

MONTH	YEAR
JANUARY	2022
JULY	2022
JANUARY	2023
JULY	2023
JANUARY	2024

Courses to be offered January 2024

S.NO	NAME OF THE COURSE	COURSE CODE	NAME OF THE FACULTY	FACULTY CODE	SCHOOL
1	Scribbling and sketching II	TDC24DS01	Mannat Abrol	SU0919	SOD
2	Print Development	TDC24DS02	Tajinder Kaur Anand	SU0718	SOD
3	Digital Print Development	TDC24DS03	Sombit	SU0833	SOD
4	Commercial French	TDC24VH01	Ms. Apoorva Kaushik	SU0956	VHTBS
5	Women Law and Policy	TDC22WL06	Ms. Kirty Lamba	SU0908	SOL
6	Social Media and Censorship	TDC23LW01	Mr Ashutosh Raj Anand	SU0966	SOL
7	Environment Law and Policy	TDC24LW01	Ms. Shreya	SU0971	SOL
8	Fundamentals of Constitution	TDC24LW02	Ms. Anushka Choudhary	SU0735	SOL
9	Right to Information	TDC24LW03	Mr Amit Kumar Singh	AU0304	SOL
10	Visual Anthropology and Ethnography	TDC24AA01	Abhishek Bhardwaj	SU0889	SAA
11	VISUAL COMMUNICATION	TDC24AA02	PAYAL TANEJA	SU0776	SAA
12	Site Design and Improvement	TDC24AA03	Arjun Kamal	AU0456	SAA
13	Analysis and Design of Building elements	TDC23ET03	Md. Shahdab Alam	AU0635	SET
14	Sustainable Engineering Concepts	TDC23ET04	Ms. Inderjeet Kaur	AU0535	SET
15	Understanding Of Human Behaviour	TDC22SH04	Dr. Amit	SU0935	SHS
16	Basics Of Laboratory Techniques	TDC24SH01	Ms. Madhuri	SU0964	SHS
17	Mastering Eye Health and Disease	TDC23HS02	Mr Akram Ali	SU0913	SHS
18	Healthy Heart And Its Maintenance	TDC22HS03	Ms. Shalu	SU0941	SHS
19	Radiation in Healthcare	TDC23HS01	Mr. Basit Yousuf Pala	SU0943	SHS
20	Basics of instrumentation techniques	TDC24SH02	Ms Asha	SU0999	SHS
21	Healing Potential of Indigenous Medicines	TDC23HS04	Ms. Damini	SU09797	SHS
22	Drug-Poison to Lifesaver	TDC24SH03	Mr. Ashok	SU0979	SHS
23	Introduction to dosage form	TDC24SH04	Dr. Neelam Dhankhar	SU0930	SHS
24	Comprehensive Study to Drugs on Body	TDC24SH05	Mr. Pankaj Vyas	AU0653	SHS
25	Introduction to Business Analytics	TDC22BS02	Ms. Aanchal Dangwal	SU0843	SOB
26	Risk Mitigation: Detecting, Investigating and	TDC24BS03	Dr. Atul Kumar Agarwal	AU0187	SOB
27	Trending approaches and innovations in mar	TDC24BS01	Dr. Ashish Kumar	SU0955	SOB
28	Emerging trends in Digital Marketing	TDC24BS02	Ms. Neha Mishra	SU0953	SOB

TDCC

Course Title: Scribble & Sketching II

About the faculty:

Name : Ms. Mannat Abrol

Designation : Teaching

Assistant School : School
of Design


Office room no. : E-105

Mannat Abrol is a Graphic Designer, she has completed her Bachelor's degree in Visual Communication from School of Design, Sushant University. Mannat has interest in the field of graphic and visual communication and in jewellery designing. She is passionate about making digital and hand drawn mandala illustrations, photography and exploring different techniques and mediums of design. With key interest in hand painted articles, she is into development of new and improved designs using historical references. Mannat has been into creative design research and making, where she transforms contemporary designs into new postmodern influenced visuals.

Concept Note:

Scribble and sketching are creative and expressive activities that involve making quick, rough, and often spontaneous drawings. While they may seem simple, they hold great significance in various aspects of human life, including art, design, education, and personal development. offer a way to express one's thoughts, emotions, and ideas visually. It allows individuals to convey complex concepts or capture fleeting inspirations before they fade away. It is a form of self- expression that doesn't require mastery of formal artistic techniques, making it accessible to people of all ages and skill levels. Scribble & Sketching had a profound significance in nurturing creativity, communication, problem-solving, and personal development. Embracing these activities can benefit individuals from all walks of life, whether they are aspiring artists, designers, students, or simply looking for an outlet for their creativity



 <small>Erstwhile Ansal University Gurugram</small>		School of Management Studies	
		Detailed Teaching Plan	
Course Code:		Course Title : SCRIBBLE & SKETCHING II	
Academic Year: 2024-25		Term :	Core/Elective: Elective
Credits: 2			
Course Designed by:		Course Instructor:	
e-mail:		e-mail:	
mannatabrol@sushantuniversity.edu.in		mannatabrol@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions:	

1. Course Description

The Scribble & Sketching Fundamentals course is designed to introduce students to the exciting world of creative expression through scribbling and sketching. This hands-on course focuses on building essential skills in drawing, observation, and visual communication. Whether you are an aspiring artist, designer, or someone looking to enhance their creativity, this course offers a supportive environment to explore and develop your artistic abilities.

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

- Develop Basic Drawing Skills



- ### 3. Course Learning Outcomes

CO1: Exhibit proficiency in using lines, shapes, and shading techniques to create visually appealing and expressive sketches.

CO3: Demonstration of knowledge in different drawing materials and effectively use them to achieve specific artistic effects and styles.

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

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

The class would meet weekly 2 hrs (1L+1P).

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 basics of Scribble & Sketching in daily life.	Lecture & Discussion	One on One Discussion
2	Basic Drawing Skills	Physical Task	In Campus Activity
3	Introducing an assignment	Physical Task	One on One Discussion
4	Assignment -1 Individual Doodle Diary with each students perspective and observation	Discussion & Physical Task	In Campus Activity
5	Final Doodle Diaries of each students	Discussion	One on One Discussion in campus



INTERNAL ASSESSMENT I (30 marks)			
6	New Assignment 2 Discussion- Pattern Design- Taking one element and repeating it in a way to create a pattern and applying it in a product or service of there individual choice	Physical Task	In Campus Activity
7	Individual Perspective and Work for further discussion	Physical Task	One on one Discussion
8	Discussion for the pattern design to be traced converted into digital and applied on a mockup	Physical Task	In Campus Activity and Discussion
9	Final Outcome of the Patterns Designed	Discussion	Completion of Assignment 2
10	New Assignment -3 A small Travel Sketchbook(minimum sketches 5)with your own imagination, the places visited or want to visit, it can be small elements you observed or a view. To be done in Groups	Lecture & Discussion	Group Discussion
11	Continuation with Assignment-3 Group wise discussion on the places and elements taken	Lecture & Discussion	Group wise discussion and work progress
12	Progress of Assignment -3	Lecture & Discussion	Discussion on Progress
13	Group Discussion on all the Assignments	Lecture & Discussion	Group Discussion
14	Final Discussion on Assignment-3	Final Work Discussion	In Campus discussion on the assignment
15	Completion of the subject and discussion on the progress made from Day-1 to the last .	Class Discussion	Progress from day -1 to last
INTERNAL ASSESSMENT II (30 marks)			

6. Course Assessment

Course Assessment Components for a TDCC



A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

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

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.



TDCC

Course Code: -----

Course Title: Pints Development

About the faculty:

Name : Tajinder Kaur Anand
Designation : Assistant Professor
School : School of Design
Office room no. : E105
Extn:

Faculty profile

My Name is Tajinder Kaur Anand, i am an Assistant Professor at sushant university. I hold an experience of 13 years in teaching fashion designing to more than 700 students (Indian and International students).

Educational background, I have a Dual Degree in MBA & PGDM in General Management (with specialization in Design Management) from Jaipur National University. A Bachelor's degree in Art's from Delhi University, with 2 Year Advance Diploma in Fashion Designing from Polytechnic.

My core expertise lies in Pattern Making, Garment Construction, and Surface Ornamentation with particular keen interest in Graphics. I have been fortunate to work with top brands like Modart International for 7 Yrs, London School of Trends 2 yrs, Dics & Sift


Her research interests are Smart City Infrastructure, Solid Waste Management, Climate Change, Life cycle study of systems, Sustainable Practices and Concrete Technology.

Concept Note:

The proposed Print Development Program aims to equip participants with comprehensive knowledge and practical skills in the field of print design and production. The program will cover a wide spectrum of topics, from traditional offset printing to cutting-edge digital printing technologies, fostering creativity and technical expertise.

The program is designed for individuals aspiring to enter the print industry, graphic designers seeking to enhance their print design skills, and professionals involved in print production looking to stay abreast of the latest developments in the field.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>	School of Engineering & Technology Detailed Teaching Plan		
Course Code: TDC24DS02	Course Title : Print Development		
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Mrs. Tajinder Kaur Anand e-mail: tajinderanand@sushantuniversity.com		Course Instructor: Tajinder Kaur Anand e-mail: tajinderanand@sushantuniversity.com e-mail:	
Course Pre-requisites: practical		No. of sessions: 14	

1. Course Description

The proposed Print Development Program aims to equip participants with comprehensive knowledge and practical skills in the field of print design and production. The program will cover a wide spectrum of topics, from traditional offset printing to cutting-edge digital printing technologies, fostering creativity and technical expertise.

The program is designed for individuals aspiring to enter the print industry, graphic designers seeking to enhance their print design skills, and professionals involved in print production looking to stay abreast of the latest developments in the field.

Employability-level: Premier Skill

1. Foundatio n Core	2. Foundatio n Skill	3. Profession al Core	4. Profession al Skill	5. Premier Skill
				✓

2. Course Objectives



The proposed Print Development Program aims to equip participants with comprehensive knowledge and practical skills in the field of print design and production. The program will cover a wide spectrum of topics, from traditional offset printing to cutting-edge digital printing technologies, fostering creativity and technical expertise

3. Course Learning Outcomes

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

CO1: Possess a thorough understanding of various print technologies.

CO2: Demonstrate proficiency in print design principles and color management.

CO3: Be capable of preparing files for prepress and utilizing industry-standard software.

CO4: Understand the nuances of printing materials and quality control in print production.

4. Course Pedagogy

The course follows the pedagogy of "learning by doing" so as to understand the impact of the practices.

5. Course Contents and Schedule

The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Print Development	Class Discussion	https://study.com/academy/lesson/history-printing-overview-facts.html
2	Print Design Fundamentals		https://ebooks.papacambridge.com/directories/AQA/AQA-ebooks/upload/epdf-pub_the-fundamentals-of-graphic-design.pdf
3	Prepress Preparation and software tools		http://agpcptech.weebly.com/uploads/1/



			2/4/2/12423472/dpp_combinepdf.pdf
4	Printing Materials and Quality Control	Assignment 1	In-depth exploration of printing materials: paper, ink, and plates. Establishing quality control measures in print production.
5	Printing Press Operations and Maintenance	Assignments	Practical insights into printing press operations. Maintenance best practices to ensure efficiency and longevity.
6	Variable Data Printing and Specialty Techniques	Class Discussion	https://opentextbc.ca/graphicdesign/cha/pter/6-7-variable-data-printing/
7	Advanced Print Technologies and Environmental Considerations	Class Discussion	http://agpcptech.weebly.com/uploads/1/2/4/2/12423472/apt_combinepdf.pdf
8	Regulatory Compliance and Marketing Print Services		https://www.ziflow.com/blog/marketing-compliance
9	Portfolio Development	Case Study	https://www.google.com/search?q=portfolio+development+pdf&rlz=1C1RXQR_enIN1030IN1030&oq=Portfolio+Development+pdf&aqs=chrome.69j0j9&sourceid=chrome&ie=UTF-8
10	Networking Opportunities	Case Study	https://www.researchgate.net/publicatio



			n/349381076_Netw orking_and_professi onal_development_i n_today's_world
11	Final Project: Design and Print a Portfolio Piece	Class Discussion	
12	Applying acquired knowledge and skills to create a comprehensive print portfolio piece.	Assignment 2	
13	Presenting the portfolio piece for critique and feedback.	Class Discussion	https://craigkunce.com/wp-content/uploads/2019/11/Portfolio-Presentation-Feedback-Form.pdf
14	Concluding with the presentation from Students	Presentation	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60

END SEMESTER EXAMINATION (40)	
Presentation (20) + Viva-voce (20)	

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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- **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.



TDCC

Course Title: Digital Print Development

About the faculty:

Name : Mr. Sombit

Mukherjee Designation :

Assistant Professor School :

School of Design

Office room no. : E-105

Mr. Sombit Mukherjee is a Textile Designer who completed his Master's degree in Textile designing from Mewar University, Rajasthan. He completed his Bachelor's in Textile designing from Kala Bhavana, Visva-Bharati University, Santiniketan, West Bengal. Mr. Sombit has built skills in Weaving, Tie and Dye, Fabric surface ornamentation (Printing), Manual and Digital prints development and Photography. He has hands on skill in Photoshop for designing and editing works. His area of interest in research is Upliftment of handmade textiles, art and craft, Fabric surface ornamentation techniques, Digital Prints (Mix media) and Photography to prints.

Concept Note:

Digital print development is a dynamic evolution marked by technological advancements reshaping the traditional printing landscape. Initially, digital printing emerged as a faster and more cost-effective alternative to traditional methods. Inkjet and laser technologies became prominent, enabling precise and high-resolution reproductions of digital images. These innovations brought about significant improvements in color accuracy, print speed, and substrate compatibility, making digital printing versatile across industries.


The ability to print on demand transformed workflows, reducing waste and enabling more personalized content. Variable data printing emerged as a powerful tool, allowing for individualized customization within a print run. As technology progressed, the range of printable materials expanded, encompassing various substrates like paper, textiles, ceramics, and even three-dimensional objects.

Digital print development has also played a pivotal role in marketing, packaging, and textile industries, providing flexibility and agility in meeting diverse demands. Additionally, environmental considerations led to the development of eco-friendly inks and practices, promoting sustainability in the digital printing ecosystem. Overall, continuous innovations in digital



printing continue to shape a dynamic and responsive industry, offering new possibilities for creativity, efficiency, and environmental responsibility.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Design Detailed Teaching Plan	
Course Code: TDC24DS03		Course Title : DIGITAL PRINT DEVELOPMENT	
Academic Year: 2024-25		Term: EVEN	Core/Elective: Elective Credits: 2
Course Designed by: Sombit Mukherjee e-mail: sombitmukherjee@sushantuniversity.edu.in		Course Instructor: Sombit Mukherjee e-mail: mannatabrol@sushantuniversity.edu.in	
Course Pre-requisites: Graphic Design Fundamentals, Basic Printing Knowledge, Color Theory		No. of sessions: 15	

1. Course Description

The Scribble & Sketching Fundamentals course is designed to introduce students to the exciting world of creative expression through scribbling and sketching. This hands-on course focuses on building essential skills in drawing, observation, and visual communication. Whether you are an aspiring artist, designer, or someone looking to enhance their creativity, this course offers a supportive environment to explore and develop your artistic abilities.

Employability-level: Foundation Skill

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

2. Course Objectives

- **Technological Proficiency:** Understanding digital print development provides students with technical skills and knowledge of the latest advancements in printing technologies, such as inkjet, laser, and 3D printing.
- **Industry Relevance:** Digital print is a rapidly evolving industry, and studying its development ensures that individuals are equipped with knowledge relevant to current market trends, making them valuable assets in the workforce.
- **Innovation and Creativity:** The field of digital print continually introduces innovative techniques and applications. Studying its development fosters a creative mindset, encouraging students to explore new possibilities and contribute to advancements in the field.
- **Personalization and Customization:** Digital printing allows for greater personalization and customization in various industries. Students studying digital print development gain insights into creating tailored and targeted content, which is increasingly important in marketing and design.



3. Course Learning Outcomes

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

CO1: Understanding technical skills and knowledge of the latest advancements in printing technologies, such as inkjet, laser, and 3D printing.

CO2: Knowledge relevant to current market trends, making them valuable assets in the workforce.

CO3: Fosters a creative mindset, encouraging students to explore new possibilities and contribute to advancements in the field.

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 2 hrs (1L+1P).

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 Digital Printing	Lecture	PPT, Discussion , Online research
2	Overview of digital printing technologies. Historical context and evolution	Lecture	PPT, Discussion , Online research
3	Color Management in Digital Printing	Lecture	PPT, Discussion , Online research
4	Introduction to digital tools for designing	Practical	PPT, Discussion , Online research
5	Understanding color spaces and profiles. Color accuracy and consistency	Discussion	PPT, Discussion , Online research
INTERNAL ASSESSMENT I (30 marks)			
6	Study of various printable materials (paper, textiles, plastics, ceramics)	Practical	PPT, Discussion , Online research
7	Exploring the digital print production process	Practical	PPT, Discussion , Online research



8	Concepts and applications of personalized printing	Practical	PPT, Discussion , Online research
9	ASSIGNMENT 1	Discussion	PPT, Discussion , Online research
10	Techniques and advancements in textile printing. Applications in the fashion and home decor industries	Lecture	PPT, Discussion , Online research
11	ASSIGNMENT 2	Discussion	PPT, Discussion , Online research
12	Methods for ensuring print quality. Troubleshooting common printing issues.	Practical	PPT, Discussion , Online research
13	SUBMISSION ASSIGNMENT 1&2	Discussion	Group Discussion
14	ASSESSMENT	Final Work Discussion	Final Work Discussion
15	Discussion	Final Work Discussion	Final Work Discussion
INTERNAL ASSESSMENT II (30 marks)			

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			



7. Course Conduct Policy

A. Academic Honesty

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

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

Course Code:

Course Title: COMMERCIAL FRENCH

About the faculty:

Name: Apoorva Kaushik
Designation: Assistant Professor
School: VHTBS
Office room no. : D-006
Extn: 0124 4750400

Faculty profile: Passionate about teaching, she is a French language educator who has completed her Master degree from one of the top-ranking universities of the country, Jawaharlal Nehru University (JNU), New Delhi, with specialization in Translation and Interpretation.


She is also trained in advanced pedagogical methods of Foreign Language Learning and holds a good understanding of Linguistics as well as Universal Grammar.

Before starting her journey at Sushant University, she has worked with Gita rattan International Business School where she was teaching French language to MBA students.

Concept Note:

Upon completion of this course the student will understand the practical application of French language and culture in a purely professional environment. In today's industrial landscape, many MNCs prefer to hire employees who can speak multiple languages and build lasting professional relations with people from across the world. In order to gain an extra edge over others in the job market, this course would be a complete game-changer in an individual's professional journey towards success.



		Vatel Hotel and Tourism Business School Detailed Teaching Plan	
Course Code:		Course Title : COMMERCIAL FRENCH	
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Apoorva Kaushik e-mail: apoorvakaushik@sushantuniversity.edu.in		Course Instructor: Ms Apoorva Kaushik e-mail: appskaushik@sushantuniversity.edu.in	
Course Pre-requisites: elevated level of receptivity		No. of sessions:	

1. Course Description

The initial modules of the course is framed with a vision to paint a picture of a significantly professional environment, the dynamics involved in building professional relations and the role of language to enhance work efficiency and growth. Later modules will focus more on the benefits of acquiring multiple foreign languages and the expanding demand of French language, especially in a multicultural work environment like MNCs. Few modules towards the end will be dedicated to learning basic French speaking and writing that can help an individual immensely in his professional journey.

Employability-level: Professional 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

- Expose students to dynamism of multi-cultural work environment
- Inculcate tolerance towards multiple ethnicities
- Acquiring beginner-level commercial French

3. Course Learning Outcomes

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

CO1: recognize demands of a multi-cultural work environment

CO2: understand the challenges and opportunities while working in multi-ethnic team

CO3: use spoken and written beginner-level commercial French

4. Course Pedagogy



Both conventional and non-conventional methods of pedagogy will be employed. Theoretical concepts will be explained on whiteboard while the lectures focusing of its application will involve the use of multi-media like audios, videos, newspaper clipping etc.

5. Course Contents and Schedule

The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Ethno-professional dynamics in Multicultural Work Environment	Activity	Class Notes
2	Ethno-professional dynamics in Multicultural Work Environment	Activity	Class Notes
3	Polyglottism in Professional Settings	Activity	Class Notes
4	Polyglottism in Professional Settings	Activity	Class Notes
5	Language in Building Professional Relations	Assignment	Browsing
6	Language in Building Professional Relations	Assignment	Browsing
7	Foreign Language Acquisition by Working Professionals	Assignment	Browsing
8	Foreign Language Acquisition by Working Professionals	Assignment	Browsing
9	French Language in Industrial Landscape	Activity	Class Notes
10	French Language in Industrial Landscape	Activity	Class Notes
11	Introduction to beginner-level French	Assignment	Browsing
12	Commercial French - I	Assignment	Browsing
13	Commercial French - II	Activity	Class Notes

6. Course Assessment

Course Assessment Components for a TDCC



A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			



TDCC
Course Title: Women Law & Policy

About the faculty:

Ms. Kirty Lamba 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 has secured her B.A.-LL.B. (Hons) with first division from B.P.S Women University (first women's only state university of North India) Sonipat. Subsequently, she pursued her LL.M. in Human Rights and Humanitarian Law with first division from Indian Law Institute, New Delhi. She has qualified for National Eligibility Test offered by University Grant Commission in December 2018. She has participated in teaching assignment at Campus Law Centre II, Faculty of Law, Delhi University. She has four years of experience as a legal practitioner. She is deeply involved in facilitating internships and recruitment for students across prestigious law firms and MNCs in the country, being one of the members for Internship & Recruitment Committee. She has been awarded with Class I Commendation Certificate by the Inspector General of Police, Rohtak Range with a cash prize.

She has presented numerous papers in various National and International Conferences and Seminars. Also, she has couple of research papers to her credit published in leading journals. Her teaching areas include Humanitarian Law, Property Law, Family Law, Women Law and Policy.

Concept Note:

Law affords special protection to women, in order to ensure equality, dignity, and freedom from discrimination. This course would give an understanding of the law relating to women in the second part, with emphasis on position in India. The course touches upon the important legal maxims, legal and judicial systems in India. Apart from this, the law relating to women in the light of the Indian Constitution, Criminal Laws and Personal Laws are explained in detail in this course. Further, the law regulating, prohibiting social evils faced by women in India, issues regarding reproductive rights, dowry and domestic violence are also dealt with extensively.



Course Title: Women Law and Policy (TDCC)

Course Code: TDC22LWO6

Term:

Academic Year: 2022-26

**Core/Elective:
ELECTIVE**

Credits: 2

Course Designed by: Kirty Lamba

E-mail: kirtylamba@sushantuniversity.edu.in

Course Designed by: Kirty Lamba

E-mail: kirtylamba@sushantuniversity.edu.in

1. Course Introduction

The Course will be able to –

- Give an understanding of the current status of women in India along with the main privileges granted to women by Constitution of India.
- Give an understanding of the legislative and policy initiatives taken at national level for the welfare of women.
- Build awareness of the women centric laws and their importance.

Employability-level: Foundation Skill

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

2. Course Objectives:

The course in terms of importance, versatility and practicality incorporates almost all important issues and concepts of Women and Law including the legislative and policy initiatives taken at national level. The course also highlights the legislative and statutory framework on live-in relationship, dowry prohibition and domestic violence, sexual harassment of women and other important issues relating to women in the most detailed and systematic manner for providing a crystal-clear knowledge to the students about Women and Law.

The paper aims at creating awareness as to importance and role of women in society through the medium of law. It also focuses on women welfare laws.



3. Course Learning Outcomes

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

- **CLO1:** Comprehend the status of Women in India along with the main privileges granted to women by Constitution of India.
- **CLO2:** Understand the provisions for marriage and divorce under Hindu Law along with the comparison of maintenance provision under CrPC and Special Marriage Act.
- **CLO3:** Understand the provisions relating to offences against Women under Criminal Law and to apply and appraise the legal provisions enacted to ameliorate the situations with special emphasis on Indian Criminal Law.
- **CLO4:** Understand the national evolution and importance of women centric laws.

