discussing”.

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	Discussion on what rights are available to social media platforms		
2	Discussion on Media Laws	Discussions	
3	Analyzing right to privacy issues and social media	Discussions/Assignment	
4	Censorship and Certification of OTT Platforms	Discussions/Assignment	
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Discuss whether censorship should be there or not	Discussions	
6	Defamation v Social Media	Discussions/Assignment	
7	Influence of Social Media in	Discussions	

	today's generations		
8	Sting operations in India	Discussions/Assignment	
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Comparison between Social media platforms and other media platforms	Discussions	
10	4 Assignments as discussed in class	Discussions/Assignment	
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 a video made by the students. And a panel of faculty will judge the work and marks will be allocated on the basis of that competition.

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

Guidelines for Exhibition-Cum-Competition:

Students would make a small video in the issue they feel is the most relevant in the nation and needs to be addressed. It would be in the nature of a documentary

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 familiarization by students or personal support workers, and early application for support.

TDL**Course Code: TD20LA05****Course Title: Social Construction and Women Empowerment**

Sushant University		School of Law Detailed Course Plan	
Course Title: Constitutional Values			
Term: I	Academic Year: 2022-23	Core/Elective: Elective	Credits: 1
Course Designed by: Dr. Kirti Dahiya e-mail: kirtidahiya@ansaluniversity.edu.in		Course Instructor: Anushka Chaudhary e-mail: anushkachaudhary@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 11	

1. Course Introduction

The Course will be able to –

- 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;
- 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

Dr.Sulakshana Banerjee Mukherjee



- 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

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	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Business	Credits: 1
Course Title: Business Analytics Course Code: TD22MS04	
Course Designed by: Mr. Jagat Narayan Giri e-mail: jagatgiri@sushantuniversity.edu.in	Course Instructor: Mr. Jagat Narayan Giri e-mail: jagatgiri@sushantuniversity.edu.in
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

This course empowers you to transform raw data into actionable insights for smarter business decisions. You'll learn the entire analytics process, from data collection and preparation to applying descriptive, predictive, and prescriptive techniques. We'll cover data mining, visualization, and the use of industry-standard tools to solve real-world business problems. By the end, you'll be able to identify key business problems, analyze data, interpret findings, and communicate effectively to drive better decision-making and improve business performance.

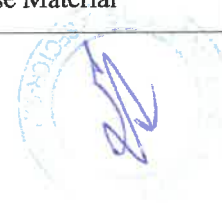
Course Outcomes:

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

1. **Apply** appropriate analytical techniques (descriptive, predictive, prescriptive) to solve business problems.
2. **Interpret** data insights and communicate findings effectively through visualizations and reports.
3. **Utilize** industry-standard tools and software for data collection, cleaning, analysis, and visualization.
4. **Develop** data-driven recommendations to improve business performance and decision-making.

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 Business Analytics & Data		Course Material
2	Data Collection & Preparation		Course Material
3	Descriptive Analytics & Data Visualization		Course Material
4	Introduction to Predictive Modeling		Course Material



5	Regression Analysis & Model Evaluation		Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Classification Techniques		Course Material
7	Clustering & Data Mining		Course Material
8	Prescriptive Analytics & Optimization		Course Material
9	Business Intelligence & Data Storytelling		Course Material
INTERNAL ASSESSMENT I (30 marks)			
10	Advanced Topics & Wrap-up		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



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).

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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

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 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

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fabrication.

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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
4	Arduino Programming	Introduction to Arduino IDE, Structure of an Arduino Sketch, First program in Arduino: Blinking LED.	https://www.youtube.com/watch?v=NkZdosZH6Wo
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

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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.

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
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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 was 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.

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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.
- 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").

D. 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.

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



Course Title: Contagious disease and its preparation

Semester: I	Course Code: TD20HS07	Credits:01	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 %



Course Title: Cyber Psychology			
Semester:	Course Code: TD21HS09	Credits: 01	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
Assignment 1	Assignment 2	Theory	
30	30	40	100



	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Health Sciences	Credits: 1
Course Title: Introduction to Eye & Vision Care Course Code: TD21HS08	
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



Detailed Course Plan**Course Code and Title:** TD22AA04, Reading and Writing**Term:****Academic
2022-23****Year:****Core/Elective:** Elective**Credits:** 1**Course Designed by:** Ar Shriprada Joshi
E-mail: shripradajoshi@sushantuniversity.edu.in**Course Instructor:**
Ar Shriprada Joshi
E-mail:
shripradajoshi@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

- Provide knowledge over the topic and familiarize students with the various ways of reading and writing.
- The course also intends to initiate the ability to think critically and analyse.
- To develop the ability to reciprocate their ideas, opinions and views in theory.

3. Course Learning Outcomes

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

CO1: Understand the concepts of Sense of a place**CO2:** Critical Thinking and Analysis**CO3:** To reciprocate their ideas, opinions and views in theory**4. Course Pedagogy**

The course follows the pedagogy of Lectures + Tutorials + Discussions + progressive markings.

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	16/08 - Introduction to the course Reading and Writing	Lecture + Classroom Discussions	Presentation and discussions / Pdfs
2	23/08 – Spatial Narratives and Introduction to Assignment 1	Lecture + Classroom Discussions	Presentation and discussions / Pdfs
3	30/08 – Spatial Narratives and Discussion on Assignment 1	Lecture + Classroom Discussions	Presentation and discussions / Pdfs
4	06/09 - INTERNAL ASSESSMENT I (40 Marks) – Write Up		
5	13/09 – Sense of a Place and Introduction to Assignment 2	Video + Lectures + Classroom Lecture + Classroom Discussions	Presentation and discussions / Pdfs
6	20/09 – Sense of a Place and Discussion on Assignment 2	Lecture + Classroom Discussions	Presentation and discussions / Pdfs
7	27/09 – INTERNAL ASSESSMENT II (MID-TERM) (20 Marks) – Write Up		
8	04/10 – Spatial Narratives and Sense of a Place combined discussion	Lecture + Classroom Discussions	Presentation and discussions / Pdfs
9	11/10 – Genius Locii	Lecture + Classroom Discussions	Presentation and discussions / Pdfs
10	18/10 – Genius Locii	Lecture + Classroom Discussions	Presentation and discussions / Pdfs
11	25/10 – Genius Locii and Introduction Assignment 3	Lecture + Classroom Discussions	Presentation and discussions / Pdfs
12	01/11 – Invisible Cities and Discussion on Assignment 3	Lecture + Classroom Discussions	Presentation and discussions / Pdfs
13	08/11 – Invisible Cities and Discussion on Assignment 3	Lecture + Classroom Discussions	Presentation and discussions / Pdfs
14	15/11 – Learnings from the semester and discussions on the takeaways from the elective	Lecture + Classroom Discussions	Presentation and discussions / Pdfs
14	22/11 – FINAL EXTERNAL ASSESSMENT (40 Marks) – Write Up		

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 (40 marks) and Internal Assessment II (20 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 3)	30
2	Assessment 2 (After Week 6)	30
3	TDL ESE Practical Exam	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.



Sushant University		School of Art and Architecture	
Detailed Course Plan:			
Course Code and Title: TD22AA05, Climate Responsive Design			
Term: I	Academic Year: 2022-23	Core/Elective: Elective	Credits: 1
Course Designed by: Ar. Md Shahroz Alam e-mail: shahrozalam@sushantuniversity.edu.in		Course Instructor: Ar. Md Shahroz Alam e-mail: shahrozalam@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 16	

1. Course Introduction

The climate varies around the globe and indigenous architecture used to respond to climate but 20th century buildings became exclusively dependent on mechanical systems to heat and cool buildings. International Style Architecture, characterized by sealed buildings, tried to create an architectural style that ignored climate. This has resulted in a proliferation of architecture that does not properly respond to its climate. Such buildings now account for large amount of energy use – and this cannot be sustained given Climate Change (GHG) and fossil fuel shortages. This course will examine how to reconnect issues of local climate and building design.

Climate responsive design will cover the topics on climate issues, the importance of the geographic region, climate zones, the 4 primary bioclimatic building types, comfort zone, microclimate, etc. Emphasis is placed on building techniques, choice of materials, passive design techniques, shading devices, etc.

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

- Understand the process in which buildings are designed according to the local climate.
- Provide knowledge of material, tools and techniques used in climate responsive design.

3. Course Learning Outcomes

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

CO1: Communicate, explore, network and negotiate in ways that extend the representation of disciplinary ideas or perspectives.

CO2: 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.

CO3: Engage with and respond respectfully, generatively and analytically to different ways of knowing across the community, cultural and environmental contexts to promote agency and collaboration.

CO4: Use principled approaches for designing and developing trans-disciplinary initiatives for the betterment of communities and 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. Course Pedagogy

The course follows the pedagogy of “learning by doing”.

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	Climate and Environment: Introduction to the climate and environment.		
2	Global Climatic Factors		
3	Elements of Climate		

4	Global Climate Zones		
5	Climate Zones in India		
INTERNAL ASSESSMENT I (30 marks)			
6	Climate and Architecture		
7	Bioclimatic Design		
8	Thermal Comfort		
9	Principles of Thermal Design		
INTERNAL ASSESSMENT II (30 marks)			
10	Case Studies		
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 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	TDL ESE Practical Exam	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.

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.



Sushant University	Academic Year: 2022-23	Core/Elective: TDL	Credits: 1
Course Pre-requisites: None		No. of sessions: 10	

TD22AA06: Creative Writing

1. Course Introduction

The course intends to enhance critical and analytical thinking of students and thereby develop writing skills in students. With the intention to trigger vocabulary and expression of thought in students, eventually helping to go about ethics of writing. The format of the course will simulate a writers' group, a structure that underlines writing as a recursive and process-driven activity.

The course shall be primarily driven through lectures and demonstrations. Lectures will be supported by giving emphasis on learning by doing, peer-review sessions, and general discussion of writing strategies.

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:

(a) **CO1: Knowledge (Remember + Understand)** The students will be able to classify all about various writings with main focus on creative writings.

(b) **CO2: Skills (Apply + Analyse)** Students will be able to implement their writing skills in different areas and their daily exercises.

(c) **CO3: Values, Orientations and Awareness (Evaluate)** Students gain value to express with clarity and are more involved in research, structure, interpretation, and communication through writing.