2. Course Pedagogy

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

3. 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 Status of Women in India and Constitution of India and Women.		Discussion and Watching Documentaries
2	Protection and Safeguard of Women under Personal Laws.		Newspaper Reading, Discussion and Watching Documentaries
3	Criminal Laws and Women		Newspaper Reading, Discussion and Watching Documentaries



4	Women Welfare Laws		Newspaper Reading, Discussion and Watching Documentaries
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Status of Women in India.	Essay writing	Newspaper Reading, Discussion and Watching Documentaries
6	Provisions of Marriage and Divorce under HMA, 1955.	Case studies	Newspaper Reading, Discussion and Watching Documentaries
7	Maintenance to Women	Legal Provisions	Newspaper Reading, Discussion and Watching Documentaries
8	Live-in -relationships	Case Studies	Newspaper Reading, Discussion and Watching Documentaries
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Criminal Laws and Women	Assignment	Newspaper Reading, Discussion and Watching Documentaries
10	Women Welfare Laws	A short project work	
FINAL ASSESSMENT POINT III (MM=40)			

4. Course Assessment

Assessment Scheme

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

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 4)	(After Week	30
2	Assessment 2 8)	(After Week	30
3	(Final) Assessment 3 10)	(After Week	40
Total Marks			100

Guidelines for Research Paper:

Each student would make a research paper on the topics allocated in the classroom keeping in mind the format of writing a paper discussed in the classroom and making sure that their work is original and not plagiarized and adhering to the ILI Citation style and a set of jury members on the day of the final assessment (in groups of two/three/as decided by the school) will give the grades. Students would narrate their work done in the research paper and also their learnings from it.

5. 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.

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.

6. 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

7. 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

8. 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.

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

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

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

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

11. 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	✓	✓	✓	✓

12. 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	2
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level November 28th)	-



TDL
Course Title: "Social Media and Censorship"

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".

Social Media and Censorship



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			
5	Discuss whether censorship should be there or not	Discussions	
6	Analyzing the cases of censorship which have happened in India till now.	Discussions/Assignment	
7	Analyze the relevance of draft regulations in place for social media platforms	Discussions	
8	Discuss whether censorship should be there at all on social media platforms or not	Discussions/Assignment	
INTERNAL ASSESSMENT POINT II			
9	Comparison between Social media platforms and other media platforms	Discussions	

10	Issue 9 as discussed in class	Discussions/Assignment	
FINAL ASSESSMENT POINT III			

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.

7. Course Conduct Policy

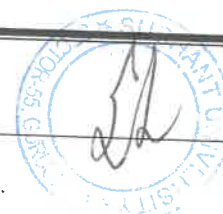
A. Academic Honesty

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

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

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

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



B. Students with Disability/ Different-Ability

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

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

For Faculty Version of Course Outline Only

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

8. Graduate Attributes

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

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

9. Programme Educational Objectives (PEOs)

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

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

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

10. Programme Learning Outcomes

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

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

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

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

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

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

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



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

13.Course Learning Outcomes to Assessment Components Mapping Matrix

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

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

14.Teaching Method Utilization Map

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

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



Teaching Method (Secondary)											
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- 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	-



TDCC

Course Title: Environment law & Policy


About the faculty:

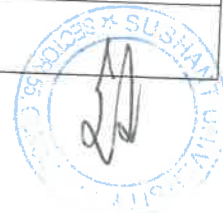
Ms. Shreya is an Assistant Professor in School of Law, Sushant University. All through in her academic career she is well known for her meritorious performances. She has secured her B.A.-LL.B. (Hons) with first division from University Institute of Law and Management Studies, (MDU) Subsequently, she pursued her LL.M. from National Law University, Delhi. She has qualified for National Eligibility Test offered by University Grant Commission. She has three years of experience as a legal practitioner. She has contributed chapters in two books. She has presented numerous papers in various National and International Conferences and Seminars. Also, she has couple of research papers to her credit published in leading journals.

Concept Note:

This course enables participants to understand how the environmental laws play a huge part in protecting humans, animals, resources, and habitats.

Without these laws, there would be no regulations concerning pollution, contamination, hunting, or even response to disasters. Environmental law works to protect land, air, water, and soil. This course aims at providing the students with a deeper insight into the regime of environmental issues. The course also tries to develop a basic understanding about the principles and various concepts revolving around the domain of environment legislations, their procedures and their best possible uses as well. It also distinguishes the art of legal composition from the art of ordinary composition or literature, which deals not with rights but with thoughts or facts.

 Sushant University <small>Bestwhile Ahead University Program</small>	SCHOOL OF LAW COURSE OUTLINE		
Course Title: Environment Law and Policy (TDCC)			
Term:	Academic 2023-2024	Year:	Course Code: TDC24LW01
		Core/Elective: ELECTIVE	Credits:2
Course Designed by: Shreya		Course Designed by: Shreya	



1. Course Introduction

The Course will be able to –

- To understand the students with a deeper insight into the regime of environmental issues.
- Develop a basic understanding about the principles and various concepts revolving around the domain of environment legislations, their procedures and their best possible uses as well.
- It also distinguishes the art of legal composition from the art of ordinary composition or literature, which deals not with rights but with thoughts or facts.

Employability-level: Foundation Skill

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

2. Course Objectives:

Environmental laws play a huge part in protecting humans, animals, resources, and habitats. Without these laws, there would be no regulations concerning pollution, contamination, hunting, or even response to disasters. Environmental law works to protect land, air, water, and soil. The basic objectives of the Course are as follows:

- This course aims at proving the students with a deeper insight into the regime of environmental issues.
- The course also tries to develop a basic understanding about the principles and various concepts revolving around the domain of environment legislations, their procedures and their best possible uses as well.
- It also distinguishes the art of legal composition from the art of ordinary composition or literature, which deals not with rights but with thoughts or facts.

3. Course Learning Outcomes

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

- CLO1:** Understand the meaning and importance of the Environmental Law



- **CLO2:** Assess the nature and scope of the power given the State and Central Board.
- **CLO3:** Inter-relate the constitutional provisions relating to environment as fundamental rights, directive principles and fundamental duties.
- **CLO4:** Analyze and interpret various actions taken by the Government of India, Supreme Court and NGT in pursuance of environment protection.

2. Course Pedagogy

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

3. Course Contents and Schedule(Tentative)

The class would meet weekly for a period of 10weeks 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	Understand the meaning and importance of the Environmental Law.		Discussion and Watching Documentaries
2	Assess the nature and scope of the power given the State and Central Board.		Newspaper Reading, Discussion and Watching Documentaries
3	Inter-relate the constitutional provisions relating to environment as fundamental rights, directive principles and fundamental duties.		Newspaper Reading, Discussion and Watching Documentaries
4	Important Doctrines of Environmental Law		Newspaper Reading, Discussion and Watching Documentaries
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Sustainable Development	Essay writing	Newspaper Reading, Discussion and Watching Documentaries



6	Provisions of The National Green Tribunal Act, 2010	Case studies	Newspaper Reading, Discussion and Watching Documentaries
7	Analyze and interpret various actions taken by the Government of India	Legal Provisions	Newspaper Reading, Discussion and Watching Documentaries
8	Prevention and Control of Water and Air Pollution	Case Studies	Newspaper Reading, Discussion and Watching Documentaries
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Constitutional mandates	Assignment	Newspaper Reading, Discussion and Watching Documentaries
10	Right to Pollution free environment	A short project work...	
FINAL ASSESSMENT POINT III (MM=40)			

4. Course Assessment

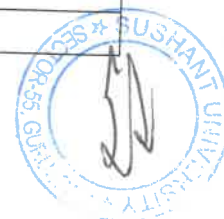
Assessment Scheme

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

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
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Guidelines for Research Paper:

Each student would make a research paper on the topics allocated in the classroom keeping in mind the format of writing a paper discussed in the classroom and making sure that their work is original and not plagiarized and adhering to the ILI Citation style and a set of jury members on the day of the final assessment (in groups of two/three/as decided by the school) will give the grades. Students would narrate their work done in the research paper and also their learnings from it.

5. 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.

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.

6. 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

7. 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

8. 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.



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

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

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

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

11. 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	✓	✓	✓	✓

12. 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	2
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level November 28th)	-



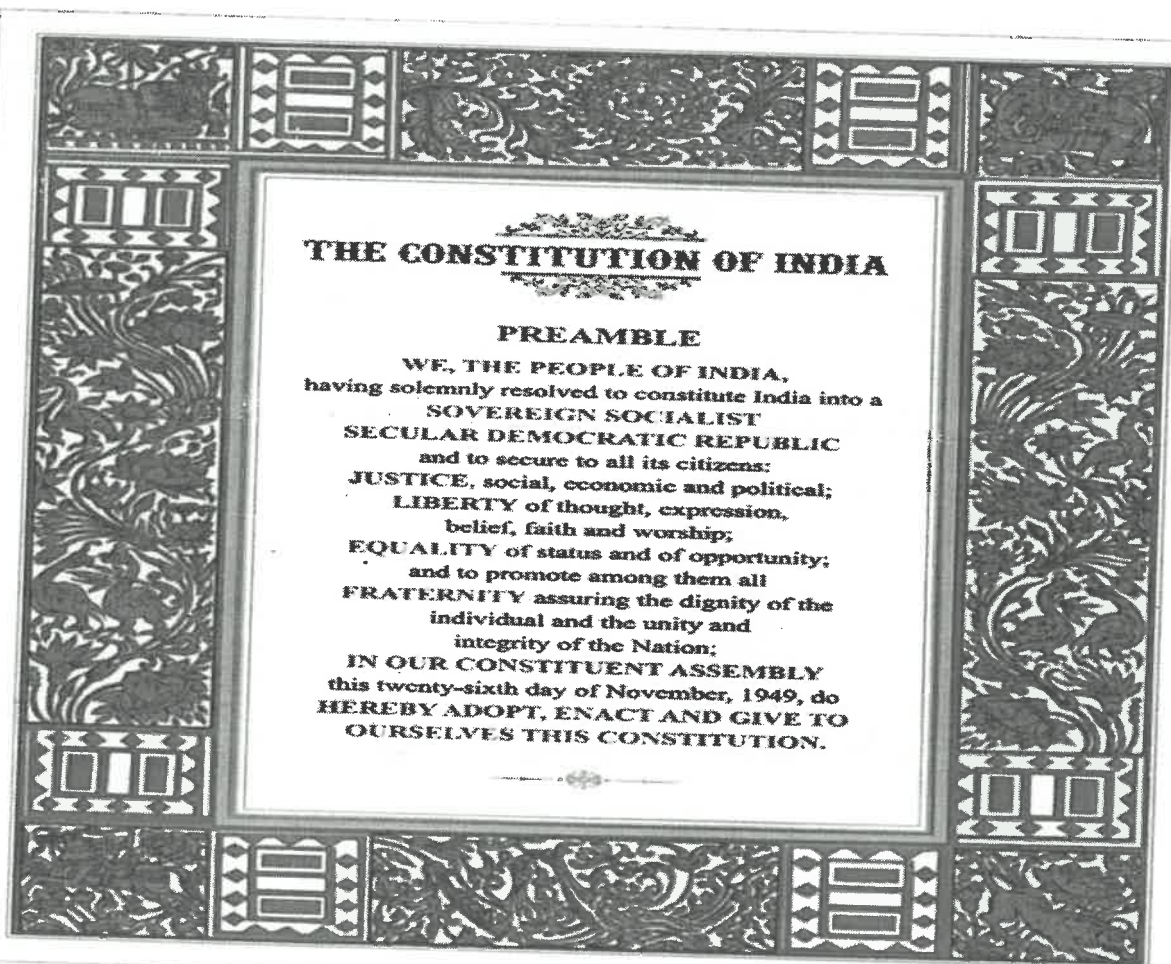
TDCC


Course Title: Fundamentals of Constitution

Introduction:

The Constitution of India is the supreme law of India. It frames fundamental political principles, procedures, practices, rights, powers, and duties of the government. It imparts constitutional supremacy and not parliamentary supremacy, as it is not created by the Parliament but, by a constituent assembly, and adopted by its people, with a declaration in its preamble.

The longest written Constitution in the world, it lays down the basic structure and the framework of India's polity. It is built on the foundations of certain fundamental values that have been embedded in it by the makers of the Constitution to ensure that there should be fairness and justice for every citizen of India.



		SCHOOL OF LAW COURSE OUTLINE	
Course Title: Fundamentals of Constitution(TDCC)		Course Code: TDC24LWO2	
Term:	Academic Year: 2023-24	Core/Elective: ELECTIVE	Credits: 2
Course Designed by: Anushka Choudhary E-mail: anushkachoudhary@sushantuniversity.edu.in		Course Designed by: Anushka Choudhary E-mail: anushkachoudhary@sushantuniversity.edu.in	

1. Employability-level: Foundation Skill

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

2. Course Objectives:

The course aims to create awareness amongst the students of different disciplines regarding the significance of Constitution, the supreme law of the land.

It is important for every citizen of the nation to know their fundamental rights, duties and other basics of the supreme law of the land. Hence, this course will help the students understand these concepts and use them in daily walks of life.

This paper will make them much more informed citizens of the country and pave way for higher learning in similar fields of law.

3. Course Learning Outcomes:

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

- **CLO1:** To realise the significance of constitution of India to students from all walks of life and help them to understand the basic concepts of Indian constitution.
- **CLO2:** To identify the importance of fundamental rights as well as fundamental duties.
- **CLO3:** To understand the functioning of Union, State and Local Governments in Indian federal system.
- **CLO4:** To make students understand the art of reading and interpreting the Constitution.



1. Course Pedagogy

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

2. 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		Course Outline
1	Meaning and importance of the Constitution		Discussion and Watching Documentaries
2	Preamble of the Constitution		Newspaper Reading, Discussion and Watching Documentaries
3	Fundamental rights- meaning and limitations		Newspaper Reading, Discussion and Watching Documentaries
4	Judicial Review (Article 13)		Newspaper Reading, Discussion and Watching Documentaries
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Right to Equality (Article 14)	Essay writing	Newspaper Reading, Discussion and Watching Documentaries
6	Prohibition on grounds of Religion, Race, Caste, Sex, Place of Birth (Article 15)	Case studies	Newspaper Reading, Discussion and Watching Documentaries
7	Basic freedoms (Article 19)	Legal Provisions	Newspaper Reading, Discussion and Watching Documentaries
8	Directive principles of state policy	Case Studies	Newspaper Reading, Discussion and Watching Documentaries
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Fundamental duties -their enforcement and their relevance	Assignment	Newspaper Reading, Discussion and Watching Documentaries
10	Brief introduction to Centre and State	A short project work	
FINAL ASSESSMENT POINT III (MM=40)			



3. Course Assessment

Assessment Scheme

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

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.

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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 Research Paper:

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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

6. 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

7. 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.

8. 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	S	M	S	M
PL0 2	S	S	S	S	M



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

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

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

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

10. 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	✓	✓	✓	✓

11. Teaching Method Utilization Map

- T1 - Lectures
- T2 - Case Discussions
- T3 - Guest Lectures
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T11 - Tutoring/Problem Solving
T12 - Industry Visit/Field Visit
T13 - Networking Events: Conference/Conclave/Workshop

- 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	2
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level	-



Course Title: RIGHT TO INFORMATION

About the Faculty:

- **Name:** Dr. Archana Vashishth
- **Designation:** Associate Professor
- **School:** School of Law

Concept Note:

Free exchange of ideas is a basic pillar of a democratic society. Corruption thrives in sacred places, therefore it is stated that sunlight is the best disinfectant. There should be governance in sunshine. The course is designed to convince the students how the right to information infuses transparency and accountability in governance, preventing abuse of power.

Detailed Teaching Plan:

- **Course Code:** TDC24LW03
- **Academic Year:** 2024-25
- **Credits:** 2
- **Course Designed by:** Dr. Archana Vashishth
- **Email:** archanavashishth@sushantuniversity.edu.in
- **Pre-requisites:** NIL

Course Description:

Students will gain a thorough grounding in the fundamental principles of receiving information via Right To Information Act in India. This course will focus on problem-solving through case studies and practical exercises.

Course Objectives:

Free exchange of ideas is a basic pillar of a democratic society. Corruption thrives in sacred places, therefore it is stated that sunlight is the best disinfectant. There should be governance in sunshine. The course is designed to convince the students how the right to information infuses transparency and accountability in governance, preventing abuse of power.

Course Learning Outcomes:

Students on completion of the course will be able to:

1. Explain the need for Right to Information Act.
2. apply before the authorities to get the required information.



3. To understand what kind of information can be collected and what not.
 4. Understand the limitations on the application of RTI Act.
-

Course Pedagogy:

The course employs experiential learning through case studies, class discussions, and analysis of judicial pronouncements, supported by lectures and digital resources.

UNIT-I Right to Information before Right to Information Act, 2005; Significance in democracy; Constitutional basis; Supreme Court on right to information.

UNIT-II RTI Act- definitions; Right to information and obligations of public authorities.

UNIT-III Central information commission; State information commission; Powers and functions of information commissions; Appeals and penalties.

UNIT-IV Other related laws - The Official Secrets Act, 1923; The Public Records Act, 1993; The Public Records Rules, 1997; The Freedom of Information Act, 2002; The Commission of Inquiry Act, 1952; The Commission of Inquiry (Central) Rules, 1972.

Assessment Components:

1. **Mid-Semester Evaluation (60 Marks)**
 - Quiz/Presentation: 20 Marks
 - Assignment 1: 20 Marks
 - Assignment 2: 20 Marks
 2. **End-Semester Examination (40 Marks)**
 - Presentation: 20 Marks
 - Viva-Voce: 20 Marks
-

Course Conduct Policy:

Students are expected to adhere to academic honesty, actively participate in discussions, and uphold the university's standards.



TDCC

Course Code: -TDC24AA01

Course Title: Visual Anthropology and Ethnography

About the faculty:

Name : Abhishek Bhardwaj
Designation : Assistant Professor
School : SAA
Office room no. : 505
Extn:

Faculty profile in approx. 100 words

Concept Note:


Write about course and its significance in approx. 200 word

The subject will explore the rich history and humanities of various indigenous communities across the globe and their transformation across periods. The subject will help in developing better understanding of human species and their trivial issues across the globe. The students will develop a lens of social sciences and humanities to understand any relevant conflict across the globe.

For Abhishek
AS



AS

 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Management Studies Detailed Teaching Plan	
Course Code:		Course Title : Visual Anthropology and Ethnography	
Academic Year: 2021-22		Term :	Core/Elective: Elective Credits: 2
Course Designed by: Abhishek Bhardwaj e-mail: abhishekbhardwajsushantuniversity@edu.in		Course Instructor: Abhishek Bhardwaj e-mail: abhishekbhardwajsushantuniversity@edu.in	
Course Pre-requisites: none		No. of sessions:	

1. Course Description

Give course description in approx. 150 words.

The subject will explore the rich history and humanities of various indigenous communities across the globe and their transformation across periods. The subject will help in developing better understanding of human species and their trivial issues across the globe. The students will develop a lens of social sciences and humanities to understand any relevant conflict across the globe.

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 diverse human species and their ecosystems
- Inculcate understanding of ethnographic studies
- Develop awareness and sensitivity for humanities

3. Course Learning Outcomes

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

CO1: Learning about diversity of human race, settlements and communities.

CO2: Developing awareness and sensitivity on human conflicts.

For Abhishek
AS



4. Course Pedagogy

The course follows the pedagogy of "learning by doing". Students will be shown documentaries on various topics. They will be asked to analyse the entire issue from their point of view. A classroom debate or discussion can also be organized to discuss important issues along with written assignments.

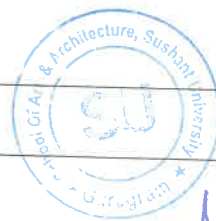
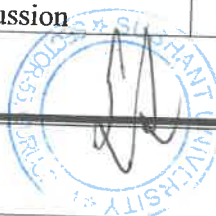
5. Course Contents and Schedule

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

The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Exploring diversity of human race, geographies across globe by screening Baraka documentary by Ron Fricke	Analyze the film, its narrative and describe it in 300-400 words.	Documentary Baraka
2	Discussion on the film. Review on assignment.		
3	Understanding problems of slum dwellers in 90s Bombay by screening documentary Bombay our city (1984) Youtube	Analyze the film, its narrative and describe it in 300-400 words.	
4	Classroom debate on the rights of slum dwellers.		
5	Understanding problems of workers and labour unions by screening documentary The Factory by Rahul Roy	Classroom debate on the issue after division of groups.	
6	Discussion on the film.		
7	Understanding problems of workers and labour unions by screening documentary The Factory by Rahul Roy	Classroom debate on the issue after division of groups	
8	Understanding Nationalism, Diplomatic relations and warfare	Classroom discussion	

For Abhishek
AS



	by screening documentary War and peace by Anand Patwardhan		
9	Screening of remaining films or discussion on assignments		
10	submission and discussion on assignments		

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

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.

For Abhishek
AS



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

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B. Students with Disability/ Different-Ability

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 Abhishek
AS

[Signature]

TDCC

Course Code: TDC24AA02
Course Title: VISUAL COMMUNICATION

About the faculty:

An architect with keen interest in effective learning and teaching which drew her to field of architectural education. She has more than five years of field experience on multiple projects of varying styles and purposes. Being a multitasking and enthusiastic person, she is always eager to learn, explore and experiment with things. Also, she is presently associated with field work, in multiple projects as principal architect at Pioneer's Atelier. She is an active research scholar pursuing PhD in architecture pedagogy. As a full time, pedagogue, she intends to add her best contribution to architecture education and fraternity as whole.

Name: Payal Taneja
Designation: Assistant Professor
School: School of Art & Architecture
Office room no.: E505
Extn: NA

Concept Note:

The idea of developing visual communication skills in students is the need of the hour. In today's digital world everything that visually appeals and seems to be aesthetically pleasing is given value. When lots of data which might be hard to read is visually communicated it makes the task easier. With this as the base the concept of Visual communication is a way to adds more meaning and clarity to expression leading to a long-lasting memory or impression.

Sushant University		School of Art & Architecture Detailed Teaching Plan	
Course Code: TDC24AA02		Course Title: VISUAL COMMUNICATION	
Academic Year: 2023-24	Term: Even	Core/Elective: Elective	Credits: 2
Course Designed by: Payal Taneja e-mail: payaltaneja@sushantuniversity.edu.in		Course Instructor: Payal Taneja e-mail: payaltaneja@sushantuniversity.edu.in	
Course Pre-requisites: Sketchbook A4 size and set of pencils.		No. of sessions: Min 10	



1. Course Description

The course would focus on the developing imaginative skills of the students, with a multidisciplinary approach it would help in enhancing the communication of their thoughts and ideas through visual aids. With an exploratory approach, the course would offer insightful learning of ways of expression and help students with skills to create visually compelling content. It would encourage students' creativity and sensory experiences, with the involvement of the student in the development process of visual graphics. By understanding the power and impact of visual language in today's world, students will be equipped to contribute better in their professional careers.

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 an insight to develop their visual perspective.
- Inculcate skills of expression through visual, graphical and digital aids.
- Adapt sense of aesthetics and creativity for sensory experiences.

3. Course Learning Outcomes

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

- CO1: Express their thoughts and ideas in form of visual content.
- CO2: Demonstrate a way of seeing, observing and adapting things around.
- CO3: Develop creativity for enhancing their out of box thinking.
- CO4: Create better content/ product/ model/ code etc relevant to their profession.

4. Course Pedagogy

The course would be led by exploratory pedagogy of doing and learning, involving high level of imagination and creativity. The lectures would be in discussion mode and presentations as and when required to support the lecture.

5. Course Contents and Schedule

The class would meet weekly on Tuesdays and Wednesdays for 1 hrs each day (1L+1P).
Tuesday 9:10 am to 10:00 am
Wednesday 01:25 pm to 2:15 pm



[Signature]

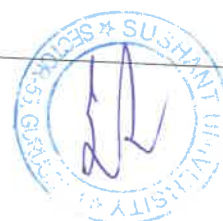
Week No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1.	Introduction to the course with its relevance and importance	Communicate about self	Sketching and telling
2.	Elements of Visual communication	Creating forms & textures.	Understanding things
3.	Characteristics of visual content	Designing line diagrams	Drawing diagrams
4.	Appropriate usage of visualization	Reading visuals	Interpretation of visuals
5.	Types of visual communication	Making of short video communication	Frame creations
6.	Features of visual composition	Abstraction & Addition	Idea of adding value
7.	Universality of Visual Communication	Developing storylines	Way of communication
8.	Usage: Advantage & disadvantage	Visual imagery	Telling / recalling
9.	Digitalization of visual content	Report on available options	Additive technology
10.	Specific discipline-oriented investigation	Integration to profession	Creation of product/ code/ concept/ model etc.

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)				
Assignment-1	Assignment-2	Assignment-3	Assignment-4	Total
10	10	20	20	60
END SEMESTER EXAMINATION (40)				
Presentation (20) + Viva-voce (20)				



3
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7. Course Conduct Policy

A. Academic Honesty

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

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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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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.

TDCC

Course Code: TDC24AA03

Course Title: Site Design and Improvement

About the faculty:

Name : Arjun Kamal
Designation : Associate Professor
School : School of Art and Architecture
Office room no. : E-505
Extn: -

Arjun is an architect, landscape architect, author, artist and computational designer. He has contributed articles in various newspapers and magazines including Journal of Indian Institute of Architects, The Tribune, Nagaland Post, MGS Architecture, Alive, Green Construction + Design, Cooling India, Woman's Era, Inside Outside, Architecture - Time, Space & People (Council of Architecture's magazine), Architecture Update, etc. He has co-authored various architecture and design entrance books. His research interests are landscape urbanism, procedural art, computational design and energy conscious architecture. He is currently working as an associate professor at School of Art and Architecture, Sushant University.


Concept Note:

An elementary understanding of site planning holds paramount importance due to its multifaceted impact on the built environment. Outdoor spaces, a key component, are optimized for functionality and aesthetics, fostering community engagement and well-being. This rudimentary grasp ensures that spaces are not only visually pleasing but also contribute positively to the overall quality of life.

Environmental considerations form another crucial aspect. Basic knowledge in site planning allows for the incorporation of sustainable practices, mitigating the environmental impact of developments. This includes considerations for natural resource conservation, energy efficiency, and minimizing ecological disruption. Such elementary awareness empowers planners to create spaces that harmonize with nature, promoting long-term environmental sustainability.

Aesthetics play a pivotal role in shaping the perception of a place. Fundamental comprehension of site planning principles enables the creation of visually appealing landscapes that resonate with the cultural and historical context of the area. This, in turn, contributes to a sense of place and identity, fostering a connection between individuals and their surroundings.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Art and Architecture Detailed Teaching Plan	
Course Code: TDC24AA03		Course Title : Site Design and Improvement	
Academic Year: 2021-22		Term :	Core/Elective: Elective
Course Instructor and Designer: Arjun Kamal		Credits: 2	
e-mail: arjunkamal@sushantuniversity.edu.in			
Course Pre-requisites: -		No. of sessions: 10	

1. Course Description

The course will provide a brief overview to site planning. It will reinforce the importance of integrated design keeping in mind the opportunities and constraints of a particular site. Students will be able to learn about basic fundamentals of nature and how they impact any design at any scale, be it a small house, or an entire city. An understanding of responsible site development while addressing the functional, aesthetic, social and ecological issues will be addressed through weekly presentations. Students will understand the relationship of a human with nature through capturing photographs during their case studies for their assignments.

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 an understanding and knowledge of fundamental outdoor site planning and analysis principles, emphasizing their crucial influence on the overall design of a site.
- Inculcate a basic understanding of the site context, encompassing considerations of the neighborhood, land use, social and cultural factors, as well as historical elements, including sacred features that may impact the design process.
- Create awareness regarding the physical features of a site, covering both natural (ecological) and man-made elements, while also considering available infrastructure such as topography, drainage, geological features, and vegetation.



3. Course Learning Outcomes

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

- CO1:** Understanding and knowledge of basic site planning and analysis. How ought it influence design on a site?
- CO2:** Basic understanding of site context – neighbourhood, land use, social/ cultural, historical (sacred features)
- CO3:** Basic understanding of physical features – natural (ecological) and man-made including available infrastructure – topography, drainage, geological vegetation,
- CO4:** Basic understanding of circulation in and around site - pedestrian, vehicular, emergency.
- CO5:** Basic understanding of climatic – microclimate, solar path, precipitation, wind patterns
- CO6:** Basic understanding of sensory (experiential)/ aesthetic – views in and out and noise levels and mitigation. Site geometry and responses.

4. Course Pedagogy

The course follows the pedagogy of “learning by doing”. The course follows the pedagogy of “learning by doing”. The course would be delivered primarily through student activities/projects for active learning. A set of hands-on activities would be carefully designed around each of the themes to be covered in this course to achieve the course learning outcomes.

In each class/ interaction session, a topic/ activity would be introduced followed by explanation and guidance for the related project/ activity to be performed by the students. For some activities, students may break off into groups. Group discussion may be facilitated to bring in various perspectives on the topic followed by hands-on projects/ activities.

5. Course Contents and Schedule

The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Lecture – what is Site Planning ? Relationship between site planning & landscape architecture. Discussion of various components of site planning. Analysing and labeling of various site features of Sushant University/any outdoor space of an institutional campus /any outdoor space. Intensive analysis through photography.	Site analysis of outdoor space	Refer section 8
2	Assignment 1 evaluation and discussion	Draft presentation on various components of site planning	



3	Topography and Drainage	Discussion on presentation	
4	Vegetation		
5	Mid-term evaluation		
6	Climate		
7	Circulation	Presentation on various aspects of circulation	
8	Psychology of space. Crime prevention and defensible space. Eyes on street.	Discussion on presentation	
9	Completion of pending work		
10	Final assignment review and discussion.		

6. Course Assessment

Course Assessment Components for a TDCC

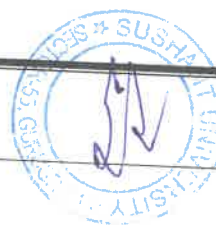
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MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

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.

8. References

1. Site Planning: International Practice – one single book in paperback version (The MIT Press Books 1,2 and 3 in ebook version) by Gary Hack
2. Site Planning by Kevin Lynch
3. Site Analysis: Informing Context-Sensitive and Sustainable Site Planning and Design by James A. LaGro Jr.

4. Site Analysis : Diagramming Information for Architectural Design by Edward T. White
5. Sun, Wind, and Light: Architectural Design Strategies by Mark DeKay and G. Z. Brown
6. Cities for People by Jan Gehl
7. What Makes a Great City by Alexander Garvin
8. Landscape Architecture: A Manual of Environmental Planning and Design by Barry Starke, John Ormsbee Simonds
9. Global Street Design Guide by National Association of City Transportation Officials (NACTO)
10. Urban Street Stormwater Guide by National Association of City Transportation Officials (NACTO)
11. Happy City: Transforming Our Lives Through Urban Design by Charles Montgomery
12. Landscape Site Grading Principles: Grading with Design in Mind by Bruce G. Sharky
13. Landscape Architecture In India, A Reader by Mohammad Shaheer, Adit Pal and Geeta Wahi Dua



TDCC

Course Code: TDC23ET03

Course Title: Analysis and Design of the building elements

About the faculty:

Name: Mohd Shadab Alam

Designation: Assistant Professor

School: School of Engineering & Technology

Office room no.: D-307

Extn: None

Faculty profile:


Mohd Shadab Alam is working as Assistant Professor in School of Engineering & Technology at Sushant University and pursuing Ph.D. at Sushant University, Gurgaon. He has a total teaching experience of more than 10 years. He has published 3 papers in peer-reviewed International Journals and 2 papers in International Conferences. His areas of interest are Reinforced Cement, Structure Analysis & Design, Progressive Collapse Analysis, Retrofitting.

Concept Note:

The built environment is a complex interplay of various elements that come together to form functional and aesthetically pleasing structures. Each building is a composition of distinct elements that serve specific purposes, from providing structural integrity to enhancing comfort and functionality. This concept note aims to delve into the analysis of building elements, exploring their roles, interactions, and impact on the overall design and performance of structures. Identify and categorize the fundamental building elements within a structure. Comprehend the roles and functions of each element in contributing to the overall integrity and functionality of the building. The scope of this analysis covers a wide range of building elements, including but not limited to:



Analysis & Design Structural Elements using Structure Analysis and Design software Some of the structure elements are as follow: Foundations, columns, beams, slabs, walls, and roofs.

 Sushant University <small>Eretwhile Ansal University Gurugram</small>		School of Management Studies Detailed Teaching Plan	
Course Code:		Course Title: Analysis and Design the building Elements	
Academic Year: 2023-24	Term: Odd	Core/Elective: Elective	Credits: 2
Course Designed by: MS Alam e-mail: Shadabalam@sushantuniversity.edu.in		Course Instructor: MS Alam e-mail:shadabalam@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of sessions: 28	

1. Course Description

This comprehensive course on Analysis and Design of Building Element using STAAD.Pro V8i aims to equip participants with the knowledge and skills required to effectively utilize this powerful structural analysis and design software for creating robust and efficient engineering solutions. The course covers essential topics, hands-on exercises, and practical applications to enhance proficiency in structural analysis and design within the STAAD.Pro environment.

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 fundamentals of structural analysis and design using STAAD.Pro V8i.
- Learn to create, analyze, and optimize various types of structures, including beams, columns, slabs, and more.
- Gain proficiency in utilizing STAAD.Pro's interface for model creation, loading assignments, and boundary conditions.

3. Course Learning Outcomes



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

CO1. Utilize STAAD.Pro V8i Proficiently: Navigate through the STAAD.Pro V8i interface with ease, creating models, defining geometries, assigning loads, and specifying boundary conditions effectively.

CO2. Perform Structural Analysis and Interpret Results: Conduct static and dynamic analyses using STAAD.Pro, interpret analysis results, and understand the distribution of forces and moments within structural members.


CO3. Optimize Structural Designs: Apply optimization techniques to modify structural parameters and configurations, resulting in more efficient and cost-effective designs while adhering to safety standards.

CO4. Generate Detailed Design Documentation: Develop comprehensive structural drawings, reports, and documentation, showcasing design specifications and analysis results accurately for communication with stakeholders. Course Pedagogy

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

4. Course Contents and Schedule

The class would meet weekly for 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to STAAD.Pro V8i <ul style="list-style-type: none"> Overview of structural analysis and design software. Interface familiarization and workspace setup. 		
2	Model Creation and Geometry Definition <ul style="list-style-type: none"> Creating nodes, members, and supports. 	Activity	
3	<ul style="list-style-type: none"> Defining member properties and cross-sections Assigning loads and load 	Activity	

	combinations		
4	Static Analysis and Design <ul style="list-style-type: none"> • Introduction to static analysis methods 	Activity	
5	Assignment – 1	Assignment	
6	<ul style="list-style-type: none"> • Understanding load cases and load combinations • Reviewing analysis results and member forces 	Activity	
7	Organize project with summary tasks	Activity	
8	Task dependencies and its applications	Activity	
9	Assignment – 2	Assignment	
10	Structural Optimization <ul style="list-style-type: none"> • Techniques for optimizing structural designs 		
11	<ul style="list-style-type: none"> • Iterative process for achieving efficient designs 	Activity	
12	Structural Detailing and Documentation	Activity	
13	Tracking Progress of Project	Activity	
14	Internal Assessment		

5. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.



MID SEMESTER EVALUATION (60)			
Quiz(s)/	Assignment-1	Assignment-2	Total

Presentation(s)			
20	20	20	60

END SEMESTER EXAMINATION (40)

Presentation (20) + Viva-voce (20)

6. Course Conduct Policy

A. Academic Honesty

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TDCC

Course Code: - TDC23ET04
Course Title: Sustainable Engineering Concepts

About the faculty:

Name : Inderjeet Kaur
Designation : Assistant Professor
School : School of Engineering & Technology
Office room no. : D-214
Extn:

Faculty profile

Ms. Inderjeet Kaur is a passionate academic professional with an experience of 10 + Years in Academics and 4 Years in Management. She has been associated with Department of Civil Engg, Sushant University, since July 2018. She obtained her Bachelor's degree in Civil Engineering, from NIT, Kurukshetra and Master's from DCRUST, Murthal with specialization in Environment & Energy Management. Currently she is pursuing PhD from NIT, Kurukshetra in Environment Engg.


Her research interests are Smart City Infrastructure, Solid Waste Management, Climate Change, Life cycle study of systems, Sustainable Practices and Concrete Technology.

Concept Note:

The course is to highlight the significance of sustainability in the current scenario where its important to understand the implication of every industrial/economical activity onto the environment and people. The three Ps i.e Profit, People and Planet need to be in proper sync. with each other so as to sustain the resources for our coming generations.

This course will introduce students to the fundamental concepts related to the current sustainability challenges and how the system design approach can create sustainable solution for society. The students will be able to understand the scientific based method to identify the problems in sustainability and will be able to find a solution which is based on the mutual interest of all three Ps.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>	School of Engineering & Technology Detailed Teaching Plan		
Course Code:	Course Title : Sustainable Engineering Concepts		
Academic Year: 2024-25	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Ms.Inderjeet Kaur e-mail: inderjeetkaur@sushantuniversity.com		Course Instructor: Ms.Inderjeet Kaur e-mail: inderjeetkaur@sushantuniversity.com	
Course Pre-requisites: Emt Science		No. of sessions: 14	

1. Course Description

The course is to highlight the significance of sustainability in the current scenario where its important to understand the implication of every industrial/economical activity onto the environment and people. The three Ps i.e Profit, People and Planet need to be in proper sync with each other so as to sustain the resources for our coming generations.

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Employability-level: Premier 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 is to inculcate in students an awareness of environmental issues and the global initiatives towards attaining sustainability. The student should realize the potential of technology in bringing in sustainable practices.

3. Course Learning Outcomes

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

CO1: Understand the relevance and the concept of sustainability and the global initiatives in this direction.



CO2: Explain the different types of environmental pollution problems and their sustainable solutions

CO3: Discuss the environmental regulations & Outline the concepts related to conventional and non-conventional energy.

CO4: Demonstrate the broad perspective of sustainable practices by utilizing engineering knowledge and principles

4. Course Pedagogy

The course follows the pedagogy of “learning by doing” so as to understand the impact of the practices.

5. Course Contents and Schedule

The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Sustainability- Introduction, concept, evolution of the concept	Class Discussion	http://doi.org/10.31695/IJASRE.2019.33239
2	Social, environmental and economic sustainability concepts. Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)		https://www.local2030.org/library/251/From-MDGs-to-SDGs-What-are-the-Sustainable-Development-Goals.pdf
3	Clean Development Mechanism		https://unctad.org/system/files/official-document/ditcted20031_en.pdf
4	Air & Water Pollution and its effects	Assignment 1	
5	Zero waste concept and 5 R concepts in solid waste management.		https://zerowastemontenegro.me/zero-waste-concepts/
6	Linear Economy vs Circular Economy with Sustainable Practices	Class Discussion	



7	Greenhouse effect, Global warming, Climate change, Ozone layer depletion	Class Discussion	
8	Carbon credits, carbon trading and carbon foot print.		https://www.sciencedirect.com/topics/agricultural-and-biological-sciences/carbon-footprint
9	Scope and Goal of Life Cycle Analysis (LCA)	Case Study	D:\Users\Avika\Desktop\Bridge Course\Day4 - Clean Energy, Sustainable Design & Waste Management.pptx
10	Contd Life Cycle Analysis	Case Study	D:\Users\Avika\Desktop\Bridge Course\Day4 - Clean Energy, Sustainable Design & Waste Management.pptx
11	Resources and its utilization & Basic Concept of Conventional & Non-Conventional Energy	Class Discussion	
12	Basic concept of sustainable habitat	Assignment 2	
13	Sustainable Urbanisation, Sustainable cities, Sustainable transport	Class Discussion	D:\Users\Avika\Desktop\Bridge Course\2710-04Exposure-to-Sustainable-Development-20211106143421.ppt
14	Concluding with the presentation from Students	Presentation	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.



MID SEMESTER EVALUATION (60)			
Quiz(s)/	Assignment-1	Assignment-2	Total

Presentation(s)			
20	20	20	60

END SEMESTER EXAMINATION (40)
Presentation (20) + Viva-voce (20)

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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.

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B. Students with Disability/ Different-Ability

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Course Title: Understanding of Human Behaviour

Course Code: TDC22SH04

Academic Year: 2023-24

Term: Even

Core/Elective: Elective

Credits: 2

Course Designed by: Mr. Amit

Email: amit@sushantuniversity.edu.in

Course Pre-requisites: None

No. of Sessions: 24

1. Course Description

This course explores the psychological and social factors that influence human behavior. It provides insights into cognitive processes, emotions, motivation, personality, and social interactions. The subject will help students understand individual and group behaviors in different settings, including personal, social, and professional environments.

Employability-Level: Foundation Skill

✓ **Foundation Core**

✓ **Foundation Skill**

2. Course Objectives

By the end of this course, students will:

- Understand key psychological theories and their applications in daily life.
- Analyze the impact of emotions, motivation, and personality on behavior.



- Learn how social and cultural influences shape human actions and decision-making.

3. Course Learning Outcomes (CLOs)

Upon successful completion, students should be able to:

- **CO1:** Explain fundamental psychological concepts related to cognition, motivation, and emotions.
- **CO2:** Assess the role of personality in influencing human behavior.
- **CO3:** Evaluate social and cultural influences on individual and group behavior.
- **CO4:** Apply behavioral concepts in real-life scenarios, including workplace and interpersonal relationships.

4. Course Pedagogy

This course follows the “**learning by doing**” approach through case studies, role-playing, group discussions, and real-life application exercises.

5. Course Contents and Schedule

Session Plan (2 Hours per Week | 1L + 1P)

Week	Topic / Sub-topic	Activities	Readings / Resources
1	Introduction to Human Behaviour	Overview of psychology, history of behavioral studies	Recommended textbook
2	Cognition and Perception	How we process information and make decisions	Case Study
3	Motivation and Emotions	Theories of motivation, impact of emotions on decisions	Group Discussion
4	Personality Theories	Freud, Jung, Big Five Personality Traits	Self-Assessment Test
5	Social Influence and Group Behaviour	Conformity, obedience, and peer influence	Role-playing Activity
6	Cultural and Environmental Influences	How culture shapes behavior	Case Study
7	Behavioral Disorders and Mental Health Awareness	Understanding psychological disorders	Lecture



Week	Topic / Sub-topic	Activities	Readings / Resources
8	Assignment I	Submission & Evaluation	
9	Behavioral Economics	Decision-making and biases	Group Discussion
10	Workplace Behavior and Communication	Psychology in professional settings	Practical Activity
11	Leadership and Emotional Intelligence	Impact of EQ in leadership	Workshop
12	Conflict Resolution and Negotiation	Managing interpersonal conflicts	Role-playing Exercise
13	Consumer Behavior and Marketing Psychology	How psychology affects consumer decisions	Case Study
14	Future Trends in Behavioral Studies	AI, psychology, and behavior prediction	Discussion Forum

6. Course Assessment

Total Marks: 100

Mid-Semester Evaluation (60 Marks)

- **Quiz(s) / Presentation(s): 20**
- **Assignment 1: 20**
- **Assignment 2: 20**

End-Semester Evaluation (40 Marks)

- **Presentation (20) + Viva-voce (20)**

7. Course Conduct Policy

Academic Honesty

Students are expected to maintain integrity and avoid plagiarism, cheating, and unauthorized assistance in assignments, quizzes, and exams. Any violations will result in disciplinary actions.

Students with Disabilities

The university ensures accessibility and support for students with different abilities. Modifications in assessments and class participation will be provided as per requirement.



TDCC

Course Title: Basic of Laboratory Technology


About the TDCC faculty:

Name : Ms. Madhuri
Designation : Assistant Professor
School : School of Health Sciences
Emp code –SUO964

Concept Note:

This course introduces essential microbiology laboratory practices, including microscopy, laboratory safety, infection control, and equipment maintenance. Students will develop practical skills in handling microscopes, glassware, and other laboratory instruments while learning biosafety measures and waste management protocols to ensure a safe working environment.



			
Course Code: TDC24HS01		Course Title : Basic of Laboratory Technology	
Academic Year: 2024-25	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Ms. Madhuri		Course Instructor: Ms. Madhuri e-mail: Madhuri@sushantuniversity.edu.in	
Course Pre-requisites: NIL		No. of sessions: 24	

1. Course Description

This course covers the principles and applications of different types of microscopes, laboratory safety measures, infection control, and the proper handling of lab equipment and glassware. Emphasis is placed on biosafety, waste management, and best practices to prevent laboratory-acquired infections.

Employability-level: Professional 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

- Understand the principles and functions of various microscopes.
- Learn proper maintenance of microscopes and lab equipment

3. Course Learning Outcomes

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

CO1: Explain the working principles of microscopes.

CO2: Demonstrate maintenance of lab glassware and equipment.

CO3: Apply biosafety measures to minimize risks.

CO4: Identify and describe laboratory instruments.

4. Course Pedagogy



The course follows the pedagogy of “learning by doing” with Real Life examples and case Studies.

5. Course Contents and Schedule

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

The class would meet weekly 2hrs (2L).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Microscope: History & Introduction Understanding the evolution of microscopes and their significance in microbiology.	Assignment	Read about Anton van Leeuwenhoek and Robert Hooke's contributions. Watch videos on the development of microscopy.
2	<ul style="list-style-type: none"> Types of Microscopes Study of Compound, Phase Contrast, Fluorescent, and Electron Microscopes—principles, components, and uses. 		
3	<ul style="list-style-type: none"> Care & Maintenance of Microscopes Cleaning, handling, and troubleshooting common issues in microscopes. 		Watch a video
4	Lab Safety & Infection Control Understanding lab infections, routes of transmission, and biosafety measures.	Group discussion on laboratory safety protocols.	
5	Care & Maintenance of Glassware Cleaning, sterilization, and proper	Demonstratio	



	storage of lab glassware.	n of glassware cleaning methods.	Read WHO guidelines on biosafety and infection prevention. Watch lab safety videos
6	Laboratory Equipment & Their Uses		
7	Study of balance, Bunsen burner, centrifuge, laminar airflow, autoclave, and incubator.	Hands-on session: Operating essential lab equipment.	Read WHO guidelines on biosafety and infection prevention. Watch lab safety videos
8	Infection Control & Prevention <ul style="list-style-type: none"> Practices to reduce hospital-acquired infections, prevention of needle-stick injuries. 		Read WHO guidelines on biosafety and infection prevention. Watch lab safety videos
9	Waste Management in Healthcare Segregation, disposal methods, and importance of biomedical waste management.	Group activity: Designing an efficient waste disposal system.	Watch instructional videos on lab equipment usage.
	Basic Laboratory Equipment – I Study of balance, Bunsen burner, centrifuge, and laminar airflow.		Watch instructional videos on lab equipment usage.



10	• Basic Laboratory Equipment – II	Demonstration and practice on the functioning of these instruments.	
11	Study of autoclave, incubator, water bath, hot air oven, and cell counter.		
12	Advanced Laboratory Practices Good Laboratory Practices (GLP), Quality Assurance, and Error Prevention.	Hands-on workshop on quality control measures in microbiology labs.	Watch a video

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

7. Course Conduct Policy

A. Academic Honesty

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TDCC

Course Code: TDC23HS02

Course Title: Mastering eye health and diseases

About the faculty:

Name : Mr. Akram Ali
Designation : Assistant professor
School : Sushant school of health science
Office room no. :C102
Extn: 1

Faculty profile

Akram Ali is working as an Assistant Professor in the Department of Optometry, known for his visionary approach to education and impactful research. He has done his Masters of Optometry from Sushant University. His published article in a Scopus-indexed journal focuses on "Assessment of Binocular Motor Anomalies and Visual Perceptual Skills in School-going Children and Special Populations." With a specialization in low vision optometry, he provides personalized care and innovative solutions to improve the lives of individuals with visual impairments. His commitment to continuous learning and dedication to his students make him a respected figure in the field of optometry, leaving a lasting legacy as a visionary educator and researcher..

Concept Note:

The course "Mastering Eye Health and Diseases" is a comprehensive program designed to equip healthcare professionals and students with in-depth knowledge and practical skills related to the eye's anatomy, physiology, common diseases, and management strategies.

Throughout the course, participants will gain a comprehensive understanding of the structure and function of the human eye, exploring the intricacies of ocular anatomy and the visual pathway. They will delve into the physiology of vision, learning about the various processes that enable sight and how they can be affected by diseases and disorders.

A significant focus of the course lies in the study of common eye diseases and conditions, ranging from refractive errors and cataracts to glaucoma, diabetic retinopathy, and age-related macular degeneration. Students will learn to identify signs and symptoms, understand disease progression, and develop appropriate treatment and management plans.

The course emphasizes early detection and intervention for eye diseases to prevent vision loss and improve overall eye health. Participants will learn about various diagnostic techniques, including comprehensive eye examinations, visual field tests, and imaging modalities like optical coherence tomography (OCT).




Furthermore, the course covers different treatment options, including medical, surgical, and rehabilitative interventions. It also highlights the importance of patient education and counseling to ensure optimal compliance with treatment plans and lifestyle modifications.

The significance of "Mastering Eye Health and Diseases" is profound, as eye health is integral to overall well-being and quality of life. By acquiring the necessary expertise in eye health and diseases, healthcare professionals can make a substantial impact on patient outcomes, ensuring timely and appropriate care, and promoting visual health for individuals of all ages.