(d) **CO4: Design (Create)** Students should be able to develop good writing pieces which are publishable.

3. Course Pedagogy

The teaching of course would not follow a rigorous approach as it involves more of open mindedness and expression of thoughts for discussion. Students need to overcome the fear of writing and build effective writing skills to express their work and thought process.

4. Course Contents and Schedule

The class is scheduled weekly on Tuesdays from 9:10 to 10:00 am for 10 weeks approx.

Session No.	Session Topic / Sub-topic Description/	Activity/ Assignment
1	Introduction to the subject and creativity in writing.	Interaction – Writing about self
2	Common Mistakes in writing and how to avoid them?	Discussion based brainstorming exercise.
3	Nature & scope of writing. Formal/ Informal writing.	Assignment 1 – Blog writing
4	Various types of writing. Step of writing.	Discussion on Assignment brief.
5	Writing as a career option.	Submission of Assignment 1.
6	Writing as mode of communication.	Assignment 2 – Story telling
7	Academic writing.	Discussion on Assignment 2.
8	How to improve writing quality?	Submission of Assignment 2
9	Online tools in writing.	Assignment 3 – Article writing
10	Final discussion and doubt clearance session.	Submission of Assignment 3

5. Course Assessment

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 is based on a student's activity- writing assignment submission.

Internal Assessment I II and III, each of 20 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 date sheet. 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 4)	20
2	Assessment 2 (After Week 7)	20
3	Assessment 3 (After Week 10)	20
3	TDL ESE Practical Exam	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 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

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.

School Name: School of Planning and Development

Credits: 1

Course Title: Placemaking through public participation

Course Code: TD22PD01

Course Designed by: Shalini. K
e-mail: shalinikumari@sushantuniversity.edu.in

Course Instructor: Shalini. K
e-mail: shalinikumari@sushantuniversity.edu.in

Pre-requisites: Student has not opted and studied the subject earlier in any semester

1. Course Introduction:

This course examines how community involvement transforms spaces into vibrant, meaningful places. We'll explore placemaking principles, participatory design, and implementation strategies, empowering you to understand community needs and create public spaces that foster connection and belonging. We'll analyze successful initiatives and discuss challenges, emphasizing how public participation builds more equitable and sustainable communities.

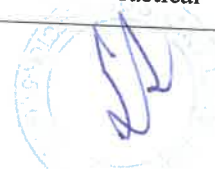
Course Outcomes:

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

- **Explain** the principles and benefits of placemaking and public participation in community development.
- **Apply** various techniques for engaging communities in the design and implementation of public spaces.
- **Analyze** successful and unsuccessful placemaking initiatives, identifying key factors for success.
- **Develop** placemaking plans that incorporate community input and address local needs.

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 Placemaking		Course Material and Practical
2	The Importance of Public Participation		Course Material and Practical
3	Understanding Community Needs		Course Material and Practical
4	Engagement Techniques - Part 1		Course Material and Practical



5	Engagement Techniques - Part 2		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Designing for People		Course Material and Practical
7	Implementing Placemaking Projects		Course Material and Practical
8	Evaluating Placemaking Initiatives		Course Material and Practical
9	Case Studies in Placemaking		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
10	The Future of Placemaking		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

	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Design	Credits: 1
Course Title: Gamification in Education Course Code: TD22DE04	
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 game mechanics can enhance learning. We'll delve into the psychology behind gamification, learning to incorporate elements like points, badges, and challenges into educational settings. We'll analyze successful examples, discuss benefits and challenges, and equip you with practical strategies for designing engaging gamified learning activities across various subjects and levels.

Course Outcomes:

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

- **Explain** the principles of gamification and their application in educational contexts.
- **Design** gamified learning activities and experiences incorporating appropriate game mechanics.
- **Evaluate** the effectiveness of gamified learning environments and make data-driven adjustments.
- **Implement** gamification strategies across various subjects and educational levels.

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 Gamification		Course Material and Practical
2	Game Mechanics and Elements		Course Material and Practical
3	The Psychology of Gamification		Course Material and Practical
4	Designing Gamified Learning Activities - Part 1		Course Material and Practical
5	Designing Gamified Learning Activities - Part 2		Course Material and Practical



INTERNAL ASSESSMENT I (30 marks)			
6	Gamification and Different Learning Contexts		Course Material and Practical
7	Implementing Gamified Learning Experiences		Course Material and Practical
8	Evaluating Gamified Learning		Course Material and Practical
9	Tools and Platforms for Gamification		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
10	The Future of Gamification in Education		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

	Trans Disciplinary Learning (TDL) Course Outline
School Name: School of Design	Credits: 1
Course Title: Fashion in Media World Course Code: TD22DE05	
Course Designed by: Tajinder Anand e-mail: tajinderanand@sushantuniversity.edu.in	Course Instructor: Tajinder Anand e-mail: tajinderanand@sushantuniversity.edu.in
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

This course explores the dynamic relationship between fashion and media, examining how fashion is presented and consumed across various platforms, from print to digital. We'll analyze fashion's representation, its influence on culture, and the interplay between designers, brands, media, and consumers, covering topics like journalism, advertising, social media marketing, and the impact of visual media.

Course Outcomes:

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

- **Analyze** how fashion is represented and constructed across various media platforms..
- **Evaluate** the influence of media on fashion trends, consumer behavior, and cultural identity.
- **Understand** the roles and strategies of key players in the fashion media landscape (e.g., journalists, editors, brands, influencers).
- **Apply** critical thinking skills to interpret and critique fashion media messages..

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 - Fashion and its Cultural Significance		Course Material and Practical
2	Fashion Journalism and Criticism		Course Material and Practical
3	Fashion Photography		Course Material and Practical
4	Fashion Advertising and Public Relations		Course Material and Practical



5	Fashion and Television		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
6	Fashion and Social Media		Course Material and Practical
7	Fashion and Consumer Behaviour		Course Material and Practical
8	Fashion and Identity		Course Material and Practical
9	Fashion and Sustainability		Course Material and Practical
INTERNAL ASSESSMENT I (30 marks)			
10	The Future of Fashion Media		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

Student distribution across subjects				
School Name	No of TDL Courses	TDL Code	TDL Course	Students Registered
SHM	1	TD23HM01	Quick Service Restaurants: Operations and Management	42
SOL	3	TD20LA08	Constitutional Values	46
SOL		TD18LA07	Sensitization of youth and Social Issues	44
SOL		TD20LA05	Social Construction and Women Empowerment	43
SOB	1	TD20MS02	Important concepts of Macro Economics	38
SET	2	TD21ET01	Concept of light in daily life	44
SET		TD20ET04	IOT based smart Agriculture Monitoring and Irrigation System	46
SHS	3	TD20HS06	Contagious Disease And Its Prevention	42
SHS		TD21HS09	Cyber Psychology	45
SHS		TD21HS08	Introduction To Eye & Vision Care	41
SSA	5	TD23AA01	Experiential learning -Architectural social places and spcaes.	16
SSA		TD23AA02	Imagining cities of the future	45
SSA		TD23AA03	Innovation and Design Thinking	45
SSA		TD23AA04	Immersive Spaces and Service Design:	21
SSA		TD22PD01	Placemaking through public participation	39
SOD	1	TD22DE05	Fashion Styling	37
			Total	634

Active students for Even 2023 TDL		
S. No	School	No of students registered (online + manual)
1	SET	71
2	SHM	28
3	SHS	113
4	SOB (including 11 ICRI)	58
5	SOD	42
6	SOL	73
7	SSA + SPD	249
	Total	634

5/11/23

Detailed Course Plan

Course Code and Title: TD23HM01 & Quick Service Restaurants: Operations and Management			
Term: I	Academic Year: 2022-23	Core/Elective: Elective	Credits: 1
Course Designed by: Ms. Aashiyan e-mail: aashiyan@sushantuniversity.edu.in		Course Instructor: Ms.Aashiyan e-mail: aashiyan@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

A quick service restaurant (QSR) is an eatery that serves certain cuisine items that need little to no preparation and are delivered quickly. Quick service restaurants, often known as QSRs, typically specialise in fast food items over a small menu because they can be prepared with the least amount of variance in the least amount of time. QSR restaurants are renowned for having standardised, flexible, and effective processes that enable them to shorten the lead times needed to complete orders while maintaining the level of quality that consumers expect. The foundation of a quick service restaurant is the process of preparation and the use of technology (QSR). Quick service restaurants have much variety when it comes to the type of service they offer. There are also drive-through restaurants, which don't provide any tables or chairs instead taking orders at a single counter and delivering them. The majority of the orders are pre-made and extremely standardised, leaving little room for modification. These firms depend more on customer traffic than they do on profit margins for their services. Bundle pricing is a crucial tactic employed by quick service restaurants. For instance, the McDonald's value meal, which includes fries, a soft drink, and a burger, combines several of the food items on the menu. Some real-life examples of quick service restaurants are Mc Donald's, Subway, Burger King, KFC etc.

This course will introduce to QSR and its operations. etc. In this course students will explore famous QSR brands in Delhi NCR. This course is trans-disciplinary in nature because it is a skill that anyone can learn along with his /her normal courses of study. They will seek the answers for questions like What is a QSR, how it works, what are their strategies, what are the different types of QSR and how they are managed and eventually learn how they can make a qsr plan proposals by putting basics requirement on a paper. It will provide a better understanding of quick service restaurant industry. It will provide a better understanding of restaurant industry. This course comprises of industry visits and lectures

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 various quick service restaurants and its operations.
- Provide the insights to plan a QSR proposal.

3. Course Learning Outcomes

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

CO1: Understand the concepts of quick service restaurants.

CO2: Elaborate the various factors to be considered while planning a quick service restaurant.

CO3: Explore set ups of different famous quick service restaurants.

CO4: Able to make a proposal for a qsr.

4. Course Pedagogy

The course will be taught in an interactive manner. Presentations will be used for delivering lectures which clears the basics of this course. Students will explore quick service restaurants through field visits and make power point presentations.