The course "Mastering Eye Health and Diseases" is a crucial educational program aimed at empowering healthcare professionals with the knowledge and skills to address the complexities of eye health. Through this course, participants can become adept at detecting, managing, and preventing eye diseases, ultimately contributing to improved eye health and enhanced quality of life for their patients.



		School of Health Sciences Detailed Teaching Plan	
Course Code:: TDC23HS02		Course Title : Mastering eye health and diseases	
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Mr. Akram Ali e-mail: akramali@sushantuniversity.edy.in		Course Instructor: Mr. Akram Ali e-mail: akramali@sushantuniversity.edy.in	
Course Pre-requisites:		No. of sessions:	

1. Course Description

The "Mastering Eye Health and Diseases" course is a comprehensive program aimed at equipping healthcare professionals and students with a profound understanding of eye health, ocular anatomy, common eye diseases, and effective management strategies. Participants will explore the intricate structure and physiology of the human eye, while focusing on various ocular conditions such as refractive errors, cataracts, glaucoma, diabetic retinopathy, and age-related macular degeneration. Emphasis is placed on early detection, accurate diagnosis, and evidence-based treatments for each condition. Through case studies, participants will develop essential clinical skills and decision-making abilities. The course also highlights the significance of patient education and preventive measures, enabling participants to provide comprehensive and impactful eye care, ultimately improving visual health outcomes for their patients

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 participants with a comprehensive understanding of the fundamental principles and concepts related to the subject matter.

Inculcate essential skills and practical knowledge through hands-on experiences, practical exercises, and real-world applications.

By achieving these objectives, the course aims to equip participants with a strong foundation in the subject, fostering their ability to apply theoretical knowledge to practical situations effectively. Moreover, it seeks to instill a sense of confidence and competence, empowering participants to excel in their chosen field and contribute positively to their professional endeavors

3. Course Learning Outcome

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

CO1: Demonstrate a comprehensive understanding of the core principles and concepts related to



the subject matter.

CO2: Apply theoretical knowledge to real-world scenarios, utilizing problem-solving skills to address practical challenges.

CO3: Acquire practical skills and hands-on experience through exercises and simulations, enabling the effective application of learned concepts

CO4: Evaluate and analyze various situations critically, making informed decisions and demonstrating a deep comprehension of the subject's complexities.

By achieving these learning outcomes, students will be well-prepared to excel in their chosen field, equipped with the necessary knowledge and skills to thrive in their professional endeavors and contribute positively to their respective industries.

4. Course Pedagogy

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

5. Course Contents and Schedule

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

Course Contents:

1.Introduction to the Course:

- Overview of the subject and its importance
- Understanding the course objectives and learning outcomes

2.Refractive Error:

- Myopia
- Hyperopia
- Astigmatism

3.Basic Ocular Diseases:

- Conjunctivitis
- Cataract
- Glaucoma

4.Dry Eye:

- Meibomitis
- Blepharitis
- Dry eye and its types

5.Eye Hygiene and Care:

6.Assessments and Evaluation:

Various forms of assessment, such as quizzes, assignments, and examinations
Feedback and progress evaluation



7.Course Review and Wrap-up:

Recapitulation of key concepts and takeaways

Reflecting on the course journey and future applications

The course contents are designed to provide a comprehensive and well-rounded learning experience, catering to both theoretical understanding and practical applications. Through a blend of lectures, hands-on activities, and collaborative learning, participants will gain a deep understanding of the subject and be equipped to excel in their respective fields.

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

The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1.	Introduction to the Course	Prepare a short summary on the importance of eye health	Read: Basic Ocular Anatomy (Ophthalmology textbooks); Watch: "How the Eye Works" (YouTube)
2.	Refractive Error	Identify signs of refractive errors in daily life	Read: American Optometric Association (AOA) guidelines on Myopia & Hyperopia
3.	Refractive Error	Case study: Compare different correction methods	Watch: "LASIK vs Glasses vs Contacts" (AOA)
4.	Basic Ocular Diseases	Research & present one famous case of cataract or glaucoma treatment	Read: WHO Report on Cataract & Glaucoma
5.	Basic Ocular Diseases	Prepare a short review on emerging treatments for macular degeneration	Browse: NEI (National Eye Institute) latest research
6.	Basic Ocular Diseases	Case study: Differentiate bacterial vs viral conjunctivitis	Read: American Academy of Ophthalmology (AAO) guidelines
7.	Assessments	Quiz on refractive errors & ocular diseases	Revise class notes, readings, and online resources
8.	Dry Eye	Track daily screen time & its impact on eye dryness	Read: "The Role of Digital Devices in Dry Eye" (PubMed)
9.	Dry Eye	Try and report on the effect of using artificial tears for a week	Watch: "How to Manage Dry Eye Syndrome" (AOA)

10.	Eye Hygiene and Care	Survey: Identify common eye hygiene mistakes among peers	Read: CDC Contact Lens Hygiene Guide
11.	Eye Hygiene and Care	Create an infographic on "Healthy Screen Time Habits"	Browse: AAO recommendations for screen safety
12.	Assessments	Test & discussion on case studies	Test & discussion on case studies

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

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TDCC

Course Code: TDC23HS03

Course Title: Healthy heart and its maintenance

About the faculty:

Name : Shalu Chaudhary

Designation : Assistant Professor

School : Cardio-Vascular Technology, SHS

Office room no. : B-205

Extn:

- **Experience:** 1 Year of Academics + 2 Year of Clinical experience
- Post-graduation done from AIIMS (New Delhi) in perfusion technology
- 2 years' work experience in Aakash hospital in Cardiac OT
- Previous teaching experience of Galgotias University

Research publication:

- Research paper published in IJECT JOURNAL 2019

Conference Attended:

- Organised FDP on Research in Sushant University, 2023
- Attended lecture series in Sushant University , India -2023
- Attended National Conference in AIIMS in New Delhi – 2018,2019
- Attended National Conference in ISECTCON 2017,2019,2022
- 8th national ECMO training course-2017 by ECMO society of India.
- Participated in Prime perfusion simulation program December-2018 at Terumo India skill lab, Gurugram.
- Also participated in Advance femoral cannulation workshop for MICS, Transplant and ECLS Advance Perfutech Program February-2019 by Medtronic.



- Participation in Online One Week Faculty Development Program (FDP) On RESEARCH AND INNOVATION IN PARAMEDICAL AND ALLIED HEALTH SCIENCES at Galgotias University from 22 - 26 November, 2021.
- Workshop on Design thinking, critical thinking and innovation design at Galgotias University
- Patent awareness workshop at Galgotias University
- Attended and volunteered Epireach program- outreach program for treatment of epilepsy by iReach AIIMS and SGTB Khalsa college – 2015
- Presented poster at conference on Industrial pollution and sustainable energy-2016
- Hands on training in Proteomics under Dr. Gaganjot Singh- Collection of Blood serum proteins from UniPort and HPRD for analysis on Navigator
- Visited NII Delhi for cancer research and Immuno therapy workshop

Concept Note:

This course is a basic outline to let student understand basic structure and function of heart and its associated organs or vasculature in the body. It will cover all functionality and aspect of healthy Heart.

Further afterwards discussions about measures taken to keep heart healthy will be discussed. Students will be made aware of various prevailing underlying cardiac conditions and precautionary measures to be taken with them.


Discussions will be made on how we can adapt to a healthy lifestyle.

Also they will be introduced to emergency situations via various scenario related to cardiac diseases.

Training will be provided to them for adapting to emergency procedures like CPR etc.

At the end student will have a basic knowledge of Heart along with necessary information of steps to follow in emergency. Also have ability to diagnose symptoms associated with cardiac health.



		School of Health Sciences	
		Detailed Teaching Plan	
Course Code: TDC23HS03		Course Title : Healthy heart and its maintenance	
Academic Year: 2023-24	Term : Odd	Core/Elective: Elective	Credits: 2
Course Designed by: Shalu Chaudhary e-mail: shaluchaudhary@sushantuniversity.edu.in		Course Instructor: Shalu Chaudhary e-mail: shaluchaudhary@sushantuniversity.edu.in	
Course Pre-requisites: -		No. of sessions:	

1. Course Description

Give course description in approx. 150 words.

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 basic knowledge about heart
- Inculcate emergency responding skills
- Adapt to Healthy lifestyle habits

3. Course Learning Outcomes

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

CO1: Understand structure and function of Heart

CO2: Able to diagnose and classify various heart conditions

CO3: Applying basic knowledge to shift to a healthy lifestyle

CO4: Apply basic knowledge to respond in emergencies

4. Course Pedagogy

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



5. Course Contents and Schedule

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

The class would meet weekly 2 hrs (1L+1P).

Week No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Cardiovascular System - Anatomy & physiology of the heart, blood vessels, circulation	Diagram labeling of heart & blood vessels	Textbook: Human Physiology; Watch: "How the Heart Works" (YouTube)
2	Cardiac Cycle & Heart Function - Electrical conduction, heart sounds, BP regulation	Measure your own pulse & BP	Read: Cardiovascular Physiology, Watch: ECG basics
3	Common Cardiovascular Diseases - Hypertension, Atherosclerosis, CAD, Stroke	Case study on heart disease	WHO Guidelines on CVD
4	Risk Factors for Heart Disease - Lifestyle, genetics, stress, environmental factors	Self-assessment of heart disease risk	Read: American Heart Association (AHA) guidelines
5	Nutrition & Heart Health - Role of diet, cholesterol, trans fats, Mediterranean diet	Food diary & analysis	Browse: Heart-healthy diet plans (Harvard Health)
6	Exercise & Cardiovascular Fitness - Types of exercise, benefits, recommendations	Create a heart-friendly workout plan	Read: ACSM guidelines for heart fitness
7	Stress & Its Impact on Heart Health - Stress mechanisms, impact on BP & heart rate, relaxation techniques	Guided meditation session	Watch: TED Talk on stress & heart health
8	Diabetes & Heart Disease Connection - Role of glucose in heart health, metabolic syndrome	Research link between diabetes & CVD	Read: ADA Guidelines
9	Medications & Supplements for Heart Health - Beta-blockers, statins, aspirin therapy, omega-3s	Review common heart medications	Read: Pharmacology of cardiac drugs
10	Preventive Measures & Lifestyle Modifications - Screening, health check-ups, vaccinations	Develop a personal heart health plan	Browse: CDC heart disease prevention tips
11	Emergency Cardiac Care & First Aid - CPR, AED use, recognizing heart attack symptoms	Hands-on CPR training	Watch: CPR & AED tutorial (Red Cross)

Week No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
12	Future of Cardiovascular Health - Advances in treatment, AI in cardiology, stem cell therapy	Group discussion: Future innovations in heart care	Browse: Latest research articles on cardiology

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
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Presentation (20) + Viva-voce (20)			

7. Course Conduct Policy

A. Academic Honesty

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TDCC

Course Code: TDC23HS01
Course Title: Radiation in Healthcare

About the faculty:

Name :Basit Yousuf Pala
Designation : Assistant professor
School : Sushant School Of Health Science
Office room no. :C102
Extn: 1

Faculty profile

I am Basit Yousuf Pala, an Assistant Professor with a relentless dedication to the fields of medical education and radiation safety. My journey in academia has been marked by a thirst for knowledge, a passion for research, and a profound commitment to shaping the future of healthcare. My academic foundation was laid at the esteemed Jamia Hamdard University, where I completed my Master's degree. For the past year, I have had the privilege of serving as an Assistant Professor, and it has been an immensely rewarding experience. Guiding and mentoring students, witnessing their intellectual growth, and fostering a love for learning has been both fulfilling and gratifying. As an educator, I believe in the power of instilling not only theoretical knowledge but also critical thinking, empathy, and ethical practices in my students. my research interests have been geared towards a crucial aspect of healthcare - radiation safety. With a particular focus on "Knowledge and Awareness about Radiation Protection among Orthopedicians during Fluoroscopy Use, Through my work, I aim to leave a lasting impact on the medical community and contribute to a brighter and healthier future for all.

Concept Note:

Radiation in Healthcare: Principles and Applications

The course on "Radiation in Healthcare: Principles and Applications" is a comprehensive and vital program that delves into the essential aspects of radiation and its significance in the field of healthcare. This course is designed to equip healthcare professionals, including radiographers, radiologists, and medical physicists, with the knowledge and skills necessary to work safely and effectively with radiation technology.

The fundamental principles of radiation physics form the cornerstone of this course. Students gain an in-depth understanding of the properties of ionizing radiation, including X-rays and gamma rays, and the interaction of radiation with matter. Additionally, they explore the various sources of radiation used in medical imaging and treatment modalities.




A crucial aspect of the course is radiation safety. Healthcare professionals learn about the potential hazards of radiation exposure and the methods to protect themselves, patients, and the public from unnecessary radiation doses. Emphasis is placed on adopting best practices to minimize radiation risks and optimize image quality in diagnostic procedures.

The applications of radiation in healthcare are diverse and far-reaching. Students learn about the principles behind diagnostic imaging techniques, such as X-ray radiography, computed tomography (CT), and nuclear medicine. Furthermore, the course covers the principles of radiation therapy, where ionizing radiation is used to treat cancer and other medical conditions.

The significance of this course lies in its role in promoting safe and effective healthcare practices. With the growing use of radiation-based medical technologies, ensuring that healthcare professionals are well-trained in radiation principles and safety measures is paramount. Properly trained individuals can minimize radiation exposure, avoid unnecessary tests, and provide accurate diagnoses and treatments to patients, all while upholding the highest standards of safety and patient care.

In conclusion, the course on "Radiation in Healthcare: Principles and Applications" is indispensable for healthcare professionals seeking to enhance their understanding of radiation physics, safety protocols, and its various applications in diagnostics and treatment. By undertaking this course, professionals can ensure they are well-prepared to navigate the complex world of medical radiation technology and contribute to the well-being of patients while safeguarding their own health and that of their colleagues.



		School of Health Sciences	
		Detailed Teaching Plan	
Course Code: TDC23HS01	Course Title : Radiation in Healthcare		
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Mr Basit e-mail: basitpala@sushantuniversity.edu.in		Course Instructor: Mr Basit e-mail: basitpala@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions:	

1. Course Description

The course on "Radiation in Healthcare: Principles and Applications" provides a comprehensive exploration of the fundamental principles and practical aspects of radiation within the healthcare context. Students will gain a profound understanding of ionizing radiation, its properties, and interactions with matter. Emphasizing radiation safety, the course focuses on minimizing exposure risks to patients and healthcare professionals while adhering to ethical guidelines and legal standards. The curriculum delves into various medical imaging techniques, including X-ray radiography, computed tomography (CT), and nuclear medicine, enabling students to acquire skills in obtaining accurate diagnostic images. Additionally, students will explore the principles and practices of radiation therapy, particularly in cancer treatment. With an emphasis on real-world case studies and practical demonstrations, participants will be well-equipped to employ radiation technology responsibly and competently, ensuring optimal healthcare outcomes while prioritizing patient safety.

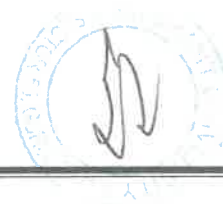
Employability-level: Foundation Skill

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 a comprehensive understanding of the principles of radiation in healthcare, encompassing the properties of ionizing radiation, its sources, and its interaction with matter.
- Inculcate a strong sense of radiation safety among healthcare professionals, emphasizing the importance of minimizing radiation exposure to patients, practitioners, and the general public.
- Foster competence in the application of radiation-based medical imaging techniques, such as X-ray radiography, computed tomography (CT), and nuclear medicine, enabling accurate and reliable diagnoses.



- Cultivate proficiency in the principles and practices of radiation therapy, empowering healthcare professionals to deliver effective and precise treatments for various medical conditions, particularly cancer.

- Promote ethical and responsible use of radiation technology in healthcare settings, ensuring that healthcare professionals adhere to the highest standards of patient care and safety.

- Encourage continuous learning and staying updated with advancements in radiation technology and safety protocols, enabling professionals to adapt to the evolving landscape of medical imaging and treatment.

- Instill a sense of responsibility and accountability in healthcare professionals, as they play a crucial role in making informed decisions about the appropriate use of radiation in patient care.

Overall, this course aims to equip healthcare professionals with the necessary knowledge and skills to work confidently and competently with radiation technology, while prioritizing patient safety and optimal healthcare outcomes. By achieving these objectives, participants will contribute significantly to the advancement of medical practice, research, and ultimately, the well-being of patients in the healthcare community.

3. Course Learning Outcomes

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

CO1: Demonstrate a profound understanding of the principles of radiation in healthcare, including the properties of ionizing radiation, its sources, and its interactions with matter.

CO2: Implement radiation safety practices effectively, showcasing the ability to minimize radiation exposure to patients, medical professionals, and the public, while adhering to regulatory guidelines and best practices.

CO3: Apply the principles of radiation-based medical imaging techniques, such as X-ray radiography, computed tomography (CT), and nuclear medicine, to obtain accurate and high-quality diagnostic images.

CO4: Exhibit proficiency in the principles and practices of radiation therapy, employing radiation for therapeutic purposes, especially in the treatment of cancer and other medical conditions, while ensuring precision and patient well-being.

By achieving these course learning outcomes, students will be equipped with the necessary skills and knowledge to work confidently and responsibly with radiation technology in healthcare settings. They will be well-prepared to contribute to the advancement of medical practice, research, and patient care, upholding the highest standards of safety and ethical practices throughout their professional careers.

4. Course Pedagogy

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



5. Course Contents and Schedule

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

Course Contents: Radiation in Healthcare - Principles and Applications

1.Introduction to Radiation in Healthcare

- Definition and types of radiation
- Historical developments in medical radiation
- Importance and applications in healthcare

2.Radiation Physics and Interactions

- Properties of ionizing radiation (X-rays and gamma rays)
- Interaction of radiation with matter (absorption, scattering, transmission)
- Radiographic image formation
- Radiation Safety and Protection

3.Principles of radiation safety

- Radiation dose measurement and units
- Minimizing radiation exposure to patients and healthcare professionals
- Medical Imaging Techniques

4.X-ray radiography: Principles and applications

- Computed Tomography (CT): Principles and clinical use
- Nuclear Medicine: Principles and diagnostic applications
- Radiation Therapy

5.Principles of radiation therapy in cancer treatment

- External beam radiation therapy
- Brachytherapy and internal radiation therapy
- Quality Assurance and Image Optimization

6.Review and Assessments

- Course review and recapitulation of key concept
- Final assessments, quizzes, and projects



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

The class would meet weekly 2 hrs (1L+1P).

Course Title: Radiation in Healthcare

Week No.	Session Topic / Sub-topic Description / Overview of Course Structure and its Significance	Activity / Assignment	Required Readings / Browsing / Watching / Course Outline
1	Introduction to Radiation in Healthcare - Types of radiation, role in diagnosis & therapy, risks vs. benefits	Group discussion: Importance of radiation in medicine	WHO guidelines on radiation in healthcare, introductory articles
2	Radiation Physics and Interactions (Part 1) - Basic concepts: Ionizing vs. Non-ionizing radiation, radiation units	Quiz on fundamental radiation physics concepts	Standard textbooks on radiation physics, online lectures
3	Radiation Physics and Interactions (Part 2) - Interaction of radiation with matter, photoelectric effect, Compton scattering	Problem-solving exercises on radiation-matter interactions	Journal articles, interactive physics simulations
4	Radiation Physics and Interactions (Part 3) - Linear energy transfer (LET), radiation attenuation, dose measurements	Worksheet on radiation dose calculations	Physics of radiation therapy textbooks, online tutorials
5	Radiation Safety and Protection - ALARA principle, shielding, dosimetry, radiation exposure limits	Case study: Radiation accidents & lessons learned	IAEA radiation protection guidelines, safety protocols
6	Assessments - Midterm examination covering Weeks 1-5	Written test & case analysis	Review previous lectures and reading materials
7	Medical Imaging Techniques - Overview of X-ray, CT, MRI, PET, Ultrasound	Presentation on different imaging modalities	Radiology textbooks, online videos explaining imaging techniques
8	X-ray Radiography: Principles and Applications - Production of X-rays, contrast agents, clinical uses	Hands-on activity: Interpretation of X-ray images	Radiography textbooks, video demonstrations of X-ray procedures
9	Computed Tomography (CT): Principles and Clinical Use - CT image formation, contrast enhancement, clinical cases	Analysis of CT scan images, comparison with X-ray	Research papers on CT advancements, interactive CT scan platforms
10	Radiation Therapy - Types of radiation therapy, treatment planning, side effects	Virtual simulation of radiation therapy planning	Oncology guidelines, videos on radiation therapy procedures
11	Principles of Radiation Therapy in Cancer Treatment - External beam radiation, brachytherapy, proton therapy	Group discussion: Comparing radiation therapy vs. chemotherapy	Case studies on radiation therapy in oncology, WHO reports
12	Assessments - Final exam covering Weeks 7-11	Written test & project submission on imaging or therapy topics	Review all course materials, self-assessment quizzes

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

7. Course Conduct Policy

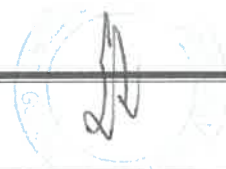
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- Give unauthorized assistance to other students, i.e. assisting in dishonesty.
- Represent the work of others as their own; i.e. plagiarism.
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TDCC

Course Code: TDC24HS02

Course Title: Basics of Instrumentation techniques

About the faculty:

Name: Asha

Designation: Assistant Professor

School: School of Health Science

Office room no.: NA

Extn: None

Faculty profile:

Asha is working as Assistant Professor in Department of Pharmacy at Sushant University and pursuing Ph.D. at MMU. She has published 1 review paper in peer-reviewed International Journals and 2 review papers in Scopus.

Concept Note:

The concept of instrumentation techniques revolves around the science and technology of designing, developing, and implementing instruments for measuring, monitoring, and controlling various processes. These processes can be found in a wide range of industries, including manufacturing, petrochemical, pharmaceuticals, and environmental monitoring.

Continuous learning is essential in the dynamic field of instrumentation. As technology evolves, there are opportunities for advancements, such as wireless instrumentation and IoT integration, shaping the future of this critical field.

Course Code: TDC24HS02	Course Title: Basics of Instrumentation techniques		
Academic Year: 2023-24	Term: Odd	Core/Elective: Elective	Credits: 2
Course Designed by: Asha e-mail: Asha@sushantuniversity.edu.in		Course Instructor: Asha e-mail: Asha@sushantuniversity.edu.in	
Course Pre-requisites: Engineering Fundamentals		No. of sessions: 28	

1. Course Description

This course provides a fundamental understanding of instrumentation techniques, exploring the principles and applications of instruments used in measuring, monitoring, and controlling various physical parameters in industrial processes. Participants will gain insights into the basic components of instruments, calibration methods, and the significance of accurate measurements in ensuring safety, reliability, and efficiency in diverse industries.

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 concept of instrumentation and its significance in various industries.
- Understand the role of instrumentation in improving efficiency, safety, and reliability of processes.

- Recognize the importance of calibration in maintaining the accuracy of instruments.

3. Course Learning Outcomes

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

CO1. Utilize STAAD.Pro V8i Proficiently: Navigate through the STAAD.Pro V8i interface with ease, creating models, defining geometries, assigning loads, and specifying boundary conditions effectively.

CO2. Perform Structural Analysis and Interpret Results: Conduct static and dynamic analyses using STAAD.Pro, interpret analysis results, and understand the distribution of forces and moments within structural members.

CO3. Optimize Structural Designs: Apply optimization techniques to modify structural parameters and configurations, resulting in more efficient and cost-effective designs while adhering to safety standards.

CO4. Generate Detailed Design Documentation: Develop comprehensive structural drawings, reports, and documentation, showcasing design specifications and analysis results accurately for communication with stakeholders.