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	Introduction to course and QSR industry, types of QSR.	Theory	PPT
2	Factors to be considered while planning a QSR, basics of QSR	Theory	PPT

3	Identification of famous quick service restaurants	Theory	Practical Lab Visit, Browsing
4	Quick service restaurant operations	Theory	PPT
5	Field Work (Visit to Famous QSR of students own choice)	Activity	
INTERNAL ASSESSMENT I (30 marks)			
6	Presentation of the Field Visit	Assignment	
7	Presentation of the Field Visit	Assignment	
8	QSR Company Model - I	Theory	PPT
9	QSR Company Model - II	Theory	PPT
INTERNAL ASSESSMENT II (30 marks)			
10	Drafting a QSR proposal	Assignment	
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.*

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Course Assessment Components for a TD Course

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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. 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	
Teaching Method (Secondary)			T4		T12	T8	T8			T10

- 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	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th)	-

		Trans Disciplinary Learning (TDL) Course Outline	
School Name: School of Law			Credits: 1
Course Title : Constitutional Values		Course Code: TD20LA08	
Course Designed by: Mr. Amit Singh e-mail: amitsingh@sushantuniversity.edu.in		Course Instructor: Dr. Deepak Miglani e-mail: deepakmiglani@sushantuniversity.edu.in	
Pre-requisites: Student has not opted and studied the subject earlier in any semester			

1. Course Introduction:

Constitutional values are the principles and objectives that a country's constitution establishes. These values are often included in the constitution's preamble.

2. Course Outcomes:

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

- C01. Create awareness about the constitutional values and objectives written in the Indian constitution.
- C02. List fundamental rights and fundamental duties of Indian citizens.
- C03. Identify the division of legislative; executive and financial powers between the union and state governments.
- C04. Understand the working of Indian democracy, its institutions and processes at the local, state and union levels.

Examples of constitutional values

3. 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		PPT
2	Unity and integrity: The value of keeping the country's independence intact by promoting unity and integrity among its citizens		Newspaper
3	Separation of powers: The value of maintaining a balance of power between the legislative, executive, and judicial branches of government		Activity



4	Human rights: The value of guaranteeing certain rights to all citizens as a fundamental principle of the constitution		Lecture
5	Good governance: The value of promoting good governance practices, such as transparency, accountability, and efficient public institutions		Lecture
INTERNAL ASSESSMENT I (30 marks)			
6	Liberty: The value of freedom for citizens to pursue their activities		PPT
7	Justice: The value of prohibiting discrimination against citizens on any ground		Readings and Weblinks
8	Sovereign: The value of the state having absolute control over its affairs and no external authority controlling it		Readings
9	Revision		
INTERNAL ASSESSMENT I (30 marks)			
10	Exercise		
FINAL EXTERNAL ASSESSMENT (40 marks)			

4. 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.*

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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



		Trans Disciplinary Learning (TDL) Course Outline	
School Name: School of Law			Credits: 1
Course Title: Sensitization of youth and Social Issues Course Code: TD18LA07			
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.

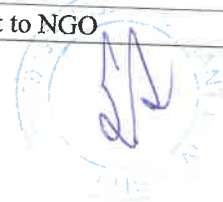
Course Outcomes:

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		PPT and Lecture
2	Gender inequality and violence against women		Lecture
3	Caste discrimination and social exclusion		Activity
4	Poverty and economic disparities		Extra readings, Newspapers
5	Environmental degradation and climate change		Visit to NGO



INTERNAL ASSESSMENT I (30 marks)			
6	Religious intolerance and communal violence		Essay writing
7	Access to education and healthcare		PPT and Lecture
8	Child labor and exploitation		Lecture
9	Disability rights		Readings
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.*

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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 Course Plan

Course Code and Title: TD20LA05
Social Construction and Women Empowerment

Term: I	Academic Year: 2018-19	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 –

- 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;
- 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

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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

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



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 School of Business

Detailed Course Plan

Course Title: Important Concepts of Macro Economics

Term: II

Academic Year: 2019-20

Core/Elective: Elective

Credits: 1

Course Designed by: Dr. Nidhi Chowdhry
e-mail: nidhichowdhry@ansaluniversity.edu.in

Course Instructor:
Dr. Nidhi Chowdhry
e-mail:
nidhichowdhry@ansaluniversity.edu.in

Course Pre-requisites: None

No. of sessions: 10

1. Course Introduction

The TDL course on "Important Concepts of Macro Economics" aims to familiarize students with basic concepts related to Macro functioning of an economy. The course shall focus on various key topics of Macro Economics relating to National Income, Money, Fiscal Policy and Monetary Policy. 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 Macro Economics and its impact on Economic Environment.
- To help develop an understanding amongst the students regarding the concepts of National Income and Money supply.

3. Course Learning Outcomes

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

- Understand the theory behind macro functioning of an economy.
- Gain an appreciation of the various methods of calculation of National Income.



- Define the role of Money supply.
- Explain the functioning of Monetary and Fiscal Policy

4. Course Pedagogy

Class room training, Case studies.

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 Macroeconomics		Course Outline
3-4	National Income: Concepts, Definition, Methods of Measurement	Introduction and explanation of concepts	Newspaper reading and articles
5-6	Definition of Money, Money - Functions and Forms	http://www.economicsdiscussion.net/money/money-supply-meaning-and-measures-of-money-supply/599	https://www.youtube.com/watch?v=pbKd26fdutw
7-8	Monetary Policy- Concept, Objectives, functions,	PPT	https://www.youtube.com/watch?v=TESIKkf7glA
9-10	Fiscal Policy - Concept, Objectives, Functions	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			



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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- **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										



- 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



Detailed Course Plan

Course Title: Concept of Light in Daily Life				
Term: I	Academic 2022-2023	Year:	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.

Sessi on 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

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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").

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.
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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
4	Arduino Programming	Introduction to Arduino IDE, Structure of an Arduino Sketch, First program in Arduino: Blinking LED.	https://www.youtube.com/watch?v=NkZdosZH6Wo
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.

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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

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For Faculty Version of Course Outline Only

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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
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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.

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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.
- 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").

D. 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.

9. Graduate Attributes

Ansai 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/Sections	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



Course Title: Contagious Disease and its prevention

Semester: I	Course Code: TD20HS07	Credits:01	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 %



Course Title: Cyber Psychology			
Semester:	Course Code: TD21HS09	Credits: 01	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
Assignment 1	Assignment 2	Theory	
30	30	40	100



Detailed Course Plan**Course Title: Introduction To Eye & Vision Care , TD21HS08**

Term: I	Academic Year: 2022-2023	Core/Elective: Elective	Credits: 1
Course Instructor / TDL Faculty: Ms. Shenbagam N		e-mail: @sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

This is not only care not only safeguard vision but also contribute to overall well-being. Regular check-ups help identify hidden eye disorders and ensure early intervention, preventing irreversible damage. Eye health is interconnected with general health, as conditions like diabetes and hypertension can affect vision. Protective measures, such as using safety goggles during hazardous tasks and anti-glare screens for prolonged digital work, are vital. Hydration and regular blinking prevent dry eyes, while proper sleep rejuvenates eye tissues. Community awareness programs and affordable access to eye care services can bridge gaps in eye health equity. Cultivating these habits fosters long-term visual and systemic health.

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 regular eye examinations
- Increase community knowledge

**3. Course Learning Outcomes**

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

- CO1: Understand the Vision Health.
 CO2: Compare the normal & abnormal eye conditions
 CO3: Learn how to enhance quality of life
 CO4: Demonstrate the knowledge by applying in their respective domains

4. Course Pedagogy

The course follows the pedagogy of "Innovative Approaches to Comprehensive Eye Health Education and Care".

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 Eye Health Basic eye anatomy and function	Presentation	
2	Common Eye Conditions Refractive errors, cataracts, glaucoma, AMD, diabetic retinopathy	Presentation	
3	Pediatric Eye Health Common issues in children	Presentation	
4	Importance of early detection Regular eye exams	Presentation	
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Safety measures and protective eyewear Nutrition and lifestyle impact	Presentation	
6	Eyeglass and contact lens care Reducing eye strain	Presentation	
7	Introduction to Proper eye hygiene	Presentation	
8	Equitable access to eye care	Presentation	

INTERNAL ASSESSMENT POINT II (MM=30)		
9	How to Enhance awareness and accessibility	Presentation
10	Strategies for promoting comprehensive eye health	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 power point presentations by students. And a panel of faculty will judge the art and marks will be allocated on the basis of final presentation and viva.

Course Assessment Components for a TD 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

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.



 Sushant University Erstwhile Ansai University Gurugram		School of Art & Architecture Detailed Course Plan	
Course Code and Title: TD23AA01-Experiential learning-Architectural social places and spaces			
Term: II	Academic Year: 2022-23	Core/Elective: Elective	Credits: 1
Course Designed by: Kiran G Singh e-mail: kiransingh@sushantuniversity.edu.in		Course Instructor: Kiran G Singh e-mail: kiransingh@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

The theory of experiential learning contends that the learner is an active participant in the procedure. They bring their own expertise, abilities, memories, and pertinent information that they have acquired in the past to the table. People process new information as they acquire it and build their own understanding of a subject based on prior knowledge and experiences.

Learning is cumulative and individualized for each person. When learning, we begin with a foundation of information and work our way up. This learner-centered method of instruction was promoted by experiential learning theory pioneer and Swiss psychologist Jean Piaget. He asserted that equilibration, assimilation, and accommodation are all essential components of learning:

- Accommodation – how we modify what we already know to take new information into account;
- Assimilation – how the new knowledge is arranged in our heads alongside what we already know;
- Equilibration – the balance between what we already know and what we're currently mastering.

Employability-level: Foundation Skill Development



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 experiential learning & understanding.
- Inculcate the skills to replicate the same in the form of assignments.

3. Course Learning Outcomes

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

- CO1:** Understand a place/space through experiential learning theories.
CO2: Compare the essential differences in learning [individual] in general.
CO3: Learn to use the process of experiential learning/understanding in future for easement in various aspects.
CO4: Able to communicate at ease through experiential learning methods.

4. Course Pedagogy

The course follows the pedagogy of “learning by experiences”.