Course Pedagogy

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

4. Course Contents and Schedule

The class would meet weekly for 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	<ul style="list-style-type: none"> • Introduction to Instrumentation • Overview and historical context 	Presentation	



2	<ul style="list-style-type: none"> • Importance in diverse disciplines • Components: Sensors, transducers, signal processing 	Presentation	
3	<ul style="list-style-type: none"> • Demonstrate the calibration process using a selected instrument (e.g., Weighing balance, thermometer). 	Activity	
4	<ul style="list-style-type: none"> • Measurement Fundamentals • Systems and units 	Presentation	
5	<ul style="list-style-type: none"> • Display the output on digital and analog units. 	Activity	
6	<ul style="list-style-type: none"> • Accuracy, precision, error analysis • Calibration and statistical analysis 	Presentation	
7	<ul style="list-style-type: none"> • Simulate a scenario where participants apply instrumentation techniques to monitor and control a process. 	Activity	
8	Assignment	Assignment-I	
9	<ul style="list-style-type: none"> • Sensors, Transducers, and Signal Processing • Types, selection criteria 	Presentation	
10	<ul style="list-style-type: none"> • Interfacing, signal conditioning • Analog and digital signals, processing techniques 	Presentation	



5. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

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Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
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END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

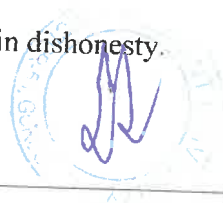
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TDCC

Course Code:
TDC23HSO4

Course Title: Healing potential of Indigenous medicines

About the faculty:

Name: Damini Yadav
Designation: Assistant Professor
School: School of Health Sciences
Office room no.: NA
Extn: None


Faculty profile:

Damini Yadav is working as Assistant Professor in School of Health Sciences at Sushant University and pursuing PhD from an esteemed University of Haryana. She has a total teaching experience of more than 03 years. She has published/Filed 3 patents in Indian IPO and published a paper in International Journal of Mdpi. His areas of interest are Formulation development, Nanotechnology, Hydrogels, etc.

Concept Note:

This course on the "Healing Potential of Indigenous Medicines" aims to provide a comprehensive exploration of traditional healing practices rooted in diverse indigenous cultures. Participants will delve into the historical, cultural, and spiritual foundations of indigenous medicines, examining their unique approaches to holistic well-being. Through case studies, scientific validation, and practical sessions, the course will foster an understanding of the interconnectedness of mind, body, and spirit in traditional healing. Emphasizing the integration of traditional and modern medicine, the curriculum includes lectures by experts, field trips to indigenous communities, and hands-on workshops. The course targets health professionals, researchers, and individuals passionate about preserving and promoting indigenous knowledge, offering a transformative experience that bridges ancient wisdom with contemporary healthcare paradigms and encourages a holistic approach to health and well-being.



		School of Health Sciences Detailed Teaching Plan	
Course Code: TDC23HSO4		Course Title: Healing potential of Indigenous medicines	
Academic Year: 2023-24	Term: Even	Core/Elective: Elective	Credits: 2
Course Designed by: Ms. Damini Yadav e-mail: daminiyadav@sushantuniversity.edu.in		Course Instructor: Damini Yadav Email: daminiyadav@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of sessions: 20	

1. Course Description

Explore the profound healing potential of indigenous medicines in this immersive course that delves into the rich tapestry of traditional healing practices across diverse cultures. From understanding the historical and cultural foundations to scientifically validating the efficacy of indigenous remedies, participants will embark on a transformative journey that bridges ancient wisdom with modern healthcare paradigms. The curriculum includes modules on cultural contexts, diverse healing practices, scientific validation, and holistic well-being, offering a holistic perspective on mind, body, and spirit. Through lectures by experts, case studies, field trips, and hands-on workshops, participants will gain a deeper appreciation for the interconnectedness of traditional and modern medicine. This course is designed for health professionals, researchers, and individuals passionate about preserving and promoting indigenous knowledge, providing a unique opportunity to integrate ancient wisdom into contemporary approaches to health and healing.

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 historical and cultural context of indigenous medicines.
- To explore the diverse range of healing practices across different indigenous communities.
- To analyze the scientific basis and efficacy of selected indigenous remedies.
- To foster a deeper appreciation for the interconnectedness of mind, body, and spirit in traditional healing.



3. Course Learning Outcomes

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

- CO1.** Possess a comprehensive understanding of medicinal and aromatic plants, including their historical context, global and Indian status, and future prospects.
- CO2.** Recognize the significance of traditional systems of medicine in promoting holistic health and wellness.
- CO3.** Develop practical skills in conducting macroscopic and microscopic evaluations of medicinal plants, assessing various quality control parameters, and identifying potential contaminants.
- CO4.** Proficiently understand and apply the analytical techniques to analyze and identify bioactive compounds.
- CO5.** Develop cross-cultural communication skills to engage respectfully with indigenous communities.

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

4. Course Contents and Schedule

The class would meet weekly for 2 hrs (1L+1P).

Week No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment/ Curriculum	Required Readings/ Browsing/ Watching/ Course Outline
1	Definition, history, importance and future prospects. Medicinal Plants – past and present status in world and India.	Curriculum	<ul style="list-style-type: none">• Medicinal Plants: Past, Present and Future - PMC (nih.gov)• (PDF) Traditional Medicinal Plants in India: Their Current Status and Future Prospects (researchgate.net)

2	Introduction, Concept and Principles of Ayurveda, Siddha, Unani and, Homeopathy;	Curriculum	Indigenous Medicinal Plants Social Forestry & Tribals by M.P. Singh et al. (2003).
3	Macroscopic and Microscopic evaluation; Moisture content; Microbial Contaminations and Aflatoxins; Development of standard parameters; Solvent extractive values; Ash values; Crude fiber; Bitter value, foaming index, Swelling index, Heavy metals.	Curriculum	bpsa.journals.ekb.eg/article_239444_b3cfa64b993167c6d65d85395061e80f.pdf
4	Methods of isolation; Extraction methods; Thin layer chromatography; HPTLC; Column Chromatography; HPLC; Gas Chromatography	Curriculum	Pharmacognosy by C.K. Kokate.
5	Assignment – 1: Make a list of home remedies used for various ailments like worm bite, inflammation, pain, fever, cold, cough, gastric problems, etc.	Assignment	Evaluation of herbal medicinal products by Houghton.
6	Methods of characterization; Spectroscopic methods, UV, Visible, IR, NMR, Mass Spectrometry, Atomic absorption/ ICP/ICP-MS, GC-MS, LC-MS.	Curriculum	Evaluation of herbal medicinal products by Houghton.
7	Phyto-medicines and herbal raw materials. Local health traditions, ethnomedicines	Activity/ Experiments	Pharmacognosy by C.K. Kokate.
8	Promotion of medicinal plant sector at national level: National Medicinal Plant Board and State Medicinal Plant Boards - objectives and functions.	Presentation	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4488105/
9	Importance of TSM, concept of	Presentation	Pharmacognosy by C.K.

	herbalism and its significance.		Kokate.
10	Assignment – 2: Take out the extract of curcumin from haldi.	Presentation	Evaluation of herbal medicinal products by Houghton.
11	<ul style="list-style-type: none"> To study types and applications of glassware and equipment's used in lab. 	Activity/ Experiments	Indian Traditional Ayurvedic System of Medicine and Nutritional Supplementation - PMC (nih.gov)
12	<ul style="list-style-type: none"> To study about the Soxhlet extraction process in phytochemical research. To study about the Clevenger apparatus. 	Activity/ Experiments	Pharmacognostical study and establishment of quality parameters of aerial parts of Costus speciosus-a well known tropical folklore medicine - PMC (nih.gov)

5. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60

END SEMESTER EXAMINATION (40)

Presentation (20) + Viva-voce (20)

6. Course Conduct Policy

A. Academic Honesty

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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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B. Students with Disability/ Different-Ability

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A handwritten signature in blue ink is written over a circular blue stamp. The stamp contains some text that is partially obscured by the signature.

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.



Course Code: TDC23HS02

Course Title: Drug - From Poison to Lifesaver

About the Faculty:

Name: Mr. Ashok Jangra

Designation: Assistant Professor

School: School of Health Sciences, Dept. Of Pharmacy, Sushant University, Gurgaon

Office Room No.: D-516B

Extn: 1

Faculty Profile:

I am Mr. Ashok Jangra, an Assistant Professor dedicated to pharmaceutical sciences, particularly in the field of drug discovery and development. My passion for research and teaching has been a driving force in my career, aiming to shape future pharmacists and researchers. With extensive knowledge in pharmacognosy, drug formulation, and drug design, I strive to provide students with insights into the transformative journey of drugs, from being toxic substances to life-saving medicines. I have a keen interest in drug safety, regulatory affairs, and computational drug design, which I incorporate into my teaching methodologies.

Concept Note:

Drug - From Poison to Lifesaver

This course explores the fascinating journey of drugs from being toxic substances to becoming essential life-saving medicines. The curriculum delves into the historical evolution, molecular design, formulation, and post-marketing surveillance of drugs. The objective is to provide students with a comprehensive understanding of how modern pharmacology and biotechnology have transformed the way drugs are discovered, developed, and regulated.

Detailed Teaching Plan

Course Code: TDC23HS02

Course Title: Drug - From Poison to Lifesaver

Academic Year: 2023-24

Term:

Core/Elective: Elective

Credits: 2

Course Designed by: Mr. Ashok Jangra

E-mail: ashokjangra@sushantuniversity.edu.in

Course Instructor: Mr. Ashok Jangra

E-mail: ashokjangra@sushantuniversity.edu.in

Course Pre-requisites: None

No. of Sessions: 15

Course Description:



The course "Drug - From Poison to Lifesaver" provides a deep dive into the transformation of drugs from ancient remedies and poisons to modern therapeutic agents. It introduces students to drug design principles, molecular interactions, formulation science, and regulatory safety measures. The course is structured to equip students with knowledge of in vitro and in vivo testing methods, as well as post-marketing surveillance mechanisms to ensure drug safety. The interdisciplinary approach bridges chemistry, biology, and regulatory science, preparing students for careers in pharmaceutical research and healthcare.

Employability Level: Foundation Skill

Course Objectives:

The broad objectives of this course are to:

- Provide an overview of the historical development and significance of drugs in healthcare.
- Introduce students to the principles of drug design and molecular interactions.
- Explain the methods used in drug synthesis, formulation, and delivery.
- Explore in vitro and in vivo testing techniques for drug validation.
- Discuss ethical considerations and regulatory frameworks in drug development.
- Highlight the importance of post-marketing surveillance in ensuring drug safety.

Course Learning Outcomes (CLOs):

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

- **CLO1:** Understand the historical evolution of drugs and their role in modern medicine.
- **CLO2:** Explain the fundamental principles of drug design and molecular interactions.
- **CLO3:** Analyze different drug synthesis and formulation techniques.
- **CLO4:** Evaluate in vitro and in vivo drug testing methodologies.
- **CLO5:** Understand the importance of regulatory guidelines and post-marketing surveillance.

Course Pedagogy:

The course follows a "learning by doing" approach through lectures, case studies, group discussions, research assignments, and practical demonstrations.

Course Contents and Schedule:

Unit 1: Introduction to Drug

- Definition of Drug
- Historical perspectives on drug use
- Overview of drug development process

Unit 2: Drug Design and Molecular Basis



- Principles of drug design
- Structure-activity relationships
- Drug targets identification
- Computer-aided drug design

Unit 3: Drug Synthesis and Formulation

- Synthetic approaches to drug development
- Drug formulation and delivery
- Importance of pharmacokinetics in drug design

Unit 4: In Vitro Studies and Screening

- In vitro methods for drug testing
- High-throughput screening techniques
- Assays and molecular studies
- Validating drug candidates

Unit 5: In Vivo Studies and Animal Testing

- Animal models in drug development
- Ethical considerations in animal testing
- Predicting human responses from animal studies

Unit 6: Post-Marketing Surveillance

- Monitoring drug safety after market approval
- Adverse event reporting
- Risk management and regulatory updates

Weblinks/e-books/articles/magazines/pages or course material:

Course Schedule: The class meets weekly for 2 hours (1L+1P).

Week No.	Session Topic / Sub-topic Description / Overview of Course Structure and its Significance	Activity / Assignment	Required Readings / Browsing / Watching / Course Outline
1	Definition of Drug & Historical perspectives on drug use	Group discussion on ancient vs. modern drug use	Research articles on the history of drug discovery
2	Overview of drug development process & Principles of drug design	Case study on a blockbuster drug's development process	FDA guidelines on drug development, video lectures on drug discovery
3	Structure-activity relationships & Drug target identification	Literature review on SAR of a selected class of drugs	Research papers on SAR and molecular pharmacology textbooks



Week No.	Session Topic / Sub-topic Description / Overview of Course Structure and its Significance	Activity / Assignment	Required Readings / Browsing / Watching / Course Outline
4	Computer-aided drug design	Hands-on virtual simulation of molecular docking	Online tutorials
5	Synthetic approaches to drug development & Drug formulation and delivery	Report on different drug formulation techniques	Books on pharmaceutics and formulation technology
6	Importance of pharmacokinetics in drug design	Problem-solving exercises on ADME-Tox calculations	Research articles on pharmacokinetics and drug metabolism
7	In vitro methods for drug testing & High-throughput screening techniques	Practical demonstration or video analysis	Journal articles on in vitro screening,
8	Assays and molecular studies & Validating drug candidates	Presentation on different bioassays and their applications	Textbooks on bioassay and validation, regulatory guidelines
9	In Vivo Studies and Animal Testing & Animal models in drug development	Debate on the ethical use of animals in drug testing	WHO guidelines on preclinical studies, case studies on animal models
10	Ethical considerations in animal testing & Predicting human responses from animal studies	Review of research ethics guidelines & ICMR/AAALAC standards	Books on bioethics, research papers on translational pharmacology
11	Post-Marketing Surveillance & Monitoring drug safety after market approval	Critical analysis of a real-world drug recall case	Pharmacovigilance guidelines, FDA/EMA databases
12	Adverse event reporting & Risk management and regulatory updates	Mock regulatory filing for ADR reporting	WHO pharmacovigilance guidelines, case studies on post-marketing safety

Course Assessment:

A TDCC 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.

Mid Semester Evaluation (60 Marks)

Quiz(s)/Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60

End Semester Examination (40 Marks)



- **Presentation (20) + Viva-voce (20)**

Course Conduct Policy:

A. Academic Honesty Students must uphold academic integrity and avoid plagiarism, cheating, and falsification of information. Violations may lead to severe penalties, including failing grades and disciplinary action.

B. Students with Disabilities Sushant University is committed to ensuring an inclusive environment for all students, including those with disabilities. Necessary accommodations and support will be provided to ensure equal learning opportunities.

This syllabus serves as a guide to understanding the objectives, expectations, and requirements of the course "Drug - From Poison to Lifesaver."



TDCC

Course Code: TDC24HS04

Course Title: Introduction to Dosage form

About the faculty:

Name: Dr. Neelam Dhankhar

Designation: Professor

School: School of Health Sciences

Office room no.: D-504

Extn: None


Faculty profile:

Dr. Neelam Dhankhar is working as a Professor in the School of Health Sciences at Sushant University, Gurgaon. She has a total teaching experience of more than 14 years. He has published 30 papers in peer-reviewed International Journals and 5 patents. Her areas of interest are Nanomedicines and Novel drug delivery system.

Concept Note:

Dosage forms refer to the specific physical form of a drug product, designed to deliver a precise amount of an active pharmaceutical ingredient (API) to a patient safely and effectively. These forms are crucial in the field of pharmaceuticals as they determine the route of administration and dosage accuracy, and ultimately influence the therapeutic outcome. In the ever-evolving landscape of pharmaceuticals, dosage forms remain at the forefront of drug delivery innovation. Advancements in this field not only enhance therapeutic outcomes but also contribute to the overall patient experience and treatment success. Future research and development efforts will continue to explore novel technologies and formulations to address current challenges and improve the effectiveness of drug delivery systems.



		School of Health Sciences Detailed Teaching Plan	
Course Code: TDC24HS04		Course Title: Introduction to Dosage form	
Academic Year: 2023-24	Term: EVEN	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Neelam Dhankhar e-mail: neelamdhanekar@sushantuniversity.edu.in		Course Instructor: Dr. Neelam Dhankhar email: neelamdhanekar@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of sessions: 24	

1. Course Description

This course provides an in-depth exploration of dosage forms, focusing on the principles and techniques involved in the design and development of pharmaceutical formulations. Students will gain comprehensive knowledge of various dosage forms, their manufacturing processes, and the impact of formulation on drug delivery and therapeutic outcomes.

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

- Understanding of Dosage form
- Overview of drug delivery mechanisms and routes of administration
- Techniques and technologies involved in the manufacturing of dosage forms
- Impact of dosage form on drug absorption, distribution, metabolism, and excretion.



3. Course Learning Outcomes

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

- CO1.** Articulate the fundamental concepts and classifications of various dosage forms, including solid, liquid, semi-solid, parenteral, and inhalation forms.
- CO2.** Apply formulation principles to select appropriate dosage forms for specific drugs, considering factors such as chemical properties, patient characteristics, and therapeutic goals.
- CO3.** Demonstrate the ability to conduct practical formulation work, including the preparation and characterization of various dosage forms.
- CO4.** Demonstrate an understanding of ethical considerations in dosage form design and pharmaceutical research.

Course Pedagogy

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

4. Course Contents and Schedule

The class would meet weekly for 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to dosage form	Assignment/Presentation	



2	Type of Dosage form by the route of administration	Assignment/Presentation	
3	Type of dosage form by Physical State and Importance of Dosage form	Assignment/Presentation	
4	Recent advances in dosage form and Various challenges in dosage form	Assignment/Presentation	
5	Regulatory compliance in dosage form	Assignment/Presentation	
6	Patient-centric approach in dosage form	Assignment/Presentation	
7	Preformulation Incompatibility in Dosage form and Integration of digital health	Assignment/Presentation	
8	Traditional and modular for dosage form	Assignment/Presentation	
9	Biopharmaceutics and Pharmacokinetic of Dosage form	Assignment/Presentation	
10	Example and uses of solid dosage form	Assignment/Presentation	
11	Example and uses of liquid dosage form	Assignment/Presentation	
12	Example and uses of semisolid dosage form	Assignment/Presentation	



Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Assignment	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

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")

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.



TDCC

Course Title: Comprehensive Study of Drugs on Body

About the TDCC Faculty:

- **Name:** Mr. Pankaj Vyas
 - **Designation:** [Assistant Professor]
 - **School:** [School of Health Sciences]
 - **Emp Code:** [SU0]
-

Concept Note:

This course provides an in-depth understanding of the interaction of drugs with the human body, including the pharmacokinetics, pharmacodynamics, and toxicology of various drugs. The course covers essential topics such as drug absorption, distribution, metabolism, excretion, and their effects on different organ systems. Emphasis is placed on drug classifications, mechanisms of action, therapeutic uses, and adverse effects.

Course Code: TDC24SH05

Course Title: Comprehensive Study of Drugs on Body

- **Academic Year:** 2024-25
 - **Term:** [Specify]
 - **Core/Elective:** Elective
 - **Credits:** 2
 - **Course Designed by:** Mr. Pankaj Vyas
 - **Course Instructor:** Mr. Pankaj Vyas
 - **Email:** Pankajvyas@sushantuniversity.edu.in
 - **Course Pre-requisites:** NIL
 - **No. of Sessions:** 24
-

1. Course Description

This course provides a foundation in pharmacology by exploring drug actions, interactions, and their effects on physiological processes. Students will learn about drug classifications, mechanisms of action, therapeutic applications, and potential adverse effects.

Employability Level: Professional 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:

- Understand the principles of drug action and their effects on the body.
- Explain the pharmacokinetics and pharmacodynamics of various drug classes.
- Analyze the therapeutic applications and adverse effects of drugs.
- Learn about the significance of drug safety, regulations, and toxicity studies.

3. Course Learning Outcomes (CLOs)

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

- **CO1:** Explain drug absorption, distribution, metabolism, and excretion.
- **CO2:** Describe the mechanisms of drug action and receptor interactions.
- **CO3:** Analyze the clinical applications, benefits, and risks of different drug classes.
- **CO4:** Demonstrate knowledge of adverse drug reactions and safety monitoring.

4. Course Pedagogy

The course follows a "learning by doing" approach, including real-life case studies, discussions, and interactive sessions.

5. Course Contents and Schedule

Week No.	Session Topic / Sub-topic Description / Overview of Course Structure and its Significance	Activity / Assignment	Required Readings / Browsing / Watching / Course Outline
1	Definition of Drug & Historical Perspectives on Drug Use	Assignment	Read about the history of pharmacology and significant discoveries.



Week No.	Session Topic / Sub-topic Description / Overview of Course Structure and its Significance	Activity / Assignment	Required Readings / Browsing / Watching / Course Outline
2	Overview of Drug Development Process & Principles of Drug Design		Browse research articles on drug discovery.
3	Structure-Activity Relationships & Drug Target Identification		Read about SAR and receptor- ligand interactions.
4	Computer-Aided Drug Design		Watch videos on molecular modeling and computational pharmacology.
5	Synthetic Approaches to Drug Development & Drug Formulation and Delivery		Research pharmaceutical formulation techniques.
6	Importance of Pharmacokinetics in Drug Design		Study ADME processes of commonly used drugs.
7	In Vitro Methods for Drug Testing & High-Throughput Screening Techniques		Read about cell culture techniques used in drug screening.
8	Assays and Molecular Studies & Validating Drug Candidates		Study articles on biomolecular assays.
9	In Vivo Studies and Animal Testing & Animal Models in Drug Development		Watch case studies on preclinical testing.
10	Ethical Considerations in Animal Testing & Predicting Human Responses	Group Discussion	Read guidelines on ethical research involving animals.
11	Post-Marketing Surveillance & Monitoring Drug Safety		Research pharmacovigilance methods and regulatory frameworks.
12	Adverse Event Reporting & Risk Management & Regulatory Updates	Presentation	Study case reports on adverse drug reactions.

6. Course Assessment

A TDCC 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.



Mid-Semester Evaluation (60 Marks)

Quiz(s) / Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60

End Semester Examination (40 Marks)

- **Presentation (20) + Viva-voce (20)**

7. Course Conduct Policy

A. Academic Honesty

Students must uphold academic integrity, ensuring all work submitted is their own. Acts of academic dishonesty, including plagiarism, fabrication, cheating, and tampering with academic records, will be subject to strict penalties.

B. Students with Disabilities / Different Abilities

Sushant University is committed to ensuring accessibility and support for all students, providing reasonable accommodations for students with disabilities.



TDCC

Course Code: TDC24BS04

Course Title:

Business Analytics Essentials: A Comprehensive Overview

About the faculty:

Name: Ms. Aanchal Dangwal

Designation: Assistant Professor

School: SOB

Office room no. :D-410


Extn: -



Ms. Aanchal Dangwal serves as an Assistant Professor at Sushant University, bringing over a decade of diverse experience in corporate and academic settings. Before joining the university, she held managerial positions at Founding Years Learning Solutions Pvt. Ltd. (KLAY) and Nokia India. In 2019, she accomplished an Executive Education program in HR Analytics from IIM Rohtak. UGC-NET qualified, she is presently engaged in a Ph.D. program in Management, focusing on Human Resource Management and HR Analytics. Ms. Dangwal's extensive background enhances her contributions to the academic community, enriching her students with real-world insights and expertise.

Concept Note:

The surge in internet and information technology has heightened the significance of analytics in today's era. Decision-makers grapple with intricate challenges in the competitive business landscape, necessitating the exploration of various courses of action. Business analytics, at its core, involves evaluating alternatives and extracting insights from past performance. This field integrates data, information, technology, statistical methods, and tools to analyze data, providing new perspectives and enhancing strategic decision-making. This introductory course delves into the application of analytics in business administration, emphasizing its role in data-driven management and decision improvement. Designed for learners across disciplines, it lays the groundwork for further exploration in the domain of business analytics within the TDCC's Generic Electives.

		School of Business Detailed Teaching Plan	
Course Code: : TDC24BS04	Course Title: Business Analytics Essentials: A Comprehensive Overview		
Academic Year: 2024-25	Term: II	Core/Elective: Elective	Credits: 2
Course Designed by: Ms. Aanchal Dangwal aanchaldangwal@sushantuniversity.edu.in		Course Instructor: Ms. Aanchal Dangwal aanchaldangwal@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of Sessions: 10	

1. Course Description

In today's fiercely competitive business environment, decision-makers encounter highly intricate challenges, demanding consideration of numerous potential courses of action. The crux of business analytics lies in assessing these alternatives and extracting valuable insights from past performance. This course serves as an introductory exploration of Business Analytics within the realm of business administration. It focuses on leveraging data, methods, and fact-based management to enhance decision-making processes. Delving into the advantages of employing analytics, the course promotes a structured problem-solving approach in various management scenarios.

Employability-level: Foundation Skill

5. Foundation Core	5. Foundation Skill	5. Professional Core	4. Professional Skill	5. Premier Skill
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2. Course Objectives

The primary goals of the course are as follows:

- Enhancing comprehension of fundamental, intermediate, and advanced data analysis concepts.
- Applying data analysis techniques using Microsoft Excel, Python & R.
- Exhibiting proficiency in data analysis techniques crucial for business decision-making.
- Employing principles of Data Science for analyzing business problems.