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	Introduction to the TDL class		Interactive session
2	Assignment-01: Running through the childhood <u>memory</u> .	Hands on	
3	Discussion on Assignment-01 individually.		Interactive session
4	Assignment-02: learn about a place/space	Hands on	



5	Discussion on Assignment-02 individually & or in group.		Interactive session
INTERNAL ASSESSMENT I (30 marks)			
6	Assignment-03: read & learn about a place/space	Hands on	
7	Discussion on Assignment-03 individually.		Interactive session
8	Assignment-04: Pictorial image understanding of place/space	Hands on	
9	Discussion on Assignment-04 individually & or in group.		Interactive session
INTERNAL ASSESSMENT II (30 marks)			
10	Assignment Improvement week – Conclude & Interaction session		
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 datasheet. 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	TDL ESE Practical Exam	40
Total Marks		100

Guidelines for End term Viva:

Each students would make a final collaborated assignment into a portfolio, students would showcase and narrate their work done through the semester, also their learnings from it for the jury members on the day of the final assessment (individually) for final external grading.

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 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

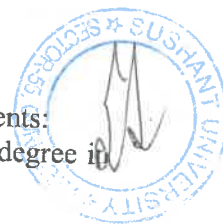
Sushant University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

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/Session	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods	T1									



(Primary)										
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	-



	Trans Disciplinary Learning (TDL) Course Outline Academic Year: 2023-24 (EVEN Sem)
School Name: School of Art and Architecture	Credits: 1
Course Title : TDL – Imagining cities of the future	Course Code: TD24AA02
Course designed by: Asst. Prof Prerana Hazarika e-mail: prernahazarika@sushantuniversity.edu.in	Course Instructor: Asst. Prof Prerana Hazarika e-mail: prernahazarika@sushantuniversity.edu.in
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

"Imagining Cities of the Future" course is an engaging and thought-provoking undergraduate elective designed to explore visionary concepts and innovative approaches in urban design and planning. As cities continue to evolve and face unprecedented challenges, this course encourages students to envision, analyse, and propose creative solutions for the cities of tomorrow. This course empowers students to be equipped with the skills and knowledge needed to contribute to the creation of sustainable, resilient, and inclusive cities in the future. Through a combination of theoretical exploration, practical exercises, and design projects, students will gain a comprehensive understanding of the dynamic and evolving nature of urban environments.

2. Course Outcomes:

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

CO1: Students will demonstrate the ability to think creatively and envision alternative futures for urban environments by proposing innovative concepts and design solutions for the cities of tomorrow.

CO2: Students will develop a holistic understanding of the social, economic, cultural, and environmental factors influencing the development of cities, enabling them to analyse and respond effectively to the dynamic nature of urban environments.

CO3: Students will acquire skills in integrating sustainable and resilient design principles into urban planning and development.

CO4: Through design projects and theoretical exploration, students will be able to effectively convey their visionary ideas and design proposals, fostering the ability to communicate the complexities of urban design and planning concepts.

3. 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	Introductory class – Discussion on course content	30-01-24	Presentation and class discussion
2	Introduction to Future Cities, Overview of the course, Introduction to terminology used in area of Urban Planning	06-02-24	Presentation and class discussion



3	Historical evolution of cities, Development of City planning, Prominent towns of the past	13-02-24	Presentation and class discussion
4	Classification of cities – Urban form and functionality	20-02-24	Presentation and class discussion
5	New towns and their needs, characteristics	27-02-24	Presentation and class discussion
INTERNAL ASSESSMENT I (30 marks) : Case study presentation on new towns in India			
6	Futuristic concepts of city planning, Global Urbanization Trends	05-03-24	Presentation and class discussion
7	The Role of Technology in Urban Development, Integrating technology into urban planning	12-03-24	Presentation and class discussion
8	Virtual reality and its role in city visualization	19-03-24	Presentation and class discussion
9	Innovative solutions of the future - Exploration of innovative technology for future cities	26-03-24	Presentation and class discussion
INTERNAL ASSESSMENT II (30 marks) : Case study presentation on globally acclaimed futuristic cities			
10	Urban Resilience and Adaptability - The concept of urban resilience, curating adaptable urban spaces	02-04-24	Presentation and class discussion
11	Discussion on final deliverables for External Assessment : Imagining a city set in the year 2050 using innovative ideas explored throughout this course	09-04-24	Class discussion
12	Doubt clearing session 1	16-04-24	Class discussion
13	Doubt clearing session 2	23-04-24	Class discussion
FINAL EXTERNAL ASSESSMENT (40 marks)			

4. 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 date sheet. 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) : Case study presentation on new towns in India	30



2	Assessment 2 (After Week 9) : Case study presentation on globally acclaimed futuristic cities	30
3	TDL ESE Practical Exam	40
Total Marks		100



	Trans Disciplinary Learning (TDL) Course Outline Academic Year: 2024-25 (ODD Sem)
School Name: School of Art and Architecture	Credits: 1
Course Title : Design Thinking & Innovation	Course Code: TD24AA03
Course Designed by: Asst. Prof Prerana H e-mail: prernahazarika@sushantuniversity.edu.in	Course Instructor: Asst. Prof Prerana H e-mail: prernahazarika@sushantuniversity.edu.in
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

Design Thinking & Innovation is an interdisciplinary course that combines the principles of design thinking with practical applications in innovation. Design thinking is a human-centred approach to problem-solving that emphasizes empathy, creativity, and iterative testing. By focusing on the needs and experiences of users, students will learn to create solutions that are not only innovative but also practical and user-friendly.

Throughout this course, students will engage in a variety of activities, including lectures, interactive workshops, real-world case studies, and collaborative team projects. These experiences are designed to help students develop a deep understanding of the design thinking process and apply it to solve real-world challenges.

2. Course Outcomes:

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

CO1: Identify, analyse, and creatively solve complex problems using design thinking methodologies.

CO2: Focus on user needs and experiences in the design process, ensuring that solutions are practical, effective, and user-friendly.

CO3: Generate innovative ideas and solutions through hands-on projects and collaborative team exercises.



3. 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 Design Thinking - Overview of design thinking principles and methodologies.	27-08-24	Lecture and class discussion

2	Techniques for problem identification and analysis. Brainstorming session to identify real-world problems.	03-09-24	Lecture and brainstorming session
3	Methods of user research and empathy mapping, importance of user-centred design techniques of conducting interviews and surveys to gather user insights.	10-09-24	Lecture and class discussion
4	Techniques for defining problem statements. Articulating a clear problem statement based on user needs.	17-09-24	Lecture and class discussion
5	Various ideation techniques.	24-09-24	Lecture and brainstorming session
6	INTERNAL ASSESSMENT I (30 marks)	01-10-24	
7	Importance of prototyping and different prototyping methods.	08-10-24	Lecture and class discussion
8	Best practices for conducting user tests.	15-10-24	Lecture and class discussion
	Iterating on prototypes based on user feedback.	22-10-24	Lecture and brainstorming session
9	Diwali break	29-10-24	
10	Final Presentations and Course Wrap-Up	05-11-24	Presentations
11	INTERNAL ASSESSMENT I (30 marks)	12-11-24	
FINAL EXTERNAL ASSESSMENT (40 marks)			

4. 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



		School of Architecture	
		Detailed Course Plan	
Course Code and Title: TD23AA04: Immersive Spaces and Service Design			
Term: I	Academic Year: 2022-23	Core/Elective: Elective	Credits: 1
Course Designed by: Pratibha Malik e-mail: pratibhamalik@sushantuniversity.edu.in			
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

Immersive spaces and service design is a course oriented towards understanding the basics of Interior designing and how what one imagines a space to look like can actually be transformed into reality. This course will be helpful in understanding basic design fundamentals and principles required for Interior Design. It will give the students an understanding of scale required for Interiors and imagine the space through various lenses of color, furniture and design elements. Once they are able to clearly identify spatial components they will be able to understand and think about harmonious interiors using basic design fundamentals.

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. To understand the basics of Interior Spatial design and styles and trends
3. To acknowledge the ideal interior space layout for each style
4. Creating harmonious interiors using design fundamentals and to identify appropriate stuff for the interior space.

3. Course Learning Outcomes

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

- CO1:** Understanding Immersive spaces through Interior design fundamentals
CO2: Unwrapping Immersive Spaces through Interior design Components
CO3: Reading spaces through styles and trends



CO4: Accessorizing through surface and stuff

4. Course Pedagogy

The course follows the pedagogy of “learning by doing”.

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	To understand the basics of interior spatial design	To make a basic plan/layout of your own space or a chosen space along with proper dimensions and understanding of scale	Plan on a graph paper with proper scale
2	To understand the design fundamentals i.e design Principles & Elements		
3	To identify the various spatial components and understanding of scale		
4	To understand the characteristics & role of the spatial components	Create an album of about 10-15 images (could be from internet, clicked by you/family member) and identify the kind of space, design style or trend with appropriate reasoning.	PPT
5	To decipher the characteristics of various styles and acknowledge the ideal interior space layout for each style		
INTERNAL ASSESSMENT I (30 marks)			
6	To create harmonious interiors using design fundamentals	Students will be given a plan. They will choose a function and develop the concept for the same. They also have an option of choosing a plan on their own.	Working on a plan



7	To explore the use of colour to create concept	Creating a mood-board for the interiors in the plan	PPT
8	To understand the importance of accessorizing	Students to decide furniture and other components on basis of Ergonomics	
9	To identify the appropriate stuff for the interior space	Ideas for various kinds of feasible wall elevation designs	
INTERNAL ASSESSMENT II (30 marks)			
10	Final assessment of a poster showcasing their dream interior space,		A3 Poster
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.*

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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	TDL ESE Practical Exam	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 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.
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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.



Course Title: TD22PD01: Placemaking through public participation

Term: I	Academic Year: 2022-23	Core/Elective: Elective	Credits: 2
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Course Designer/ Instructor: Shalini Kumari e-mail: Shalinikumari@sushantuniversity.edu.in	Office: A002 Contact #: 9818003774
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Course Pre-requisites: None	# of sessions: 10
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1. Course Introduction

Placemaking courses can teach students how to design and manage public spaces to make them more accessible, comfortable, and inclusive. Placemaking is the process of designing and managing public spaces to make them more accessible, comfortable, and inclusive. It can help to create healthier neighborhoods and a sense of belonging and pride in local communities.

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

- 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.

Course outcomes can include:

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	Introduction	Need for national, regional, urban, neighbourhood level policies and development strategies	Activity
3	Placemaking strategies Students learn strategies like creative placemaking and event-led activation	Mixed use / Compact neighbourhoods, public spaces, mobility, facilities	PPT
4	Design thinking Students learn design thinking approaches to create vibrant places with cultural meaning	- Highlight issues and needs - Importance of gender sensitive planning	Lecture
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Stakeholder engagement Students learn how to engage with stakeholders to unite diverse groups around shared visions Principles of placemaking	What and why ?	PPT
6,7	Group Activities	Way forward to design cities that empower women and girls and include them in decisionmaking processes and urban planning	
8	Students learn principles like developing a vision, listening to the community, and understanding	Identify an urban area – street, market, Neighbourhood, public	Examine issues and needs, using indicators

	that form supports function	park	
INTERNAL ASSESSMENT POINT II (MM=30)			
9.	Inclusive placemaking Students learn how to design inclusive spaces that address the effects of historical practices like redlining and segregation	Identify an urban area – street, market, Neighborhood	Lecture
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 %

7. 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-choices-and-livelihoods-poor-urban-areas>
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- 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>
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- 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
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- 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/pltn-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-is-known-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>

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- 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

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.



Detailed Course Plan

Course Code and Title: TD22DE03, Fashion Styling/culture			
Term: I	Academic Year: 2022-23	Core/Elective: Elective	Credits: 1
Course Designed by: Tajinder Kaur Anand e-mail: Tajinderanand @ansaluniversity.edu.in		Course Instructor: Tajinder Kaur Anand e-mail: Tajinderanand@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

This course combines the theoretical and practical areas. The first part of the course is devoted to improve the knowledge about fashion in depth. The second part is dedicated to performing practical projects that will always be started and revised in class individually to be finished at home for its following presentation in class. Both parts are in combination with several lectures made by working professional who will not only give a wide presentation about their specialization, but also explain their experiences and projects. The course concludes with a practical exercise and a real shooting where students will demonstrate their skills, knowledge and the resources they have acquired under the guidance of several professionals.

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

- Professionalize the knowledge in style and form so to prepare students to interpret the constant innovations created by the sector.
- Apply said information to the production of one's own contents, which can be adapted to several style projects.
- Comprehend, plan, manage and solve every phase until an idea is fulfilled.



- Have a total comprehension of the work itself since a stylist not only the source for products, but also for the trends to work with each season.

Student profile

Fashion professionals, graduates in fine arts, graduates in communications, as well as all those who want to be specialized and professionalize their knowledge about style.

3. Course Learning Outcomes

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

CO1: Analyze the fashion styling process and develop key creative, intellectual and technical skills used in the fashion media industry

CO2: Develop creative ideas and apply different approaches to problem solving

CO3: Identify, evaluate and use information from a variety of sources in order to understand key cultural, social and environmental influences in fashion

CO4: Use skills to plan, organize, produce and edit photo shootings.

4. Course Pedagogy

The course follows the pedagogy of “learning by doing”.

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	Fashion Styling: Introduction To Fashion styling. The courses range from an introductory level, working towards higher comprehension of skills and study. This enables for ‘flexible learning’ whereby the participant can choose when to build on their experience, by progressing from one block to another, giving them complete control on their own progress and achievement	Hands on Practice	PPT and Lecture 

2	Practical and class-based projects :allow participants to apply their theoretical understanding of a specific subject area	Hands on practice	Lecture
3	Preparation of Scrap book on fashion glossary	Hands on practice	Activity
4	Students start making Looks based on the cultures covered in the class (Harajuku, Burlesque, Hippies, Mod & Rockers etc..)	Hands on practice	Activity
5	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	PPT
INTERNAL ASSESSMENT I (30 marks)			
6	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	PPT and Lecture
7	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	PPT and LEcture
8	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	Activity
9	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	Activity
INTERNAL ASSESSMENT II (30 marks)			
10	Final Presentation of the Portfolio	Hands on practice	
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 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	TDL ESE Practical Exam	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

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

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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.

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TDL Final Registrations

Student distribution Across subjects		
School Offering Course	TDL Code	Total number of students registered
SET	TD21ET01- Concept of light in daily life - (Not for SET)	37
SHM	TD23HM02 - Overview of Hospitality - (Not for VHTBS)	35
SHS	TD21HS09 - Cyber Psychology - (Not for SHS)	35
SOD	TD22DE03 - Fashion Styling/Culture - (Not for SOD)	33
SOL	TD20LA05 - Social Construction and Women Empowerment - (Not for SOL)	34
SOL	TD20LA08 - Constitutional Values - (Not for SOL)	34
SSAA / SPD	TD23AA04 - Immersive Spaces and Service Design - (Not for SAA)	32
SSAA / SPD	TD23AA05 - Technical communication - (Not for SAA)	35
	Total	275

Active students for ODD 2023 TDL		
S. No	School	No of 7th and 9th Sem Students registered (online +Manual)
1	SET	29
2	SHM	26
3	SHS	37
4	SOD	42
5	SOL	69
6	SSSA / SPD	72
	Total	275



Detailed Course Plan

Course Title: Concept of Light in Daily Life

Term: I	Academic 2023-2024	Year:	Core/Elective: Elective	Credits: 1
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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.

Sessi on 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

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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.



Course Title: Overview of Hospitality
Term: I
**Academic Year: 23-24
Odd**
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

This course is about Acquainting the students with the knowledge of all the core hospitality departments and updating the students with the currents practices and trends followed in the hotels in India and other hospitality institutions.

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 Hospitality
2. Be able to understand the concept of Hotel and restaurants.

3. COURSE LEARNING OUTCOMES (CLO'S)

After completion of the course, the student will:

- CLO1:** Understand the concept of Hospitality
CLO2: Understand the current practices of hotel Industry
CLO3: Understand the overall working of hospitality Industry
CLO4: Explain and understand different areas of Hospitality



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	Definition and scope of the hospitality industry	PPT & Discussion	
2	Historical development and evolution	PPT & Discussion	
3	Current trends and future outlook	PPT & Discussion	
4	Types of accommodations (hotels, motels, resorts, etc.)	PPT & Discussion	
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Organizational structure of lodging establishments	PPT & Discussion	
6	Front office operations and housekeeping	PPT & Discussion	
7	Restaurant types and dining concepts	PPT & Discussion	
8	Menu planning and design	PPT & Discussion	
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Beverage operations and bar management	PPT & Discussion	
10	Tourism principles and motivations	PPT & Discussion	
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

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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:

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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 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
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	-



Course Title: Cyber Psychology			
Semester:	Course Code: TD21HS09	Credits: 01	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
Assignment 1	Assignment 2	Theory	
30	30	40	100



Detailed Course Plan

Course Code and Title: TD22DE03, Fashion Styling/culture			
Term: I	Academic Year: 2023-24	Core/Elective: Elective	Credits: 1
Course Designed by: Tajinder Kaur Anand e-mail: Tajinderanand @ansaluniversity.edu.in		Course Instructor: Tajinder Kaur Anand e-mail: Tajinderanand@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

This course combines the theoretical and practical areas. The first part of the course is devoted to improve the knowledge about fashion in depth. The second part is dedicated to performing practical projects that will always be started and revised in class individually to be finished at home for its following presentation in class. Both parts are in combination with several lectures made by working professional who will not only give a wide presentation about their specialization, but also explain their experiences and projects. The course concludes with a practical exercise and a real shooting where students will demonstrate their skills, knowledge and the resources they have acquired under the guidance of several professionals.

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

- Professionalize the knowledge in style and form so to prepare students to interpret the constant innovations created by the sector.
- Apply said information to the production of one's own contents, which can be adapted to several style projects.
- Comprehend, plan, manage and solve every phase until an idea is fulfilled.



- Have a total comprehension of the work itself since a stylist not only the source for products, but also for the trends to work with each season.

Student profile

Fashion professionals, graduates in fine arts, graduates in communications, as well as all those who want to be specialized and professionalize their knowledge about style.

3. Course Learning Outcomes

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

CO1: Analyze the fashion styling process and develop key creative, intellectual and technical skills used in the fashion media industry

CO2: Develop creative ideas and apply different approaches to problem solving

CO3: Identify, evaluate and use information from a variety of sources in order to understand key cultural, social and environmental influences in fashion

CO4: Use skills to plan, organize, produce and edit photo shootings.

4. Course Pedagogy

The course follows the pedagogy of “learning by doing”.

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.

Sessi on 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	Fashion Styling: Introduction To Fashion styling. The courses range from an introductory level, working towards higher comprehension of skills and study. This enables for ‘flexible learning’ whereby the participant can choose when to build on their experience, by progressing from one block to another, giving them complete control on their own progress and achievement	Hands on Practice	PPT and Lecture 

2	Practical and class-based projects :allow participants to apply their theoretical understanding of a specific subject area	Hands on practice	Lecture
3	Preparation of Scrap book on fashion glossary	Hands on practice	Activity
4	Students start making Looks based on the cultures covered in the class (Harajuku, Burlesque, Hippies, Mod & Rockers etc..)	Hands on practice	Activity
5	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	PPT
INTERNAL ASSESSMENT I (30 marks)			
6	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	PPT and Lecture
7	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	PPT and LECTure
8	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	Activity
9	Continue to creating the looks and present culture with PPT and demo)	Hands on practice	Activity
INTERNAL ASSESSMENT II (30 marks)			
10	Final Presentation of the Portfolio	Hands on practice	
FINAL EXTERNAL ASSESSMENT (40 marks)			

6. Course Assessment

Assessment Scheme

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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	TDL ESE Practical Exam	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:

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Detailed Course Plan

Course Code and Title: TD20LA05
Social Construction and Women Empowerment

Term: I	Academic Year: 2023-24	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 –

- 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;
- 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.*

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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.

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- 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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- **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.



School Name: School of Law

Credits: 1

Course Title : Constitutional Values

Course Code: TD20LA08

Course Designed by: Mr. Amit Singh
e-mail: amitsingh@sushantuniversity.edu.in

Course Instructor: Dr. Deepak Miglani
e-mail: deepakmiglani@sushantuniversity.edu.in

Pre-requisites: Student has not opted and studied the subject earlier in any semester

1. Course Introduction:

Constitutional values are the principles and objectives that a country's constitution establishes. These values are often included in the constitution's preamble.

2. Course Outcomes:

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

- C01. Create awareness about the constitutional values and objectives written in the Indian constitution.
- C02. List fundamental rights and fundamental duties of Indian citizens.
- C03. Identify the division of legislative, executive and financial powers between the union and state governments.
- C04. Understand the working of Indian democracy, its institutions and processes at the local, state and union levels.