3. Course Learning Outcomes

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

CO1	The student will be able to recognize the concept of Business Analytics
CO2	The student will be able to analyze using simple statistical formulas
CO3	The course equips the students with ability to solve the mathematical and statistical problems using Excel
CO4	It also inculcates creating visualization of data

4. Course Pedagogy

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

5. Course Contents and Schedule

The class would meet weekly 3 hrs. (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Analytics, Difference between Analysis and Analytics, Evolution and Applications of business analytics.	PPT and Lecture	Business Analytics by James R Evans, Pearson Education "R In Action" by Robert I. Kabacoff , Dreamtech Press; Second edition.
2	Scope of Business Analytics Categories of Business Analytics (Descriptive, Predictive and Prescriptive) Tools for Business Analytics - R, Python, Excel	PPT and Lecture	Business Analytics by James R Evans, Pearson Education "R In Action" by Robert I. Kabacoff, Dreamtech Press; Second edition



3	Excel as an Analytics tool, functions and formulas. Using Excel as an Analytics Tool, Variables and Data Mathematical and statistical functions in Excel (mean, median, mode)	Demo and Hands on Session	Excel 2019 All-In-One: Master The New Features Of Excel 2019 / Office 365 by Lokesh Lalwani by BPB Publications
4	Excel as an Analytics tool (Regression, correlation, graphs in excel)	Demo and Hands on	Excel 2019 All-In-One: Master The New Features Of Excel 2019 / Office 365 by Lokesh Lalwani by BPB publications
5	Some Basic Mathematical Calculations using R Features that make R a powerful tool, Overview about components of R studio, Difference between R Programming and R studio.	Hands on	https://www.udemy.com/course/rprogram
6	Some short programs in R mean, media, correlation, std deviation, basic graphs in R	Hands on	https://www.udemy.com/course/rprogram
7	Graphical Analysis in R: Bar Chart, Pie Charts, Histograms, Line Charts		
8	Getting Started with Tableau working with Tableau <ul style="list-style-type: none"> • Tableau Introduction and Products • Tableau Features • Installation of Tableau Desktop/Public • Interface of Tableau (Layout, Toolbars, Data pane, Analytics pane etc) • Working with workbook data and Worksheet • How to create data visualization using Tableau feature "show me" 	Exercises, Hands-On Labs, Assignments	https://www.youtube.com/watch?v=gWZtNdMkoIk



9	Basic Data Visualization charts in Tableau – Bar, Line, Histogram, Pie, Stacked Bar chart etc.	Exercises, Hands-On Labs, Assignments	https://www.youtube.com/watch?v=XUALIrP7MYk ntcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false
10	Revision and Presentation		

6. Course Assessment

7. Description of Course Assessment Components (Each course to have at least four assessment components and a project work component. The project work should be a group work and for subjects where presentation can be done please have the rubrics of the presentation in this document)

Course Assessment Components for a TDCC. A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (25)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (15)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

8. 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.



TDCC

Course Code:

Course Title: Fraud detection, Investigation and Prevention

About the faculty:

Name: Dr. Atul Kumar Agarwal

Designation: Professor

School: SOB

Office room no.: D-409

Ext: - 505

Prof. Atul Kumar Agarwal, has over 25 years of industry and academic experience. He has obtained his MBA (Marketing), M.Phil., M.S.W. and Ph.D. from Central University. His teaching interests are in the area of Business Ethics and corporate Governance, Marketing Management, Services Marketing, Brand Management, Rural Marketing and Sales & Distribution Management. Prof. Agarwal has conducted many MDPs (Management Development Programs) at Grasim Industries Limited, Ultrapure Technologies Limited and Ordnance Factory- Dehradun etc., he has authored two books on 'Marketing Management' and 'Data Base Management Systems' by Sun India Publication – New Delhi. He has published more than two dozen research papers in reputed national and international journals.


Concept Note:

Fraud is born of many elements. Understanding fraud red flags and fraud typologies will help you identify potential fraudsters and implement suitable controls to prevent fraud.

Fraud can present numerous risks to businesses. Providing fraud risk training to employees is important to mitigate the risks associated with fraud in your organization. This online financial fraud training course brings employees to a consistent shared level of knowledge. Participants will learn about the anti-financial crime processes that can be used to control fraud, including fraud risk assessment and ongoing monitoring.

wish to further study in the domain of fraud detection, investigation and prevention. The course is designed in such a manner that it can be opted by students of any stream under Generic Electives of TDCC.



		School of Business	
		Detailed Teaching Plan	
Course Code:		Course Title: Fraud detection, Investigation and Prevention	
Academic Year: 2023-24		Term: I	Core/Elective: Elective Credits: 2
Course Designed by: Dr. Atul Kumar Agarwal E-mail: atulkumaragarwal@sushantuniversity.edu.in		Course Instructor: Dr. Atul Kumar Agarwal Email: atulkumaragarwal@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of Sessions: 20	

1. Course Description

This course can prevent, detect, and deal with fraud in the workplace. Learn preventive measures to deter fraud and to detect and investigate fraud when it does occur. Topics include the legal definition of fraud, types of fraud in the public and private sectors and financial institutions, deterrent measures to avoid management liability for fraud under the new governance regime, fraud detection and prevention, investigating fraud including collecting and detecting evidence and submitting reports.

This Fraud Prevention, Detection and Investigation course will benefit organisations in all business sectors and will provide both public and private owned businesses with a much greater appreciation of the ever increasing risk posed by fraud, and how to deal with these threats.

Employability-level: Foundation Skill

5. Foundation Core	5. Foundation Skill	5. Professional Core	4. Professional Skill	5. Premier Skill
	✓		✓	

2. Course Objectives

The main objectives of the course include:

- Demonstrate the legal issues of fraud in the work place
- Identify and define the types of fraud
- Demonstrate countermeasures to detect and prevent fraud
- Demonstrate the ability to conduct a fraud investigation and create a report

3. Course Learning Outcomes

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



CO1	Demonstrate an understanding of the types of fraud that can be perpetrated on individuals and organisations
CO2	Critically analyse situations that lead to the perpetration of fraud in an organisational setting; and
CO3	Identify and demonstrate an in-depth understanding of a range of methods of fraud prevention, detection and investigation.
CO4	Develop fraud analysis models and preventative measures to manage risk for organizations.

Course Pedagogy

The course follows the pedagogy of Case study/ Role plays/ Worksheets/ etc.

4. Course Contents and Schedule

The class would meet weekly 2 hrs.

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1 -2	<ul style="list-style-type: none"> Case study – Typical Corporate Financial Fraud & Investigation Nature of corporate fraud Statistics on fraud 	Analysis of Financial Statement of companies	<ul style="list-style-type: none"> Satyam Scam Harshad Mehta Scam Enron Scam
3-4	<ul style="list-style-type: none"> Causes of Frauds Tools used in Frauds 	Worksheets to identify the frauds	
5-6	<ul style="list-style-type: none"> Corporate governance – meaning – objectives – need - importance – principles Corporate governance and organisation success. Corporate governance in India 	Presentation	<p>Discussion Reading: Bring 5 high points of carbon footprints & carbon trading systems? https://www.youtube.com/watch?v=veXPk4ZeQtk</p> <p>Discussion Reading: Write 3 points on why Nestle is one of most hated companies in the world? https://www.zmescience.com/science/nestle-company-pollution-children/</p>

7-10	<ul style="list-style-type: none"> Levels of Governance Structure Corporate governance and role, responsibilities and Powers - Board of Directors, Corporate Management Committee and Divisional Management Committee 	Presentations	Understanding SOX Act, https://www.youtube.com/watch?v=wZ8xDBgMat8
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5. Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

6. Course Conduct Policy

A. Academic Honesty

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

Course Code: TDC24BS01

Course Title: Trending Approaches and Innovations in Marketing

About the faculty:

Name: Dr. Ashish Kumar

Designation: Assistant Professor

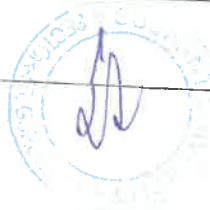
School: School of Business

Office room no.: D-414

Extn: None

Faculty Profile:

Dr. Ashish Kumar has done Ph.D. in Marketing from prestigious Guru Jambheshwar University of Science and Technology Hisar, Haryana. He holds MBA degree with specialization in Marketing from Institute of Management Studies and Research (IMSAR) MDU, Rohtak. He also qualified UGC-NET/JRF. He has 09 years of experience in Teaching and Research; He has undertaken various prominent responsibilities other than teaching like Research Coordinator, Mentor, and member of research advisory board and Organizer of various National and International level Events like Quizzes etc. His subjects of teaching interest are Marketing Management, Strategic Management, Consumer Behavior, Green Marketing, Research Methodology and Digital Marketing. He has presented a dozen of research papers in various international and national conferences/seminars/workshops and has publications in Scopus indexed, Web of Science, ABDC and UGC Care listed Journals. He is known for his innovative teaching methodology in the field of Marketing and Research. Dr. Ashish Kumar is extremely hardworking and enthusiastic person, a prolific researcher, a rigorous reader, Sports and Music lover.




Concept Note:

Wikipedia defines Marketing is the process of exploring, creating, and delivering value to meet the needs of a target market in terms of goods and services; potentially including selection of a target audience; selection of certain attributes or themes to emphasize in advertising; operation of advertising campaigns; attendance at trade shows and public events; design of products and packaging attractive to buyers; defining the terms of sale, such as price, discounts, warranty, and return policy; product placement in media or with people believed to influence the buying habits of others; agreements with retailers, wholesale distributors, or resellers; and attempts to create awareness of, loyalty to, and positive feelings about a brand. Marketing is typically done by the seller, typically a retailer or manufacturer. Sometimes tasks are contracted to a dedicated marketing firm or advertising agency. It is one of the primary components of business management and commerce. Marketers can direct their product to other businesses (B2B marketing) or directly to consumers (B2C marketing). Regardless of who is being marketed to, several factors apply, including the perspective the marketers will use. Known as market orientations, they determine how marketers approach the planning stage of marketing.

The marketing mix, which outlines the specifics of the product and how it will be sold, is affected by the environment surrounding the product, the results of marketing research and market research, and the characteristics of the product's target market. Once these factors are determined, marketers must then decide what methods of promoting the product, including use of coupons and other price inducements. The term *marketing*, what is commonly known as attracting customers, incorporates knowledge gained by studying the management of exchange relationships and is the business process of identifying, anticipating and satisfying customers' needs and wants.



		School of Business Detailed Teaching Plan	
Course Code: TDC24BS01		Course Title: Trending Approaches and Innovations in Marketing	
Academic Year: 2023-24	Term: Even	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Ashish Kumar e-mail: ashishkumar@sushantuniversity.edu.in		Course Instructor: Dr. Ashish Kumar e-mail: ashishkumar@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of sessions: 28	

1. Course Description

Marketing practice tended to be seen as a creative industry, which included advertising, distribution and selling, and even today many parts of the marketing process (e.g. product design, art director, brand management, advertising, inbound marketing, copywriting etc.) involve the use of the creative arts. However, because marketing makes extensive use of social sciences, psychology, sociology, mathematics, economics, anthropology and neuroscience, the profession is now widely recognized as a science. Marketing science has developed a concrete process that can be followed to create a marketing plan. This course will help you get the right kind of users. As a marketer, it's your job to make sure that your brand is everywhere your target audience is and that it's interesting to them. In this quest, you can't forget about innovation and trending in marketing. This course on Trending Approaches and Innovations in Marketing will teach you how to use marketing concepts to reach your business goals.

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

- To give an understanding of the use of trending approaches and innovation in marketing.
- To create and apply the steps of an effective marketing strategies plan.
- To evaluate and examine the performance of marketing mix campaigns.
- To analyse the skills of how to use innovative marketing for better customer acquisition and brand positioning.

3. Course Learning Outcomes

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

- CO1:** Understand the trending approaches and innovation in marketing needs of the companies.
CO2: Identify the various innovative marketing platforms according to the target market of the company.
CO3: Apply the trending and innovation in marketing strategy.
CO4: Analyze the results of the use of marketing.

4. Course Pedagogy

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

5. Course Contents and Schedule

- Book: "Marketing Management" by Philip Kotler, Pearson Publishing.
- Book: "Marketing Management-Planning Implementation and Control" by Ramaswamy. V S & Namakumari, Macmillan Business Books.
- Book: "Marketing Management: An Indian Context" by R. Srinivasan.

6. Course Contents and Schedule

The class would meet weekly for 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction, Nature, Scope, Overview of Marketing and Trends of Marketing	Class Activity	
	Use of Marketing tactics in Business	Lab Activity	
2	Marketing Mix	Class Activity	
	Tracking trending and innovation in Marketing	Lab Activity	
3	Segmentation, Targeting and Positioning and Marketing Environment	Class Activity	
	Segmentation, Targeting and Positioning done by brands (B2C)	Lab Activity	Segmenting the start-up customer profiles
4	Product Mix Decisions	Class Activity	
	Stages in Product Life Cycle (PLC)		



		Lab Activity	
5	Innovative marketing execution strategies	Class Activity	
	Understanding brands innovative marketing campaigns	Lab Activity	
6	Understanding the different pricing Methods	Class Activity	
	Creating Trending Approaches and Innovations in Marketing Calendar	Lab Activity	
7	Various types of marketing in modern era	Class Activity	
	Digital Marketing ad formats	Lab Activity	Case Studies
8	Functions of Distribution Channel	Class Activity	
	Analyzing the ongoing ad campaigns	Lab Activity	
9	Role of Media in Marketing	Class Activity	
	Social media ad formats	Lab Activity	
10	Promotion Decision - Promotion mix	Class Activity	
	Developing Advertising Programmes	Lab Activity	Case Studies

7. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60

END SEMESTER EXAMINATION (40)

Presentation (20) + Viva-voce (20)



8. Course Conduct Policy

A. Academic Honesty

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	School of Business		
Course Code: TDC24BS02	Course Title: Emerging trends in Digital Marketing		
Academic Year: 2024-25	Term: Odd	Core/Elective: Elective	Credits: 2
Course Designed by: Ms. Neha Mishra e-mail: nehamishra@sushantuniversity.edu.in		Course Instructor: Ms. Neha Mishra e-mail:nehamishra@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of sessions: 20	

1. Course Description

In the ever-evolving marketing landscape, it has become imperative for a business to integrate digital marketing efforts into its overall marketing strategy. Students in this course will explore the digital-marketing delivery methods including, but not limited to, search-engine optimization (SEO), digital advertising, and social media marketing. The curriculum will introduce tools to appropriately measure and evaluate the effectiveness of digital-marketing campaigns that are designed to improve the experience of the consumer. New trends, as well as key opportunities for innovation, will also be included.

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

- To make students understand the basics of digital marketing and its advantage over traditional marketing.
- To make them appreciate and apply the key elements of building an effective digital marketing campaign and also optimizing it using digital marketing analytics.



- To cover best practices of digital marketing by using case studies, research papers and business articles.
- To abreast students with core techniques in digital marketing thereby offering a practical guide.
- To help students gain extensive expertise in the application of modern marketing's most powerful tool – online and digital marketing.

3. Course Learning Outcomes

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

CO1: Understand basics of digital marketing and their associations with the basic marketing principles.

CO2: Demonstrate a clear understanding of consumers' buying behavior and designing effective marketing strategies for the digital media.


CO3: Apply various dimensions of the marketing mix in the digital marketing environment.

CO4: Analyze the efficiency and effectiveness of the digital marketing campaign.

CO5: Develop critical thinking skills for optimizing digital marketing techniques that help in enhanced performance in management positions

4. Course Contents and Schedule

The class would meet weekly for 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1-4	Module 1: Introduction to The Domain of Digital Marketing Introduction to Digital Marketing- the changing landscape. Traditional versus digital marketing. Moment of truth. Consumer funnel in digital marketing;		
5	Assignment 1: Relate consumer funnel with an example.		

6-9	Modules 2: Introduction to SEO, SEM and PPC in digital marketing: Introduction to SEO, SEM and PPC, their differences, advantages. Organic and inorganic ranking. Keywords - long tail and short tail keywords.	Activity	
10	Assignment 2		
11-14	Social Media Marketing & Content Marketing: Types of content- Blogging, Podcasts, webinars, Viral marketing, etc. Types of social media marketing- Facebook, Instagram, etc	Activity	
15	Internal Assessment		
16-20	Module 3: Introduction to Display Advertising: Introduction to Display advertising, understanding ad placement understanding process of Ad ranks.	Activity	

5. Course Assessment

Course Assessment Components for a TDCC

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MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total

20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

6. Course Conduct Policy

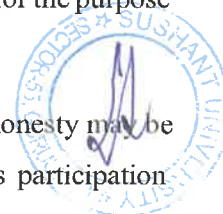
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TDCC Courses to be offered in Aug 2023

S.No	Course Code	Title	Subject Status	Faculty	Emp Code	School
1	TDC23AA01	Spiritual Heritage Conservation	New	Sehba Saleem	SU0803	SAA & SPD
2	TDC23AA02	Sustainable Materials in Architecture: <u>Exploring Innovative Solutions</u>	New	Harsha Yadav	SU0883	
3	TDC23AA03	Cognitive understanding - Architectural social places and spaces Experiential learning	New	Kiran Singh	SU0753	
4	TDC23AA04	Active model making and design	New	Robbin Dwivedi		
5	TDC23VH01	Food & Beverage entrepreneurship	New	Mr. Saif Anjum	AU0474	VHTBS
6	TDC22ET05	Microsoft Project: Beginner to Expert	Old	Mr. Anand Sharma	AU0302	SET
7	TDC22ET04	Renewable Energy Plant Setup	Old	Dr. Somya Tiwari	AU0042	
8	TDC23ET01	Green Energy Projects	New	Dr. Neha Gupta	AU0328	
9	TDC23ET02	Assessment of drinking water quality from diff	New	Dr. Monika Khurana	AU0025	
10	TDC23ET03	Analysis and Design of Building elements	New	Mr. Shadab Alam	AU0409	
11	TDC23ET04	Sustainable Engineering Concepts	New	Ms. Inderjeet Kaur	AU0535	SOD
12	TDC23DN01	Understanding the concept of System Design	New	Mr. Sunil	SU0778	
13	TDC23DN02	Scribble & Sketching	New	Mannat Abrol	SU0919	SOB
14	TDC22BS02	Introduction to Business Analytics	Old	Dr. Pooja Nanda	SU0848	
15	TDC22BS07	Business Ethics & Corporate governance	Old	Dr. Richa Aggarwal	SU0834	
16	TDC23BS01	Sustainable development and macroeconomics	New	Dr. Nidhi Chowdhary	AU0188	
17	TDC23BS02	Fraud detection, Investigation and Prevention	New	Dr. Atul Kumar Agarwal	AU0187	
18	TDC23BS03	Exploring the basics and concepts of consumer behaviour	New	Dr. Gunjan Rana	AU0559	
19	TDC23BS04	Rural marketing: Opportunities and challenges	New	Dr. Naveen Nandal	AU0647	SOL
20	TDC22LW06	Women Law and Policy	Old	Ms. Kirty Lamba	SU0908	
21	TDC23LW01	Social Media and Censorship	New	New faculty		SHS
22	TDC22HS02	Primary Eye Care & Ocular Emergencies	Old	Ms. Tsering Lamu Shong	SU0840	
23	TDC22HS03	Concept of Health Education	Old	Mr. Saurabh Saraswat		
24	TDC22HS04	Understanding of Human Behavior	Old	Mr. Amit	SU0935	
25	TDC23HS01	Radiation in Healthcare	New	Mr. Basit Yousuf Pala	SU0943	
26	TDC23HS02	Mastering eye health and diseases	New	Mr. Akram Ali	SU0913	
27	TDC23HS03	Healthy heart and its maintenance	New	Ms. Shalu Chaudhari	SU0941	
28	TDC23HS04	Healing potential of indigenous medicines	New	Dr. Vinod Kumar	SU0899	
29	TDC23SU01	"INCUBE" - Innovation Incubation & Entrepreneurship	New	Dr. Saurav Chhabra	AU0660	SU Incubation Cell



TDCC

Course Code: TDC23AA01

Course Title: Spiritual Heritage Conservation

About the faculty:

Name: Ms. Sehba Saleem

Designation: Associate Professor

School: School of Art and Architecture


Office room no.: E-105

Sehba Saleem is an alumnus of Jamia Millia Islamia University, New Delhi (2014). She holds a degree in Masters of Architecture in Urban Regeneration and Bachelors in architecture from Jamia Millia Islamia University, New Delhi (2011). Sehba Saleem is an academician and an architect having experience in Urban & Regional Planning. Her area of interests is urban planning, urban design, conservation and sustainable urbanization of towns also in areas of rural settlements for ecologically sensitive development and environmental sustainability. Has over nine years of experience in teaching followed with three years of experience as project architect in the industry. She has also worked with Ministry of External Affairs on deputation bases and was posted in Bhutan where she taught undergraduate students of architecture for two years and helped in restructuring the course curriculum and developing teaching methodology.

Concept Note:

The subject initiative is to conserve and safeguard our rich spiritual heritage while promoting an in-depth understanding and cultivating sensitivity among students towards religious structures and their profound significance. It will cover how to protect and preserve religious sites and artifacts, ensuring their cultural and historical value endures for generations to come. Simultaneously, students will be engaged in interactive and educational programs, enabling them to grasp the profound essence of various spiritual traditions. By encouraging dialogue, mutual respect, and empathy, we hope to cultivate an environment where diversity is celebrated, fostering a shared appreciation for each other's beliefs. Students will learn the architecture of religious historic building in terms of its planning, materials and design integrity which was practiced during that era. A carefully planned intervention which reflects the social, cultural and development of the context surrounding the structure which leads to the evolution of urban system and contemporary issues in the locality. Overall students will be getting the idea of how the morphology of the built fabric works around the monuments and how the architectural elements of the building influence the present growth of the urban/rural settlements.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>	School of Management Studies Detailed Teaching Plan		
Course Code:	Course Title : Spiritual Heritage Conservation		
Academic Year: 2021-22	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Asso. Prof. Sehba Saleem e-mail: sehbasaleem@sushantuniversity.edu.in			
Course Pre-requisites: Nil		No. of sessions: 10	

1. Course Description

The subject entails teaching through lectures which will introduce built heritage resources present in India having its main focus on spiritual planning, considerations of settlement and land use followed with architectural style, growth pattern and underlining the material and design philosophy.

Self-study assignments/presentation and studios will cover case studies, hand on experience by making site visit(optional) to the selected case taken up by the students to understand the layout, material, planning, environment, socio-cultural responsibilities along with community participation to identify how heritage effects the built conditions and development which will be documented at the end of the semester.

Teaching shall be done offline in the lecture format and students will be encouraged to do critical thinking through discussions and debates. Core teaching methodology will be a combination of lectures, graphics and online resources.

Teaching through key ideas, ideas embedded through key words: Urban space, Heritage, Architectural style, Land use structure, city core and expansion, land periphery (fringe).

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 heritage sites in India
2. To acknowledge the role of spiritual monument in shaping the surrounding
3. To analyse and examine the monument on the bases of activity and cultural practices

4. Course Learning Outcomes

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



CO1: Provide basic conceptual understanding of Architectural heritage and its relationships with built fabric be it in urban or rural setting of India in natural setting (topography/climate) in which that monument is present.

CO2: Listing out the causes and consequences of events associated with the monument with the help of case study and site visit(optional) along with increasing community participation and their involvement towards the existing design issues as a significant source of inspiration to facilitate the integration of urban context and layout.

CO3: Understand approaches of architectural style of the selected monument and the relationship between vulnerability, preservation, urban intervention (one building depth) and risk reduction by the mean of professionalism and ethics of heritage planning and reconstruction/renovation, urban/rural planning standards, innovative and participatory approach.

CO4: Design in form of documentation and inspection of heritage structures, and prepare condition survey report consisting of sketches, pictorial mapping and suggestions for architectural forms and structural vocabulary by classifying geological issues, architectural design issues and structural issues with the help of discussion on guidelines, spatial planning and resources for designing a new building in a historic context or extension of a historic structure.