Examples of constitutional values

3. 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		PPT
2	Unity and integrity: The value of keeping the country's independence intact by promoting unity and integrity among its citizens		Newspaper
3	Separation of powers: The value of maintaining a balance of power between the legislative, executive, and judicial branches of government		Activity



4	Human rights: The value of guaranteeing certain rights to all citizens as a fundamental principle of the constitution		Lecture
5	Good governance: The value of promoting good governance practices, such as transparency, accountability, and efficient public institutions		Lecture
INTERNAL ASSESSMENT I (30 marks)			
6	Liberty: The value of freedom for citizens to pursue their activities		PPT
7	Justice: The value of prohibiting discrimination against citizens on any ground		Readings and Weblinks
8	Sovereign: The value of the state having absolute control over its affairs and no external authority controlling it		Readings
9	Revision		
INTERNAL ASSESSMENT I (30 marks)			
10	Exercise		
FINAL EXTERNAL ASSESSMENT (40 marks)			

4. 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



	School of Architecture		
	Detailed Course Plan		
Course Code and Title: TD23AA04: Immersive Spaces and Service Design			
Term: I	Academic Year: 2023-24	Core/Elective: Elective	Credits: 1
Course Designed by: Pratibha Malik e-mail: pratibhamalik@sushantuniversity.edu.in			
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

Immersive spaces and service design is a course oriented towards understanding the basics of Interior designing and how what one imagines a space to look like can actually be transformed into reality. This course will be helpful in understanding basic design fundamentals and principles required for Interior Design. It will give the students an understanding of scale required for Interiors and imagine the space through various lenses of color, furniture and design elements. Once they are able to clearly identify spatial components they will be able to understand and think about harmonious interiors using basic design fundamentals.

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. To understand the basics of Interior Spatial design and styles and trends
3. To acknowledge the ideal interior space layout for each style
4. Creating harmonious interiors using design fundamentals and to identify appropriate stuff for the interior space.

3. Course Learning Outcomes

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

CO1: Understanding Immersive spaces through Interior design fundamentals

CO2: Unwrapping Immersive Spaces through Interior design Components



CO3: Reading spaces through styles and trends

CO4: Accessorizing through surface and stuff

4. Course Pedagogy

The course follows the pedagogy of “learning by doing”.

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	To understand the basics of interior spatial design	To make a basic plan/layout of your own space or a chosen space along with proper dimensions and understanding of scale.	Plan on a graph paper with proper scale
2	To understand the design fundamentals i.e design Principles & Elements		
3	To identify the various spatial components and understanding of scale		
4	To understand the characteristics & role of the spatial components	Create an album of about 10-15 images (could be from internet, clicked by you/family member) and identify the kind of space, design style or trend with appropriate reasoning.	PPT
5	To decipher the characteristics of various styles and acknowledge the ideal interior space layout for each style		
INTERNAL ASSESSMENT I (30 marks)			
6	To create harmonious interiors using design fundamentals	Students will be given a plan. They will choose a function and develop the concept for the same. They also have an option of choosing a plan on their own.	Working on a plan



7	To explore the use of colour to create concept	Creating a mood-board for the interiors in the plan	PPT
8	To understand the importance of accessorizing	Students to decide furniture and other components on basis of Argonomics	
9	To identify the appropriate stuff for the interior space	Ideas for various kinds of feasible wall elevation designs	
INTERNAL ASSESSMENT II (30 marks)			
10	Final assessment of a poster showcasing their dream interior space,		A3 Poster
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 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	TDL ESE Practical Exam	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 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

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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.



	School of Architecture		
	Detailed Course Plan		
	Course Code and Title: TD23AA05 , Technical Communication		
Term: I	Academic Year: 2023-2024	Core/Elective: Elective	Credits: 1
Course Designed by: Pratibha Malik e-mail: pratibhamalik@sushantuniversity.edu.in			
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

Technical Communication course would focus on teaching students how to effectively convey complex technical information in a clear, concise, and easily understandable way to a variety of audiences, typically through written documents like user manuals, training materials, reports, and online guides, utilizing strong writing skills, visual aids, and appropriate formatting to ensure information is accessible and actionable for the intended users.

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:

C01: Compose clear, concise, and accurate technical documents (e.g., user manuals, procedures, reports, specifications).

C02: Employ appropriate technical terminology while avoiding jargon where necessary.

C03: Structure documents logically with headings, lists, and visuals for easy navigation.

C04: Proofread and edit documents for grammar, consistency, and technical accuracy.

3. Course Pedagogy

The course follows the pedagogy of “learning by doing”.

4. 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	Mechanics of Writing: Grammar rules -articles, tenses, auxiliary verbs (primary & modal), discourse markers and sentence linkers	To make a basic plan/layout	Activity
2	prepositions, subject-verb agreement, pronoun-antecedent agreement		
3	General Reading and Listening comprehension – rearrangement & organization of sentences		
4	Different kinds of written documents: Definitions- descriptions- instructions- recommendations- user manuals – reports – proposals		PPT
5	Formal Correspondence: Writing formal Letters		
INTERNAL ASSESSMENT I (30 marks)			
6	Mechanics of Writing: impersonal passive & punctuation Scientific Reading & Listening Comprehension		Working on a plan
7	Technical paper writing: documentation style – document editing – proof reading – Organising and formatting		PPT
8	Mechanics of Writing: Modifiers, phrasal verbs, tone and style, graphical		



	representation		
9	Reading and listening comprehension of technical documents		
INTERNAL ASSESSMENT II (30 marks)			
10	Mini Technical project (10 - 12 pages)		A3 Poster
FINAL EXTERNAL ASSESSMENT (40 marks)			

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.

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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	TDL ESE Practical Exam	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

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Student distribution across subjects ODD 2024 TDL			
School Offering Course	TDL Code	TDL Course	Students Registered
SAA / SPD	TD23AA04	Immersive Spaces and Service Design	14
SAA / SPD	TD24AA03	Design Thinking & Innovation	17
Total			31

Active students for ODD 2024 TDL (As per SOL TDL Incharge)	
School	No of 9th Sem Students
SOL	31



		School of Architecture	
Detailed Course Plan			
Course Code and Title: TD23AA04, Immersive Spaces and Service Design			
Term: I	Academic Year: 2024-25	Core/Elective: Elective	Credits: 1
Course Designed by: Pratibha Malik e-mail: pratibhamalik@sushantuniversity.edu.in			
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

Immersive spaces and service design is a course oriented towards understanding the basics of Interior designing and how what one imagines a space to look like can actually be transformed into reality. This course will be helpful in understanding basic design fundamentals and principles required for Interior Design. It will give the students an understanding of scale required for Interiors and imagine the space through various lenses of color, furniture and design elements. Once they are able to clearly identify spatial components they will be able to understand and think about harmonious interiors using basic design fundamentals.

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. To understand the basics of Interior Spatial design and styles and trends
3. To acknowledge the ideal interior space layout for each style
4. Creating harmonious interiors using design fundamentals and to identify appropriate stuff for the interior space.

3. Course Learning Outcomes

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

- CO1:** Understanding Immersive spaces through Interior design fundamentals
CO2: Unwrapping Immersive Spaces through Interior design Components
CO3: Reading spaces through styles and trends



CO4: Accessorizing through surface and stuff

4. Course Pedagogy

The course follows the pedagogy of “learning by doing”.

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	To understand the basics of interior spatial design	To make a basic plan/layout of your own space or a chosen space along with proper dimensions and understanding of scale	Plan on a graph paper with proper scale
2	To understand the design fundamentals i.e design Principles & Elements		
3	To identify the various spatial components and understanding of scale		
4	To understand the characteristics & role of the spatial components	Create an album of about 10-15 images (could be from internet, clicked by you/family member) and identify the kind of space, design style or trend with appropriate reasoning.	PPT
5	To decipher the characteristics of various styles and acknowledge the ideal interior space layout for each style		
INTERNAL ASSESSMENT I (30 marks)			
6	To create harmonious interiors using design fundamentals	Students will be given a plan. They will choose a function and develop the concept for the same. They also have an option of choosing a plan on their own.	Working on a plan 

7	To explore the use of colour to create concept	Creating a mood-board for the interiors in the plan	PPT
8	To understand the importance of accessorizing	Students to decide furniture and other components on basis of Argonomics	
9	To identify the appropriate stuff for the interior space	Ideas for various kinds of feasible wall elevation designs	
INTERNAL ASSESSMENT II (30 marks)			
10	Final assessment of a poster showcasing their dream interior space,		A3 Poster
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).

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Course Assessment Components for a TD Course

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1	Assessment 1 (After Week 5)	30
2	Assessment 2 (After Week 9)	30
3	TDL ESE Practical Exam	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

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B. Students with Disability/ Different-Ability

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	Trans Disciplinary Learning (TDL) Course Outline Academic Year: 2024-25 (ODD Sem)
School Name: School of Art and Architecture	Credits: 1
Course Title : Design Thinking & Innovation	Course Code: TD24AA03
Course Designed by: Asst. Prof Prerana H e-mail: prernahazarika@sushantuniversity.edu.in	Course Instructor: Asst. Prof Prerana H e-mail: prernahazarika@sushantuniversity.edu.in
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

Design Thinking & Innovation is an interdisciplinary course that combines the principles of design thinking with practical applications in innovation. Design thinking is a human-centred approach to problem-solving that emphasizes empathy, creativity, and iterative testing. By focusing on the needs and experiences of users, students will learn to create solutions that are not only innovative but also practical and user-friendly.

Throughout this course, students will engage in a variety of activities, including lectures, interactive workshops, real-world case studies, and collaborative team projects. These experiences are designed to help students develop a deep understanding of the design thinking process and apply it to solve real-world challenges.

2. Course Outcomes:

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

CO1: Identify, analyse, and creatively solve complex problems using design thinking methodologies.

CO2: Focus on user needs and experiences in the design process, ensuring that solutions are practical, effective, and user-friendly.

CO3: Generate innovative ideas and solutions through hands-on projects and collaborative team exercises.