5. Course Pedagogy

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

6. Course Contents and Schedule

The class would meet weekly 2 hrs (1L+1P) 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 spiritual heritage	To find out different type of spiritual places/space and identify the correlation with its vicinity	Exploring digital platform to develop understanding
2	To understand the structure in relationship to its surrounding		



3	To identify the various spatial components and understanding of scale		
4	To understand the characteristics & role of the intangible elements existing in the place	Presentation on monuments/site/place identified by the students, defining time period (era), historical background, building context and construction techniques, etc.	PPT
5	To decipher the characteristics of various styles and acknowledge the space layout for selected monument and the city		
INTERNAL ASSESSMENT I (30 marks)			
6	Survey of the local community and issues they face in terms of planning and growth around the monument.	Presentation on site analysis done on the bases of tangible and intangible factors and inference	PPT
7	To explore the selected area to understand the land use, land distribution and activity mapping	Discussion on monument material, techniques, site planning, building typology and layout, natural condition, etc.	
8	To understand the importance of spiritual space and their role	Portfolio formalization, consisting of sketches, pictures and maps	
9	To identify the appropriate methods to preserve and safeguard the heritage		
INTERNAL ASSESSMENT II (30 marks)			
10	Final assessment of a report showcasing their work		A4 size report
FINAL EXTERNAL ASSESSMENT (40 marks)			

7. Course Assessment

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 datesheet. A panel of faculty will Judge the knowledge and understanding of the subject.

Course Assessment Components for a TDCC

A TDCC 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	TDCC ESE Practical Exam	40
Total Marks		100

Deliverables

Formative assessments

Formative assessments carry a notional mark/ comments that allow a student to get an idea of where they stand. They do not count towards the total marks. Formative assessments may be carried out before the summative assessments to check the progress of the students.

Summative Assessment Components and Criteria

Assignment 1:

Submission Date: Week 5-6

Type: May or may not be a Group work

Weightage: 30 percent of the total mark

Assignment Details:

Through the assignment, the students (in groups of 2) will explore the monument of their interest in the timeline selected by them. They will be exploring the building condition, in the natural setting and the climatic condition which lead to the development of the architecture of that building layout and its relevance. The students also need to identify the techniques which was prevailing during that era and how it was adopted in the Indian context. Each group will choose any one type from Indian example only.

Submission Requirement:

- Students to discuss their work in class through a short presentation (if in group)
- A4 size report has to be submitted after necessary amendments (if individual)

Assignment 2:

Submission Date: Week 10-11

Type: Group work

Weightage: 30 percent of the total mark

Assignment Details:

This assignment will be based on the site selection done by the students and then distinguishing the parameter based on tangible and intangible factors which will lead to draw inference. Intangible factors will compress of traditions, arts, culture space and practices, local knowledge, and traditional skills, etc. and the tangible factors will refer in general to all the material traces such as archaeological sites, historical monuments, artifacts and objects that are significant to a community, a nation, or/and humanity. The students in groups has to critically analysis it which should lead to their design recommendations on basis of materials, techniques, context, etc.

Submission Requirement: Students to discuss their work in class through a short presentation.

TDCC ESE Practical Exam Submission Date: Week 15-16

Type: Group work

Weightage: 40 percent of the total mark

Assignment Details: Students need to represent their finding and outcomes from the case they have selected by highlighting the following in the form of presentation and portfolio

1. Context of their site and causes of Building deterioration and decay
2. Land use planning and climatology in reference to building layout and typology
3. Degrees of intervention in historic buildings and monuments with respect to the surrounding.
4. Its effect on socio economic factor and infrastructure
5. Design constrains and possibilities in terms of material, techniques, restoration, preparedness, reconstruction, adaptation and redesign etc.
6. Roles of community is preserving or enhanping the heritage and its importance to the visitors.

Submission Requirement:

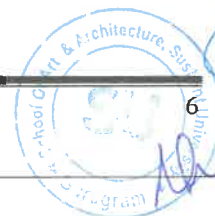
- a) Students to discuss their work in class through a short presentation.
- b) A4/A3 size Portfolio has to be submitted after necessary amendments.

8. 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:

- 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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TDCC

Course Code: TDC23AA02

Course Title: Sustainable Materials in Architecture: Exploring Innovative Solutions

About the faculty:

Name: Harsha Yadav

Designation: Assistant Professor

School: School of Art & Architecture

Office room no. : E-105

Ar. Harsha did her Bachelor's from Punjab Technical University, Indo Global College of Architecture in 2019. In 2019, she also cleared GATE and acquired a scholarship. She has done her post-graduation in the field of Sustainable Architecture from DCRUST, Sonapat. She has worked on commercial projects with clients like DTDC, ASICS & Vatika. She also has an experience in high-end interior and hospitality projects in India & Bahrain. As an environmental enthusiast, she wants to spread awareness about the importance of practicing sustainability in all forms and do her bit through research on new technologies, architectural techniques, and practices, eco-friendly materials, renewable energy, etc. She is pursuing her Ph.D. in the same area. She believes in being curiously conscious by adhering to sustainable practices in her lifestyle. She is also a Certified Professional of the ASSOCHAM GEM Green Building Council.

Concept Note:


This course aims to provide students from various backgrounds with a comprehensive understanding of sustainable materials and their applications in the field of architecture. Sustainable materials play a crucial role in mitigating the environmental impact of buildings and promoting sustainable design practices. This course will explore a range of innovative materials, focusing on their environmental benefits, architectural potential, and integration into sustainable design strategies.

Through a combination of theoretical lectures, and practical exercises, students will develop a holistic understanding of sustainable materials and their relevance in contemporary architectural practice.



Harsha

Harsha

 Erstwhile Ansal University Gurugram	School of Management Studies Detailed Teaching Plan		
Course Code: TDC23AA02	Course Title : Sustainable Materials in Architecture: Exploring Innovative Solutions		
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Asst. Prof. Harsha Yadav e-mail: harshayadav@sushantuniversity.edu.in		Course Instructor: Asst. Prof. Harsha Yadav e-mail: harshayadav@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions: 10	

1. Course Description

This course aims to provide students from various backgrounds with a comprehensive understanding of sustainable materials and their applications in the field of architecture. Sustainable materials play a crucial role in mitigating the environmental impact of buildings and promoting sustainable design practices. This course will explore a range of innovative materials, focusing on their environmental benefits, architectural potential, and integration into sustainable design strategies.

Through a combination of theoretical lectures, and practical exercises, students will develop a holistic understanding of sustainable materials and their relevance in contemporary architectural practice. By taking this elective course, students will gain a comprehensive understanding of sustainable materials and their applications in architecture, enabling them to contribute to sustainable design practices regardless of their background.

Employability-level: Foundation Skill

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

2. Course Objectives

1. Familiarize students with the principles of sustainable design and the importance of incorporating sustainable materials in architecture.
2. Explore a variety of sustainable materials, including their properties, sourcing, and manufacturing processes.
3. Investigate the environmental impact of conventional construction materials and the need for sustainable alternatives.



Harsha



3. Course Learning Outcomes

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

CO1: Develop an understanding of sustainability and sustainable materials.

CO2: Promote critical thinking and research skills through the exploration of academic literature.

CO3: Develop an understanding of the challenges and limitations associated with working with sustainable materials in architectural applications.

CO4: Cultivate creative thinking and design skills by encouraging students to incorporate sustainable materials into architectural projects.

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 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to sustainability	To find out different conventional materials used in architecture and their environmental impacts.	Explore books or internet to develop an understanding.
2	Overview of sustainable design principles	Assignment 1: A ppt on conventional materials used in architecture and their environmental impacts. Assignment 2: A ppt on sustainable vernacular materials and their uses.	
3	Discussion on the relevance of sustainable design principles to contemporary architecture		
4	Introduction to sustainable materials and their role in achieving sustainability goals		
5	Discussion on the importance of reducing embodied energy and carbon footprint in architectural projects		

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6	Investigation of materials derived from post-consumer waste, such as recycled plastics, metals, and glass	Assignment 3: A ppt on new upcoming innovative/ eco-friendly materials in architecture industry	
7	Overview of materials derived from renewable resources, such as bamboo, cork, and hemp		
8	Consideration of sustainable design strategies, including passive design, energy efficiency, and lifecycle assessments	Assignment 4: A ppt on case studies showcasing examples of sustainable design practices	
9	Discussion on examples of sustainable design strategies		
10	Development and presentation of individual or group projects showcasing their work	A4 size report of all work done during course	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Assignment-1	Assignment-2	Assignment-3	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

7. Course Conduct Policy

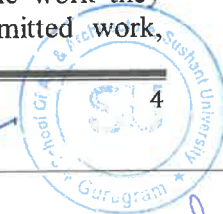
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TDCC

Course Code: TDC23AA03

Course Title: Cognitive understanding - Architectural social places and spaces Experiential learning

About the faculty:

Name : Kiran G Singh
Designation : Assistant Professor
School : School of Art and Architecture
Office room no. : E-1.07
Extn:

Kiran G Singh, completed her post-graduation in Housing Planning from School of Planning & Architecture New Delhi in 2016 & undergraduate degree from Guru Nanak Dev University Amritsar [B.Arch]. She has more than 7 years of experience both in professional & academics. Her area of research includes intricacies of Housing Challenges in communities and the spatial planning aspects of Health-care design.

Concept Note:

The process of knowing a place or environment through experiential comprehension is what this course is all about—unlearning and relearning it. The goal of experiential learning, an active learning method, is to teach you how to use your brain to its fullest potential. Your ability to deepen your memory and retain knowledge is improved since it is simpler for you to link new information with previously held beliefs.

Components of Experiential Learning

The following are fundamental aspects of experiential learning:

1. Comprehension


Understand why you are learning a certain subject in the first place for experiential learning to be effective.

2. Remembrance

Experiential learning prevents information cramming, which is an extremely inefficient educational strategy. Your capacity to connect new knowledge with prior experiences or information is enhanced by having a comprehensive understanding of a subject. **3.**

Implementation

You can use newly learned knowledge or abilities in real-world settings by using experiential learning methodologies. They support you as you work to improve your problem-solving abilities.

 Sushant University <small>Erstwhile Ansal University Gurugram</small>	School of Management Studies Detailed Teaching Plan		
Course Code: TDC23AA03	Course Title : Cognitive understanding - Architectural social places and spaces Experiential learning		
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
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: Nil		No. of sessions: 10	

1. Course Description

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.

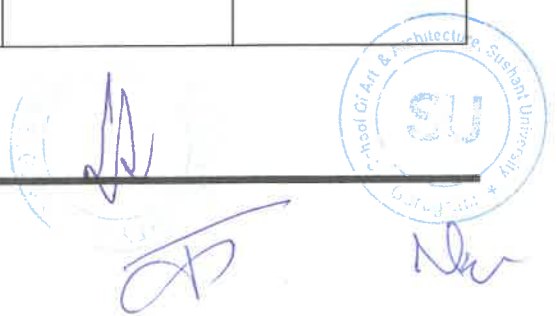
Learning is cumulative and individualized for each person. When learning, we begin with a foundation of information and work our way up. This learner-centered method of instruction was promoted by experiential learning theory pioneer and Swiss psychologist Jean Piaget. He asserted that equilibration,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

- Equilibration – the balance between what we already know and what we're currently mastering.
- 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;

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 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 doing”.

5. Course Contents and Schedule

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

The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to the TDCC class		PPT
2	Lecture-Understanding the concept of space and place through	Assignment-01: Running through the childhood memory.	PPT
3	Lecture-Differentiation between Architectural Space and place and personal perception of a particular place	Discussion on Assignment-01 individually.	
4	Lecture on Design thinking	Assignment-02: learn about a place/space	PPT
5	Lecture on Design theory	Discussion on Assignment-02 individually & or in group.	
6	Lecture-Colors and the	Assignment-03: read &	PPT

	significance of colors in our lives and its impact	learn about a place/space	
7	Lecture-Conceptualisation of design/ mood board, Selection of MOOD	Discussion on Assignment-03	
8	Designs of simple and complicated spaces	Assignment-04: Pictorial image experiential understanding of place/space	PPT
9	Discussion regarding any assignment or topic	Discussion on Assignment-04 individually & or in group. Interactive session	
10	Pre-review of all the work	final Jury	

5. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60

END SEMESTER EXAMINATION (40)
Presentation (20) + Viva-voce (20)

6. Course Conduct Policy



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TDCC

Course Code: TDC23AA04

Course Title: Active model making and design

About the faculty:

Name : Yashika Ashish
Designation: Assistant Professor
School : School of Art and Architecture
Office room no.: 3.10
Extn:

Faculty profile: Acquired and developed interest towards teaching & pursued M.Arch in Pedagogy from Jamia Millia Islamia in year 2018-2020. Along with that have worked at SPA, Delhi's Department of Architecture Conservation for HIA Research which resulted in further opening up my mind towards conservation and sustainability. I have 2 research papers published in National and International Conferences held at Apeejay Institute of Technology and CDOL, Jamia Millia Islamia respectively in year 2020. My interests lie in conservation of heritage and sustainability related topics. I have dedicated a significant amount of my time as volunteer working for a few NGOs in Muzzafarpur and Delhi to create awareness for waste management and redevelopment of small patches in slums. While I was working at Mysore School of architecture between 2020 to 2021, I got chance to play role of NSS representative where I contributed in development city through social service as a pedagogue and a designer.

Concept Note: (200 word)

Course is completely focused on group work and promotes experience of learning from each other. Students will be encouraged to recollect their knowledge of basic science, primarily physics and its implementation into an output in the form of a model, based on a particular mechanism. Explanation of the simple mechanism is needed along with the final model. Understanding of laws of physics is the basis of course since it should reflect in the final product. There should be a working mechanism applied to the model produced should be necessarily based on a working mechanism. During the course, the student's memory of childhood doing science projects or science exhibitions or watching informative science based documentaries on Television will get retrieved.




Yashika



THA

MA

 Sushant University Erstwhile Ansal University Gurugram		School of Art and Architecture Detailed Teaching Plan	
Course Code:		Course Title : Active model making and design	
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Yashika Ashish e-mail: yashikaashish@sushantuniversity.edu.in		Course Instructor: Yashika Ashish e-mail: yashikaashish@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions: 2 sessions per week	

1. Course Description (150 words)

Course focusses on building strong foundational of basic laws of physics which one encounters during early days of education while schooling. Revision of existing knowledge of physics and exposure to terminologies behind it to make a student capable of executing life in more interesting way is the crux of course. The basic Understanding of laws of physics is there in everyone's mind as all of us get chance to study physics during preliminary education. But, the knowledge gets diluted with time. The course is intended to put one more vision towards those simple laws of physics and execute it in the form of a working model while applying a mechanism to it. subject for the students to rejuvenate the spirit of workmanship and model making. Introduction to basic science, course is designed to encourage the creative aspect of their personality. Majorly focused on model making, course also encourages in establishing bonding between students through teamwork and discussions.

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

- Provides environment to thrive the existing knowledge of science and explore it further.
- Inculcate basic understanding of laws of physics.
- Combine knowledge of different fields through discussion and group meetings.
- Production of a creative output with teamwork.

3. Course Learning Outcomes

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

CO1: Understanding of mechanism of physics in everyday objects

CO2: There should be development of a skill in studentS

CO3: Student should be able to apply the knowledge in day to day life.

C04: Understanding of design theories

4. Course Pedagogy

Facilitate interaction among the participants and to generate critical thinking. The primary format for this will be small group activities and nominal group discussion. Hands on experience and revision of existing knowledge of physics in the pedagogy of the subject. Course also gives them understanding of design field and theory.

5. Course Contents and Schedule

<https://www.livescience.com/33614-the-cool-physics-of-7-toys.html>

<http://mechanism.ucsd.edu/teaching/f08/mechanism/readings/glennan.modelingmechanisms.2005.pdf>

<https://plato.stanford.edu/entries/science-mechanisms/>

<https://www.sciencelearn.org.nz/resources/575-scientific-modelling>

<https://www.asapscience.com/>

https://www.researchgate.net/publication/272375442_Models_Mechanisms_and_Coherence

The class would meet weekly 3 hrs (1L+2P).

Week. No..	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Lecture on existing knowledge of science behind. Designs of simple and complicated objects in different design fields and allied fields.	Readings and watching Videos and group discussions	https://www.asapscience.com/
2	Lecture on Laws of physics applied to everyday objects and Science behind food. Laws of physics applied to allied fields.	watching Videos and group discussions and watching documentaries.	https://www.asapscience.com/
3	Theory of digital design: AR, VR and Holograms	Learning in class through Videos and watching documentaries	
4	Lecture on Design thinking and basics of Prototyping .	Videos and documentaries. Execution and representation on sheet of paper through drawings by combining existing knowledge.	https://www.asapscience.com/ https://www.popularmechanics.com



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5	Theory of Active model making and Kinetic design	Research papers reading	
6	Lecture on Lighting Design	Model testing and Peer review	
Mid term week			
7	Lecture on Design Theory	Group activity with materials; paper, skewers, metal wires, cutips, etc	
8	Lecture on Design thinking and role of Empathy	Producing drawings of the prototype	https://www.popularchanics.com
9	Rivision lecture: digital design: AR, VR and Holograms. Introduction to Assignment.	Assignment: Case study documentation: Report on AR, VR, holograms. Discussion in class.	
10	Designing simple prototype of Design.	Discussion on already done model submission of Prototype	
11	Lecture on Design Thinking	Model making workshop with materials; metal, wood, stone, etc depending on design	
12	Pre- Review	Final Jury and Peer review	
13	Model testing and Jury		

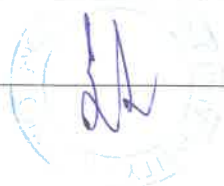
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Course Assessment Components for a TDCC

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MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				



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Upadhyay



- **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.



Ashtika



TDCC

Course Code: _____

Course Title: Food & Beverage entrepreneurship

About the faculty:

Mr. Saif Holds a First Class degree in post-graduation in Hotel Management, first class in Post Graduate diploma in business administration from SCDL, Pune and graduate in Hotel Management from Acharya Institute of management & Sciences, Bangalore under Bangalore University, Karnataka.

Mr. Saif is having a experience of 13 years in Industry & in Academics. He has worked & get trained with most renowned hotels & restaurant like The Leela, Bangalore, Olive Bar & Kitchen Pvt Ltd, Bangalore. He also worked under the position of Manager Operations at Masala Manger Pvt Ltd, Bangalore which caters a clientele like Northern Trust, LG, Deloitte before moving from the industry to academics. Mr. Saif worked as a HOD of Cordia Institute of Hotel Management at sanghol, Punjab. Which is a venture of Lord Rana foundation trust UK. Being a HOD of CIHM he is responsible for overall smooth functioning of an institution, he was also taking care of Training & placement department of the Institute which provides assistance and placement to the dynamic hospitality professionals in the industry.

He believes that inspiration and mentorship may be a key to attain his/her goal so he drives students with eagerness and polished skill to make them future pioneers & entrepreneur in hospitality industry.

Name : Saif Anjum

Designation : Assistant Professor

School : VHTBS

Office room no: D 021

Extn: -

Faculty profile in approx. 100 words

Concept Note:

The proposed Food and Beverage entrepreneur Course is designed to equip aspiring entrepreneurs with the knowledge, skills, and strategies necessary to successfully launch and manage a food and beverage business. This course will cover various aspects of the industry, from concept development and menu creation to operational management and marketing techniques where student will be able to learn about the business proposal for a startup.

Where as this course seeks to empower individuals with the skills and knowledge necessary to navigate the complexities of launching and managing a successful food and beverage startup. By

combining theoretical insights with practical knowledge, the course aims to inspire innovation, promote responsible business practices, and contribute to the growth and vibrancy of the food and beverage industry.

Sushant University		VHTBS	
Course Code:		Detailed Teaching Plan	
Academic Year: 2021-22		Course Title : Food & Beverage entrepreneurship	
Course Designed by: Mr.Saif Anjum		Term :	Core/Elective: Elective
e-mail: saifanjum@sushantuniversity.edu.in		Credits: 2	
Course Pre-requisites:		Course Instructor: Mr.Saif Anjum	
		e-mail: saifanjum@sushantuniversity.edu.in	
		No. of sessions:	

1. Course Description

This course explains the aspects & feasibility to start a Food & Beverage Outlet. Course is framed to do and covers the highlights of the two major parts of such a study. Part one includes the introduction to the study. The chapter illustrates a detailed approach to design & plan a food & beverage outlet according to the demand & capacity of an entrepreneur. Part two of a feasibility study covers the factors related to startup of an outlet such as Capital management, Manpower requirement, and Legal formalities related to designed concept, Operational aspects (Set up & control), Quality customer experience, Marketing of an outlet, Getting return on investment

Employability-level: Foundation Skill

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

2. Course Objectives

Help the students to become entrepreneur in Food & Beverage Industry. The students will not only be learning in the classrooms but will also be visiting different location of Food & Beverage outlets in Gurgaon & Delhi to get hands-on experience of the field.

3. Course Learning Outcomes

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

CO1: Get a Knowledge about entrepreneurship.

CO2: Explore the different concepts of business according to different location & Taste of people.

CO3: Share how the Food industry business can be presented in unique pattern to get sustainable growth

CO4: Learn how to develop quality brand .

4. Course Pedagogy

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

The course follows the pedagogy of "learning by doing". Instructional design is based on creating situations in which the students have opportunities "to do things". The course would be delivered primarily through student projects for active learning. The course facilitator would execute the same either by organizing in-class activities or out-of-class projects. A topic would be introduced to the class by the facilitator. Next, the students would break off into groups. Group discussions would be conducted to bring in various perspectives on the topic followed by hands-on projects/ activities carefully designed around the given theme to achieve the course learning outcomes (CLOs) (details given in points 5 & 6 below). Performance of and learning demonstrated through the same activities/ projects would be used for assessment. Students are required to maintain a record of each of the projects after completing each project. Throughout as well as at the end of the course they would be required to submit and present the record of their work on the projects.

5. Course Contents and Schedule

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

The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to the course and activity planned	PPT	Reading
2	Identify different components require for planning an outlet of his preference.	PPT & assignment	Browsing
3	Understand the importance &	PPT	Reading, Browsing

	necessity of planning & Identify a feasible location for setting up a Food & Beverage outlet..		
4	INTERNAL ASSESSMENT POINT I (MM 20)		
5	Identify the capital requirement & operational cost of an outlet (land & building, Equipment, wages etc)	F & B outlet visit	Survey
6	Framing Sales & Marketing strategy	PPT	Reading
7	Preparing the Business Proposal with all required information of an startup	PPT	Browsing
8	Preparing the Business Proposal with all required information of an startup	PPT	Browsing
9	Presenting Final Proposal for submission	Survey	
10	INTERNAL ASSESSMENT POINT II (MM 20)		
11	Presentation (MM 20)	PPT	

Reference Book:

- RF1- Start up your restaurant, Author Priya Bala & Jayanth Narayanan
 RF2- Hotel Engineering – Sujit Ghoshal (Oxford University Press).
 RF3- Restaurant start up, Author Ravi Wazir

Other Resources:

<https://articles.bplans.com/start-successful-restaurant-guide/>

<https://therodinhoods.com/post/how-to-set-up-low-cost-food-joint/>

<https://freshome.com/2012/07/30/how-to-design-restaurants-bars-that-enhance-the-customer-experience/>

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

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:

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TDCC

Course Code: TDC22ET05

Course Title: Microsoft Project: Beginner to Expert

About the faculty:

Name: Anand Sharma

Designation: Assistant Professor

School: School of Engineering & Technology

Office room no.: D-305

Extn: None

Faculty profile:


Anand Sharma is working as Assistant Professor in School of Engineering & Technology at Sushant University and pursuing Ph.D. at Delhi Technological University, (formerly Delhi College of Engineering), New Delhi. He has a total teaching experience of more than 10 years. He has published 7 papers in peer-reviewed International Journals and 3 papers in International Conferences. His areas of interest are Nano-Finishing, Non-Traditional machining processes, Characterization of Metal Matrix Composites, Machining of difficult to machine materials.

Concept Note:

Microsoft Project is a project management software product, developed and sold by Microsoft. It is designed to assist a project manager in developing a schedule, assigning resources to tasks, tracking progress, managing the budget, and analyzing workloads. The project creates budgets based on assignment work and resource rates. As resources are assigned to tasks and assignment work estimated, the program calculates the cost, equal to the work times the rate, which rolls up

to the task level and then to any summary tasks and finally to the project level. The application creates critical path schedules, and critical chain and event chain methodology third-party additions are also available. Schedules can be resource leveled, and chains are visualized in a Gantt chart.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Management Studies Detailed Teaching Plan	
Course Code: TDC22ET05		Course Title: Microsoft Project: Beginner to Expert	
Academic Year: 2023-24	Term: Odd	Core/Elective: Elective	Credits: 2
Course Designed by: Anand Sharma e-mail: anandsharma@sushantuniversity.edu.in		Course Instructor: Anand Sharma e-mail: anandsharma@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of sessions: 28	

1. Course Description

Microsoft Project is a project management application that gives managers the ability to track tasks, resources, reports and timelines for small and enterprise projects. Just one mistake during project management can destroy project budgets and deadlines. MS Project helps you avoid common pitfalls by giving you a complete overview of every component of a project, and this course explains each one of these components to get you started.