3. 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 Design Thinking - Overview of design thinking principles and methodologies.	27-08-24	Lecture and class discussion



2	Techniques for problem identification and analysis. Brainstorming session to identify real-world problems.	03-09-24	Lecture and brainstorming session
3	Methods of user research and empathy mapping, importance of user-centred design techniques of conducting interviews and surveys to gather user insights.	10-09-24	Lecture and class discussion
4	Techniques for defining problem statements. Articulating a clear problem statement based on user needs.	17-09-24	Lecture and class discussion
5	Various ideation techniques.	24-09-24	Lecture and brainstorming session
6	INTERNAL ASSESSMENT I (30 marks)	01-10-24	
7	Importance of prototyping and different prototyping methods.	08-10-24	Lecture and class discussion
8	Best practices for conducting user tests.	15-10-24	Lecture and class discussion
	Iterating on prototypes based on user feedback.	22-10-24	Lecture and brainstorming session
9	Diwali break	29-10-24	
10	Final Presentations and Course Wrap-Up	05-11-24	Presentations
11	INTERNAL ASSESSMENT I (30 marks)	12-11-24	
FINAL EXTERNAL ASSESSMENT (40 marks)			

4. 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



Student distribution across subjects EVEN 2024 TDL			
School Offering Course	TDL Code	TDL Course	Students Registered
SET	TD24ET01	Application of physics in real life	46
SHM	TD24HM01	Event Dining: Arts and Logistics	45
SHS	TD24HS01	Comprehensive Eye health & Care	45
SHS	TD24HS02	Green Chemistry: Minimization usage of hazardous chemicals	43
SOL	TD24LA01	Right to Information	45
SAA	TD24AA01	Environmental Sustainability	36
SAA	TD24AA02	Imagining cities of the future	26
SAA	TD24AA03	Design Thinking & Innovation	Subject Discontinued due to very less registrations
Total			286

EVEN 2024 TDL		
S. No	School	No of students registered (online + manual)
1	SET	29
2	SHM	26
3	SHS	36
4	SOL	21
5	SAA / SPD	164
Total		286



School Name: School of Engineering and Technology		Credits: 1
Course Title : Application of Physics in real life		Course Code: TD24ET01
Course Designed by: Dr. Isha Saini e-mail: ishasaini@sushantuniversity.edu.in		Course Instructor: Dr. Isha Saini
Pre-requisites: Student has not opted and studied the subject earlier in any semester		

1. Course Introduction

In this course, students will explore the fascinating ways physics impacts daily experiences, from the technology we use to the principles behind electrical circuits and healthcare. This Course will help to uncover and understand the practical applications of physics that shape the world around us.

Employability-level: Foundation Skill

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

2. Course Objectives

- To provide a foundation in core physics principles relevant to real-world scenarios.
- To demonstrate practical applications of physics in daily life and technology.
- To develop problem-solving and analytical skills using physics concepts.
- To explore the role of physics in technological advancements and interdisciplinary fields.
- To inspire innovative thinking for creating sustainable solutions.

3. Course Learning Outcomes

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

CO1: Develop a comprehensive understanding of the fundamental principles of physics and their applications in everyday life.



CO2: Identify, analyze, and solve problems related to their daily experiences, fostering critical thinking.

CO3: Understand the principles behind technological innovations

CO4: Develop an awareness of the impact of physics on the environment and sustainable practices.

4. Course Pedagogy

The course "Applications of Physics in Real Life" blends theoretical concepts with practical applications, using interactive lectures, hands-on experiments, and case studies. It encourages problem-solving, real-world projects, and field visits to show how physics principles impact everyday technologies and industries.

5. Course Contents and Schedule

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

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 Everyday Physics, basic principles of physics in simple terms		PPT, Whiteboard, Videos
2	Light and Optics in Daily Life		PPT, Whiteboard, Videos
3	Introduction to lenses, mirrors, and their role in devices like cameras and eyeglasses		PPT, Whiteboard, Videos
4	Sound and Acoustics, nature of sound waves and their applications		PPT, Whiteboard, Videos
5	Physics of sports and recreational activities. Simple experiments to demonstrate Newton's laws.		PPT, Whiteboard, Videos
INTERNAL ASSESSMENT I (30 marks)			
6	Electricity in the Home		PPT, Whiteboard, Videos

7	Household appliances and their electrical principles		PPT, Videos	Whiteboard,
8	Discussion on technological advancements and their impact		PPT, Videos	Whiteboard,
9	Role of physics in medical diagnostics and treatments		PPT, Videos	Whiteboard,
INTERNAL ASSESSMENT I (30 marks)				
10	Final Project and Reflection		Student Presentations	
FINAL EXTERNAL ASSESSMENT (40 marks)				

6. Course Assessment

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Total Marks		100



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modification into alternative formats where necessary, for familiarization by students or personal support workers, and early application for support.



Course Title: Event Dining: Arts and Logistics		Course Code:TD24HM01	
Term: I	Academic Year: 2023-24	Core/Elective: Elective	Credits: 1
Course Designed by: Deepak Thakur		Course taught by: Deepak Thakur E-mail: deepakthakur@sushantuniversity.edu.in	
Course Pre-requisites: Basic aptitude for learning events dining.			

1. Course Introduction and Objectives

The course is oriented to explain and make the students understand the basics of event dining. Further this course will facilitate the students to understand the table set up & service in Five Star dining venues. The course will help them to understand the concept of dining & logistics of setting up the event for dining.

Employability-level: Foundation 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 F&B service at events.

CLO2: Understand the duties & responsibilities of F&B staff

CLO3: Understand the logistics of setting up of services for an event.

CLO4: Explain and understand different types of restaurant services.

3. Course Pedagogy

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

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
	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		Course Outline
1	Duties & responsibilities of F&B staff: Introduction about duties & responsibilities of F&B staff.	Lecture	Lecture & Hand outs
2	Importance of personal grooming & etiquette: Grooming guidelines	Lecture	Activity in Class
3	Restaurant Services: Napkin folding	Practical session in Training Restaurant	Activity in Class
4	Restaurant Services: Napkin folding	Practical session in Training Restaurant	Activity in Class
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Restaurant Services: Basic Rules of Table Manners	Practical session in Training Restaurant	Activity in Class
6	Restaurant Services: Equipment name	Practical session in Training Restaurant	Lecture and PPT
7	Restaurant Services: Table set up & service.	Practical session in Training Restaurant	Activity in Class
8	Event logistics: Set up for efficient work flow.	Practical session in Training Restaurant	Lecture and PPT
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Event logistics: Set up for efficient work flow & factors to consider for successful event.	Practical session in Training Restaurant	Lecture and PPT
10	Event logistics: Set up for efficient work flow & factors to consider for successful event.	Practical session in Training Restaurant	
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). 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 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 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.
- 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)

6. Course References

If any

- **Book/e-book:** Food & Beverage Service by Lillicrap, John Cousins & Suzanne
- **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:

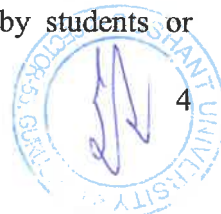
- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
- Falsify or invent any information regarded as cheating by the course instructor; i.e. fabrication.
- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others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

Course Code: TD24HS01

Course Title: Comprehensive Eye health & Care

About the faculty:

Ms. Preeti Gurawalia is an Assistant Professor of Optometry at the School of Health Sciences, Sushant University. With expertise in optometric education and clinical practice, she is dedicated to advancing eye care knowledge and mentoring students. Her commitment to academic excellence contributes significantly to the university's healthcare programs.

Concept Note:

Comprehensive eye health and care encompass a wide range of practices aimed at maintaining optimal vision and preventing eye diseases. It includes regular eye examinations to detect conditions like myopia, hyperopia, cataracts, glaucoma, and age-related macular degeneration. Proper eye care involves adopting a balanced diet rich in vitamins A, C, and E, wearing UV-protective eyewear, maintaining good hygiene, and limiting screen time to reduce digital eye strain. Early diagnosis and timely treatment are crucial for managing eye conditions effectively. Additionally, raising awareness about the importance of eye health can promote better vision care practices, enhancing overall quality of life.



School of Health Sciences			
Detailed Course Plan			
Course Title: Comprehensive Eye health & Care			
Term: I	Academic Year: 2023-2024	Core/Elective: Elective	Credits: 1
Course Instructor / TDL Faculty: Ms. Preeti Gurawalia e-mail: preetigurawalia@sushantuniversity.edu.in			
Course Pre-requisites: None		No. of sessions: 10	

1. Course Introduction

This is not only care not only safeguard vision but also contribute to overall well-being. Regular check-ups help identify hidden eye disorders and ensure early intervention, preventing irreversible damage. Eye health is interconnected with general health, as conditions like diabetes and hypertension can affect vision. Protective measures, such as using safety goggles during hazardous tasks and anti-glare screens for prolonged digital work, are vital. Hydration and regular blinking prevent dry eyes, while proper sleep rejuvenates eye tissues. Community awareness programs and affordable access to eye care services can bridge gaps in eye health equity. Cultivating these habits fosters long-term visual and systemic health.

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 regular eye examinations
- Increase community knowledge



3. Course Learning Outcomes

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

CO1: Understand the Vision Health.

CO2: Compare the normal & abnormal eye conditions

CO3: Learn how to enhance quality of life

CO4: Demonstrate the knowledge by applying in their respective domains

4. Course Pedagogy

The course follows the pedagogy of “Innovative Approaches to Comprehensive Eye Health Education and Care”.

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 Eye Health Basic eye anatomy and function	Presentation	
2	Common Eye Conditions Refractive errors, cataracts, glaucoma, AMD, diabetic retinopathy	Presentation	
3	Pediatric Eye Health Common issues in children	Presentation	
4	Importance of early detection Regular eye exams	Presentation	
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Safety measures and protective eyewear Nutrition and lifestyle impact	Presentation	
6	Eyeglass and contact lens care Reducing eye strain	Presentation	
7	Introduction to Proper eye hygiene	Presentation	

8	Equitable access to eye care	Presentation	
INTERNAL ASSESSMENT POINT II (MM=30)			
9	How to Enhance awareness and accessibility	Presentation	
10	Strategies for promoting comprehensive eye health	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 power point presentations by students. And a panel of faculty will judge the art and marks will be allocated on the basis of final presentation and viva.

Course Assessment Components for a TD 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

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.

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Course Title: Green Chemistry- Minimization usage of hazardous chemicals

Term: I

Academic Year: 2023-2024

Core/Elective: Elective

Credits: 1

Course Instructor / TDL Faculty: Dr. Jyoti Rai
e-mail: jyotirai@sushantuniversity.edu.in

Course Pre-requisites: None

No. of sessions: 10

1. Course Introduction

Green chemistry is an environmentally conscious approach to chemical research and industrial processes that aims to minimize the negative impact of chemicals on human health and the environment. It focuses on designing chemical products and processes that reduce or eliminate the use of hazardous substances, energy consumption, and waste generation. Key principles of green chemistry include the use of renewable raw materials, safer solvents, energy-efficient processes, and the prevention of pollution at the molecular level. By incorporating these principles, green chemistry contributes to sustainable development, reducing ecological footprints, and promoting a healthier planet for future generations.

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 hazardless and pollution by chemicals
- Increase community knowledge for sustainable solutions

3. Course Learning Outcomes

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

CO1: Understanding Green Chemistry Principles.

CO2: Application of Green Chemistry in Synthesis

CO3: Critical Evaluation of Sustainable Practices

CO4: Demonstrate the knowledge by applying in their respective domains



4. Course Pedagogy

The course follows the pedagogy of "Sustainable Chemical Practices".

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 Green Chemistry Definition and principle of Green Chemistry	Presentation	Cases
2	Historical context and development of the field Importance of sustainable and environmentally friendly practice.	Presentation	Situation , News Articles
3	Hazardous chemicals and their impacts Identification of hazardous chemicals	Presentation	Web links and PPT
4	Health and environmental effect of hazardous substances	Presentation	Lecture
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Atom economy and efficiency in chemical reaction Microwave, ultrasound and other alternative energy sources in synthesis	Presentation	PPT and Lecture
6	Safer solvents and reactions condition Green solvents and their properties	Presentation	PPT and Lecture
7	Water as a solvent in organic synthesis	Presentation	PPT and Lecture

	Low temperature and pressure reaction		
8	Green Catalysis Use of catalysts to minimize waste and increase efficiency	Presentation	Lecture
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Biocatalysts and enzymatic reactions Homogenous and Heterogeneous catalysis	Presentation	Lecture
10	Chemical products and processes to reduce their intrinsic hazards	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 power point presentations by students. And a panel of faculty will judge the art and marks will be allocated on the basis of final presentation and viva.

Course Assessment Components for a TD 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

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	Trans Disciplinary Learning (TDL) Course Outline Academic Year: 2023-24 (EVEN Sem)
School Name: School of Law Credits: 1	
Course Title : Right to Information Course Code: TD24LA01	
Course Designed by: Dr. Deepak Miglani e-mail: deepakmiglani@sushantuniversity.edu.in	Course Instructor: Dr. Deepak Miglani e-mail: deepakmiglani@sushantuniversity.edu.in
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

Transparency in governance and access to information are pivotal to the functioning of a democracy. In the present day and age, when information has been recognised as an essential facet of human life, access to crucial data be it through reports, documents, etc is sine qua non to the fulfilment of the right to a wholesome and dignified life. In this context, this course seeks to provide a comprehensive learning on the Right to Information by delving into varied facets of this right. From mapping the constitutional contours of the right to information to understanding the statutory prescriptions as under the Right to Information Act, 2005 and other allied laws, this course will provide a comprehensive overview of the theme of discussion. To throw light on the jurisprudential and evolutionary aspects of the right to information in the overall scheme of governance, the course will also explicate the executory right through administrative and judicial processes.

2. Course Outcomes:

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

- CO1: Understanding the basics of Right to Information
- CO2: Gaining relevant knowledge regarding the exceptions to the Right to Information
- CO3: Understand the role of Public Information officers and public authorities.
- CO4: Learn how to draft right to information application

3. 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	6 February 2024	



2	Right to Information and Fundamental Right, Transparency and Right to Information	13 February 2024	
3	Official Secrets Act, Government Privilege to withhold Disclosure of Documents	20 February 2024	
4	Salient Features of Right to Information Act 2005	27 February 2024	
5	The important terms and concepts used in the Right to Information Act 2005	5 March 2024	
INTERNAL ASSESSMENT I (30 marks)			
6	Public Authorities and their Obligations under the Act	12 March 2024	
7	Role of Public Information Officers, Central Information Commission	19 March 2024	
8	State Information Commission, Exemptions from Disclosure of Information, Partial Disclosure and "Third Party" Information	26 March 2024	
9	The roles and responsibilities of Appellate Officers within Public Authorities	2 April 2024	
INTERNAL ASSESSMENT I (30 marks)			
10	Drafting of RTI Application	9 April 2024	
FINAL EXTERNAL ASSESSMENT (40 marks)			

4. 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



	Trans Disciplinary Learning (TDL) Course Outline Academic Year: 2023-24 (EVEN Sem)
School Name: School of Art & Architecture (SAA) Credits: 1	
Course Title : TD24AA01	Course Code: Environmental Sustainability
Course Designed by: e-mail: shahrozalam@sushantuniversity.edu.in	Course Instructor: e-mail: sahhrozalam@sushantuniversity.edu.in
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

An Environmental Sustainability course is a great way to learn about our environment and its sustainability. The course covers key knowledge areas of sustainability theory and practice, including population, ecosystems, global change, energy, agriculture, water, environmental economics and policy, ethics, and cultural history. The course is designed to provide students with insight into a topic and learn the fundamentals. Upon completion, students will be able to define sustainability and identify major sustainability challenges. Students will be able to apply concepts of sustainable development to address sustainability challenges in a global context.

2. Course Outcomes:

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

CO1: Understand the principles of sustainable development and the challenges of achieving it.

CO2: Understand the core concepts and methods from ecological and physical sciences and their application in environmental problem-solving.

CO3: Gain awareness of the global and local environmental problems and the potential solutions.

CO4: Develop critical thinking and communication skills to analyze and present environmental issues and solutions.

3. 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 Environmental Sustainability		
2	Human Impacts on Earth Systems		
3	Sustainable Development and the Triple Bottom Line		
4	Sustainable Consumption		
5	Sustainable Agriculture		
INTERNAL ASSESSMENT I (30 marks)			
6	Sustainable Energy and Resources		



7	Biodiversity Conservation		
8	Waste Management		
9	Transportation and Mobility		
INTERNAL ASSESSMENT II (30 marks)			
10	Sustainable Communities and Globalization		
FINAL EXTERNAL ASSESSMENT (40 marks)			

4. 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 (evaluating a sustainable solution for a specific environmental challenge or opportunity) (After Week 5)	30
2	Assessment 2 (designing a sustainable solution for a specific environmental challenge or opportunity) (After Week 9)	30
3	TDL ESE Practical Exam	40
Total Marks		100



	Trans Disciplinary Learning (TDL) Course Outline Academic Year: 2023-24 (EVEN Sem)
School Name: School of Art and Architecture	Credits: 1
Course Title : TDL – Imagining cities of the future	Course Code: TD24AA02
Course designed by: Asst. Prof Prerana Hazarika e-mail: prernahazarika@sushantuniversity.edu.in	Course Instructor: Asst. Prof Prerana Hazarika e-mail: prernahazarika@sushantuniversity.edu.in
Pre-requisites: Student has not opted and studied the subject earlier in any semester	

1. Course Introduction:

"Imagining Cities of the Future" course is an engaging and thought-provoking undergraduate elective designed to explore visionary concepts and innovative approaches in urban design and planning. As cities continue to evolve and face unprecedented challenges, this course encourages students to envision, analyse, and propose creative solutions for the cities of tomorrow. This course empowers students to be equipped with the skills and knowledge needed to contribute to the creation of sustainable, resilient, and inclusive cities in the future. Through a combination of theoretical exploration, practical exercises, and design projects, students will gain a comprehensive understanding of the dynamic and evolving nature of urban environments.

2. Course Outcomes:

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

CO1: Students will demonstrate the ability to think creatively and envision alternative futures for urban environments by proposing innovative concepts and design solutions for the cities of tomorrow.

CO2: Students will develop a holistic understanding of the social, economic, cultural, and environmental factors influencing the development of cities, enabling them to analyse and respond effectively to the dynamic nature of urban environments.

CO3: Students will acquire skills in integrating sustainable and resilient design principles into urban planning and development.

CO4: Through design projects and theoretical exploration, students will be able to effectively convey their visionary ideas and design proposals, fostering the ability to communicate the complexities of urban design and planning concepts.

3. 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	Introductory class – Discussion on course content	30-01-24	Presentation and class discussion
2	Introduction to Future Cities, Overview of the course, Introduction to terminology used in area of Urban Planning	06-02-24	Presentation and class discussion



3	Historical evolution of cities, Development of City planning, Prominent towns of the past	13-02-24	Presentation and class discussion
4	Classification of cities – Urban form and functionality	20-02-24	Presentation and class discussion
5	New towns and their needs, characteristics	27-02-24	Presentation and class discussion
INTERNAL ASSESSMENT I (30 marks) : Case study presentation on new towns in India			
6	Futuristic concepts of city planning, Global Urbanization Trends	05-03-24	Presentation and class discussion
7	The Role of Technology in Urban Development, Integrating technology into urban planning	12-03-24	Presentation and class discussion
8	Virtual reality and its role in city visualization	19-03-24	Presentation and class discussion
9	Innovative solutions of the future - Exploration of innovative technology for future cities	26-03-24	Presentation and class discussion
INTERNAL ASSESSMENT II (30 marks) : Case study presentation on globally acclaimed futuristic cities			
10	Urban Resilience and Adaptability - The concept of urban resilience, curating adaptable urban spaces	02-04-24	Presentation and class discussion
11	Discussion on final deliverables for External Assessment : Imagining a city set in the year 2050 using innovative ideas explored throughout this course	09-04-24	Class discussion
12	Doubt clearing session 1	16-04-24	Class discussion
13	Doubt clearing session 2	23-04-24	Class discussion
FINAL EXTERNAL ASSESSMENT (40 marks)			

4. 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 date sheet. 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) : Case study presentation on new towns in India	30



2	Assessment 2 (After Week 9) : Case study presentation on globally acclaimed futuristic cities	30
3	TDL ESE Practical Exam	40
Total Marks		100