Employability-level: Foundation Skill

1. Foundation 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

- Provide insight of Microsoft Project application



- Create, manage and schedule tasks.
- Troubleshoot problems related to project management.

3. Course Learning Outcomes

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

CO1: Describe what MS Project is and what are its capabilities. Demonstrate entering and scheduling tasks.

CO2: Describe calendar and how to organize tasks.

CO3: Define dependencies, define resources and resource management.

CO4: Demonstrate defining and creating projects.

4. Course Pedagogy

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

5. Course Contents and Schedule

The class would meet weekly for 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Microsoft Project and Project Management.		
2	Methods of Planning		
3	Create and Save a Project	Activity	
4	Define the work calendar	Activity	
5	Assignment – 1	Assignment	
6	Create and Modify Tasks,	Activity	
7	Organize project with summary	Activity	



	tasks		
8	Task dependencies and its applications	Activity	
9	Assignment – 2	Assignment	
10	Mid-Term Evaluation		
11	Resource Management: Create and Assign Resources	Activity	
12	Milestone Tasks and Reoccurring Tasks	Activity	
13	Tracking Progress of Project	Activity	
14	Internal Assessment		

6. Course Assessment

Course Assessment Components for a TDCC

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MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60

END SEMESTER EXAMINATION (40)
Presentation (20) + Viva-voce (20)

7. Course Conduct Policy

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TDCC

Course Code: TDC22ET **Course Title: Renewable Energy Plant Set Up**

About the faculty:

Name : Dr. Somya Tiwari
Designation : Assistant Professor
School : School of Engineering and Technology
Office room no. : D-214
Extn: 0124-4750512


Dr. Somya Tiwari is a seasoned professional with around 20 years of working experience with institutes of repute. She is currently serving Sushant University as Assistant Professor – SET (School of Engineering & Technology) and has been there with them for over 12 years. Earlier she has been associated with MANIT and BIST BHOPAL. Her expertise is in Renewable energy, Mechanics of materials, Production Technology and many more. She has always endeavored to introduce novel teaching ideas and methodologies so that learning becomes interesting for students and they understand their subjects comprehensively. Sushant University is at the forefront of nurturing talent with focus on emerging technologies. This focus translates into significant exposure for teachers and students alike.

Concept Note:

Renewable power is booming, as innovation brings down costs and starts to deliver on the promise of a clean energy future. At present solar and wind generation are breaking records and being integrated into the national electricity grid without compromising reliability in most of the countries.

This means that renewables are increasingly displacing fossil fuels in the power sector, offering the benefit of lower emissions of carbon and other types of pollution. But not all sources of energy marketed as “renewable” are beneficial to the environment. Biomass and large hydroelectric dams create difficult trade-offs when considering the impact on wildlife, climate change, and other issues. Here’s what you should know about the different types of renewable energy sources and how you can use these emerging technologies in your own home. Solar and Wind power plants are now in demand in the industries so learning about set up renewable plant will definitely helped in future to reduce carbon footprint.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Management Studies Detailed Teaching Plan	
Course Code:		Course Title :	
Academic Year: 2022-23		Term :	Core/Elective: Elective
Course Designed by: Dr. Somya Tiwari e-mail:somyatiwari@sushantuniversity.edu.in		Course Instructor: Dr. Somya Tiwari e-mail:somyatiwari@sushantuniversity.edu.in	
Course Pre-requisites: Fundamentals of Maths		No. of sessions: 10	

1. Course Description

The course Renewable Energy Plant set Up offers comprehensive knowledge and professional-level skills focused on developing a power plant set up using Solar and Wind power. It starts with the basic concepts and types of different available renewable energy.

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

- To Provide different renewable energy knowledge.
- Solar and wind Power calculations along with size of plant.
- To reduce the carbon foot print by using energy from renewable plant.

3. Course Learning Outcomes

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

CO1: Recognize the types of renewable energy.

CO2: Identify suitable energy type for plant.

CO3: Calculation related to plant size.

CO4: Identify key considerations in getting started with renewable plant set up.

4. Course Pedagogy

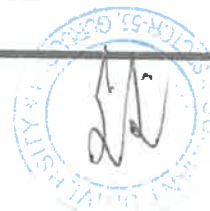


The course follows the pedagogy of “learning by doing”.

5. Course Contents and Schedule

The class would meet weekly 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Fundamentals of renewable energy		
2	Benefits of renewable energy		
3	History of Solar energy used as power		
4	Different terminology related to solar energy		
5	Study of Solar Radiation: solar system .		
6	Sun, earth and earth-sun angles, time, derived solar angles	Experiment 1	
7	Solar thermal system		
8	Calculations of solar energy on a whole day.	Experiment 2	
9	Quiz		
10	Shading effect on solar panel and its calculations.	Experiment 3	
11	Different types of solar equipment study		
12	Solar position and site survey.	Experiment 4	
13	properties of surfaces, shading of surfaces, periodic heat transfer through walls and roofs		
14	Set up of Solar PV Plant to produce electricity.	Experiment 5	
15	History of wind energy used as power		
16	Different terminology related to solar energy		
17	Calculation of cut in Speed of wind turbine	Experiment 6	
18	Principal of wind energy conversion		



19	Terminology of wind power		
20	Evaluate the efficiency of charge controller	Experiment 7	
21	Calculation of wind power		
22	Calculation of tip speed ration at different wind speed	Experiment 8	
23	Working of wind turbine		
24	Evaluate the coefficient of performance of wind turbine	Experiment 9	
25	Different parts of wind turbine		
26	Wind turbine power and wind speed curve plotting	Experiment 10	
27	Revision/ file submission		
28	Quiz		

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	

END SEMESTER EXAMINATION (40)	
Theory (25)	Lab (15)



7. Course Conduct Policy

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TDCC

Course Code: TDC23ET03

Course Title: Analysis and Design of the building elements

About the faculty:

Name: Mohd Shadab Alam

Designation: Assistant Professor

School: School of Engineering & Technology

Office room no.: D-307

Extn: None

Faculty profile:

Mohd Shadab Alam is working as Assistant Professor in School of Engineering & Technology at Sushant University and pursuing Ph.D. at Sushant University, Gurgaon. He has a total teaching experience of more than 10 years. He has published 3 papers in peer-reviewed International Journals and 2 papers in International Conferences. His areas of interest are Reinforced Cement, Structure Analysis & Design, Progressive Collapse Analysis, Retrofitting.

Concept Note:

The built environment is a complex interplay of various elements that come together to form functional and aesthetically pleasing structures. Each building is a composition of distinct elements that serve specific purposes, from providing structural integrity to enhancing comfort and functionality. This concept note aims to delve into the analysis of building elements, exploring their roles, interactions, and impact on the overall design and performance of structures. Identify and categorize the fundamental building elements within a structure. Comprehend the roles and functions of each element in contributing to the overall integrity and functionality of the building. The scope of this analysis covers a wide range of building elements, including but not limited to:



Analysis & Design Structural Elements using Structure Analysis and Design software Some of the structure elements are as follow: Foundations, columns, beams, slabs, walls, and roofs.



School of Management Studies

Detailed Teaching Plan

Course Code:	Course Title: Analysis and Design the building Elements		
Academic Year: 2023-24	Term: Odd	Core/Elective: Elective	Credits: 2
Course Designed by: MS Alam e-mail: Shadabalam@sushantuniversity.edu.in		Course Instructor: MS Alam e-mail:shadabalam@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of sessions: 28	

1. Course Description

This comprehensive course on Analysis and Design of Building Element using STAAD.Pro V8i aims to equip participants with the knowledge and skills required to effectively utilize this powerful structural analysis and design software for creating robust and efficient engineering solutions. The course covers essential topics, hands-on exercises, and practical applications to enhance proficiency in structural analysis and design within the STAAD.Pro environment.

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 fundamentals of structural analysis and design using STAAD.Pro V8i.
- Learn to create, analyze, and optimize various types of structures, including beams, columns, slabs, and more.
- Gain proficiency in utilizing STAAD.Pro's interface for model creation, loading assignments, and boundary conditions.

3. Course Learning Outcomes



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

CO1. Utilize STAAD.Pro V8i Proficiently: Navigate through the STAAD.Pro V8i interface with ease, creating models, defining geometries, assigning loads, and specifying boundary conditions effectively.

CO2. Perform Structural Analysis and Interpret Results: Conduct static and dynamic analyses using STAAD.Pro, interpret analysis results, and understand the distribution of forces and moments within structural members.

CO3. Optimize Structural Designs: Apply optimization techniques to modify structural parameters and configurations, resulting in more efficient and cost-effective designs while adhering to safety standards.


CO4. Generate Detailed Design Documentation: Develop comprehensive structural drawings, reports, and documentation, showcasing design specifications and analysis results accurately for communication with stakeholders.

Course Pedagogy

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

4. Course Contents and Schedule

The class would meet weekly for 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to STAAD.Pro V8i <ul style="list-style-type: none"> Overview of structural analysis and design software. Interface familiarization and workspace setup. 		
2	Model Creation and Geometry Definition <ul style="list-style-type: none"> Creating nodes, members, and supports. 	Activity	
3	<ul style="list-style-type: none"> Defining member properties and cross-sections Assigning loads and load 	Activity	

	combinations		
4	Static Analysis and Design <ul style="list-style-type: none"> • Introduction to static analysis methods 	Activity	
5	Assignment – 1	Assignment	
6	<ul style="list-style-type: none"> • Understanding load cases and load combinations • Reviewing analysis results and member forces 	Activity	
7	Organize project with summary tasks	Activity	
8	Task dependencies and its applications	Activity	
9	Assignment – 2	Assignment	
10	Structural Optimization <ul style="list-style-type: none"> • Techniques for optimizing structural designs 		
11	<ul style="list-style-type: none"> • Iterative process for achieving efficient designs 	Activity	
12	Structural Detailing and Documentation	Activity	
13	Tracking Progress of Project	Activity	
14	Internal Assessment		

5. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.



MID SEMESTER EVALUATION (60)			
Quiz(s)/	Assignment-1	Assignment-2	Total

Presentation(s)			
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

6. Course Conduct Policy

A. Academic Honesty

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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.
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TDCC

Course Code:

Course Title: GREEN ENERGY PROJECTS

About the faculty:

Name : Dr. Neha Gupta
Designation : Assistant Professor
School : SET
Office room no. :D-214
Extn: -


Dr. Neha Gupta is seasoned professor at SET @SU over 20 of professional teaching and course development experience in reputed Engineering institutions. She is University Coordinator of Unnat Bharat Abhiyan an initiative of MoE, GOI. She is an author of 3 books and published several research papers in reputed journals. She has also published 7 patents. Her courses are live on Udeemy. Her area of research includes Renewable Energy sources, Smart grids, Neural networks.

Concept Note:

This course enables participants to understand how the global energy restructuring has been accelerating. They will understand the technology and cost-effectiveness of renewable energy which has been greatly improved. They will learn the development momentum of the global clean energy which is strong and need of an hour.

This course is also to serve as basic course for learners who wish to further study in the domain of renewable energy. This course is designed in such a manner that it can be opted by students of any stream under Generic Electives of TDCC.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Engineering & Technology Detailed Teaching Plan	
Course Code:		Course Title : GREEN ENERGY PROJECTS	
Academic Year: 2023-24	Term : I	Core/Elective: Core	Credits: 2
Course Designed by: Dr. Neha Gupta E-mail:nehagupta@sushantuniversity.edu.in		Course Instructor: Dr. Neha Gupta E-mail:nehagupta@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of sessions: 28	

1. Course Description

Green project means a project that makes products or develops technologies that are primarily aimed at reducing greenhouse gas emissions or supporting the use of clean energy. Green Project Course is an interactive, interdisciplinary course for Undergraduates, to explore climate and social justice, sustainability, advocacy, and public 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

1. Explains different types of sustainable energy sources and their applications also discuss why energy storage is useful.
2. To train the students in Renewable Energy Sources and technologies.
3. To provide adequate inputs on a variety of issues in harnessing Renewable Energy.
4. To recognize current and possible future role of Renewable energy sources.

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

- CO1: understand and analyze Renewable energy systems.
- CO2: differentiate various Renewable Energy Sources and technologies.
- CO3 provide adequate inputs on a variety of issues in harnessing Renewable Energy.
- CO4: recognize current and possible future role of Renewable energy sources
- CO5: Gain knowledge on art of scientific writing, publishing and presenting



4. Course Pedagogy: The course will follow a pedagogy of “experiential learning” which involves students’ active engagement to accomplish learning. Students will learn by designing and constructing actual solutions to real-life problems. A topic will be discussed in the class by the instructors. The students will design and test a solar powered battery charger discussed by the instructor. Each team (preferably 3 students each) will prepare a report and presentation that will give insights to the underlying facts of the project they are working on such that the respective departments can take better decision based on the report.

5. Course contents and duration: The class will meet for a period of 14 weeks (2 weeks may be for the assignments)

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		Course Outline
2	General background on Conventional energy sources ,alternative energy sources and sustainability	Data collection of World Energy Requirement and energy available from different sources in India	Text Book 1; Unit 1 Class notes/ppts provided by the faculty
3	Classification of energy resources, Conventional-Nonconventional, Renewable-Nonrenewable,	Ppt presentation by students	Class notes/ppts provided by the faculty https://www.youtube.com/watch?v=A2KvSLoonGs
4	Different types of renewable energy fuels , applications and limitations Green energy, Clean energy (Definitions and examples), Green footprint, Carbon footprint,	Ppt presentation by students	Class notes/ppts provided by the faculty https://www.youtube.com/watch?v=Ms--0d7Oh0s
5	Comparison between different types of energy sources on the basis of availability, application and cost	Comparison of different types of sources and their applications.	Discussion, designing and watching; https://www.youtube.com/watch?v=9fNPLFXpNtY
6	Environmental Effects : Environmental degradation due to energy production and utilization, air and water pollution,	Ppt presentation by students	Reading, Discussion & watching Text Book 1; Unit 3 Class notes/ppts provided by the faculty https://www.youtube.com/watch?v=ZoS4ijGc6UM
7	Depletion of ozone layer, global warming, biological damage due to environmental degradation. Environmental effects of thermal power station, nuclear power generation, hydroelectric power,	Ppt presentation by students	Reading, Discussion & watching Text Book 1; Unit 3 Class notes/ppts provided by the faculty https://www.youtube.com/w



	Geothermal power, Ocean energy harvesting, Wind energy harvesting, Solar energy harvesting, Bioenergy.		atch?v=ZoS4iiGc6UM
INTERNAL ASSESSMENT POINT I (MM=30)			
8	Mini-project and Proposal Writing: All students will do a mini-project which involves taking up a small green energy project within campus or outside and learning about how to communicate the data to scientific journals.	Lab activity Students will assemble all the materials and implement the model	Discussion and Observation
9	Developing projects & writing research paper	Lab activity	Discussion and Observation
10	Developing projects & writing research paper	Students will design the circuit diagram for SEBC	Reading & Discussion Text Book 1; Unit 6
11	Developing projects & writing research paper	Students will assemble all the materials and implement the model.	Discussion
INTERNAL ASSESSMENT POINT II (MM=30)			
12	Developing projects & writing research paper	Lab activity	Discussion and Observation
13	Developing projects & writing research paper	Lab activity	Discussion and Observation
14	Developing projects & writing research paper	Lab activity	Discussion and Observation
FINAL ASSESSMENT POINT III (MM=40)			

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) –

Theory (25)			
Mid Semester Examination	Quiz(s)/ (s)/Assignment/ Research Paper	Presentation	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			



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 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.



TDCC

Course Code: TDC

Course Title: Assessment of drinking water quality from different sources

About the faculty:

Name : Dr. Monika Khurana
Designation : Associate Professor
School : School of Engineering and Technology
Office room no. : D-308
Extn: 0124-4750447


Dr. Monika Khurana is an Associate Professor and PhD Programme at SET (School of Engineering & Technology), Sushant University. She has been associated with Sushant University for over 15 years. Recipient of Max-Planck Gesellschaft scholarship for PhD in Germany & Post-doctorate fellowship from Emory University, USA, Dr. Monika Khurana is committed to excellence in learning and teaching. Her mission is not to impart what is known, but to expand frontiers of knowledge by providing free, open and hands on experience to her young students.

Concept Note:

After air, water is arguably the most valuable natural resource. Even though the majority of the earth's surface is made up of water, this resource is scarce because so little of it is actually exploitable. Therefore, it is important to use this finite and priceless resource responsibly. Water must be suitable before usage because it is used for a variety of uses. Additionally, water sources must be routinely checked to see if they are sound or not. Water bodies in poor condition pose a threat to the ecology as well as being a sign of environmental degradation. Water quality is therefore crucial for both environmental and economic reasons.

Analysis of the water's purity is therefore necessary before using it for any purpose. After many years of study, there are already certain established techniques for water quality analysis. For instance, water used for swimming or drinking has higher criteria than water used for industry or agriculture. After extensive study, guidelines for water quality are established to guarantee that water is used effectively for the intended purpose. Analyzing the water's quality involves taking the necessary measurements and comparing them to the appropriate standards using accepted techniques.



		School of Engineering and Technology	
Detailed Teaching Plan			
Course Code:		Course Title : Assessment of drinking water quality from different sources	
Academic Year: 2023-24		Term :	Core/Elective: Elective Credits: 2
Course Designed by: Dr. Monika Khurana email:monikakhurana@sushantuniversity.edu.in		Course Instructor: Dr. Monika Khurana e-mail: monikakhurana@sushantuniversity.edu.in	
Course Pre-requisites: Basic Fundamentals of Chemistry		No. of sessions: 10	

1. Course Description

This course is designed to provide students intensive and extensive knowledge of the subject so as to understand the role of quality of water in their daily life and develop the potential to use their knowledge in solving day to day problems related to water quality.

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 importance of specification of water used for drinking purpose
- Find the causes of hardness of water, units to measure hardness and to study how to determine hardness and alkalinity of water
- Determine other important specifications of drinking water like TDS, Dissolved Chlorine, Dissolved oxygen etc.
- Analyze the quality of water from different sources.

3. Course Learning Outcomes

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

CO1: Underline the importance of different specifications used to assess drinking water



CO2: Identify different methods to assess the quality of drinking water

CO3: Calculate the amount of hardness, alkalinity, TDS, Dissolved oxygen and dissolved chlorine of water samples from different sources

CO4: Analyzing different samples of drinking water based on the different parameters

4. Course Pedagogy

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

5. Course Contents and Schedule

The class would meet weekly 2 hrs. (2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to quality of water		
2	Introduction to specifications of water from different sources		
3	Causes of hardness of water		
4	Determination of hardness of water		
5	Determination of total hardness of water by EDTA method.	Experiment 1	
6	Basics of alkalinity of water		
7	Theory on how to determine alkalinity of water		
8	To determine the alkalinity of a given water sample	Experiment 2	
9	Quiz		
10	Basic theory on the determination of residual chlorine in a water sample		
11	Determination of residual chlorine in a given water sample	Experiment 3	
12	Importance of dissolved oxygen present in water		

13	Determination of dissolved Oxygen in a sample of water.	Experiment 4	
14	Fundamentals of total dissolved solids present in water		
15	Determination of total dissolved solids present in a given water sample	Experiment 5	
16	Concepts of turbidity in water		
17	To determine the amount of turbidity present in a given water sample	Experiment 6	
18	Fundamentals of pH, acidity/alkalinity of a solution		
19	To determine the pH of a given water sample	Experiment 7	
20	Principle of UV-visible Spectrophotometer		
21	To determine the amount of cadmium present in a given water sample spectrophotometrically	Experiment 8	
22	Determine the concentration of iron in the given sample of water by spectrophotometric method.	Experiment 9	
23	Analysis of UV-Vis spectra of Cadmium and Iron		
24	Introduction to oxygen demanding wastes		
25	To determine the chemical oxygen demand of a given water sample	Experiment 10	
26	Revision/ file submission		
27	Revision/ file submission		
28	Quiz		

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)				
Mid Semester Examination	Quiz(s)/(s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

7. Course Conduct Policy

A. Academic Honesty

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

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B. Students with Disability/ Different-Ability



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TDCC

Course Code: TDC

Course Title: Assessment of drinking water quality from different sources

About the faculty:

Name : Dr. Monika Khurana
Designation : Associate Professor
School : School of Engineering and Technology
Office room no. : D-308
Extn: 0124-4750447


Dr. Monika Khurana is an Associate Professor and PhD Programme at SET (School of Engineering & Technology), Sushant University. She has been associated with Sushant University for over 15 years. Recipient of Max-Planck Gesellschaft scholarship for PhD in Germany & Post-doctorate fellowship from Emory University, USA, Dr. Monika Khurana is committed to excellence in learning and teaching. Her mission is not to impart what is known, but to expand frontiers of knowledge by providing free, open and hands on experience to her young students.

Concept Note:

After air, water is arguably the most valuable natural resource. Even though the majority of the earth's surface is made up of water, this resource is scarce because so little of it is actually exploitable. Therefore, it is important to use this finite and priceless resource responsibly. Water must be suitable before usage because it is used for a variety of uses. Additionally, water sources must be routinely checked to see if they are sound or not. Water bodies in poor condition pose a threat to the ecology as well as being a sign of environmental degradation. Water quality is therefore crucial for both environmental and economic reasons.

Analysis of the water's purity is therefore necessary before using it for any purpose. After many years of study, there are already certain established techniques for water quality analysis. For instance, water used for swimming or drinking has higher criteria than water used for industry or agriculture. After extensive study, guidelines for water quality are established to guarantee that water is used effectively for the intended purpose. Analyzing the water's quality involves taking the necessary measurements and comparing them to the appropriate standards using accepted techniques.



		School of Engineering and Technology	
Detailed Teaching Plan			
Course Code:		Course Title : Assessment of drinking water quality from different sources	
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Monika Khurana email:monikakhurana@sushantuniversity.edu.in		Course Instructor: Dr. Monika Khurana e-mail: monikakhurana@sushantuniversity.edu.in	
Course Pre-requisites: Basic Fundamentals of Chemistry		No. of sessions: 10	

1. Course Description

This course is designed to provide students intensive and extensive knowledge of the subject so as to understand the role of quality of water in their daily life and develop the potential to use their knowledge in solving day to day problems related to water quality.

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 importance of specification of water used for drinking purpose
- Find the causes of hardness of water, units to measure hardness and to study how to determine hardness and alkalinity of water
- Determine other important specifications of drinking water like TDS, Dissolved Chlorine, Dissolved oxygen etc.
- Analyze the quality of water from different sources.



3. Course Learning Outcomes

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

CO1: Underline the importance of different specifications used to assess drinking water

CO2: Identify different methods to assess the quality of drinking water

CO3: Calculate the amount of hardness, alkalinity, TDS, Dissolved oxygen and dissolved chlorine of water samples from different sources

CO4: Analyzing different samples of drinking water based on the different parameters

4. Course Pedagogy

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

5. Course Contents and Schedule

The class would meet weekly 2 hrs. (2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to quality of water		
2	Introduction to specifications of water from different sources		
3	Causes of hardness of water		
4	Determination of hardness of water		
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7	Theory on how to determine alkalinity of water		
8	To determine the alkalinity of a given water sample	Experiment 2	
9	Quiz		
10	Basic theory on the determination of residual chlorine in a water sample		
11	Determination of residual chlorine in a given water sample	Experiment 3	
12	Importance of dissolved oxygen present in water		

13	Determination of dissolved Oxygen in a sample of water.	Experiment 4	
14	Fundamentals of total dissolved solids present in water		
15	Determination of total dissolved solids present in a given water sample	Experiment 5	
16	Concepts of turbidity in water		
17	To determine the amount of turbidity present in a given water sample	Experiment 6	
18	Fundamentals of pH, acidity/alkalinity of a solution		
19	To determine the pH of a given water sample	Experiment 7	
20	Principle of UV-visible Spectrophotometer		
21	To determine the amount of cadmium present in a given water sample spectrophotometrically	Experiment 8	
22	Determine the concentration of iron in the given sample of water by spectrophotometric method.	Experiment 9	
23	Analysis of UV-Vis spectra of Cadmium and Iron		
24	Introduction to oxygen demanding wastes		
25	To determine the chemical oxygen demand of a given water sample	Experiment 10	
26	Revision/ file submission		
27	Revision/ file submission		
28	Quiz		

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)



Theory (35)				
Mid Semester Examination	Quiz(s)/(s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

7. Course Conduct Policy

A. Academic Honesty

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B. Students with Disability/ Different-Ability



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TDCC

Course Code: TDC23ET04

Course Title: Sustainable Engineering Concepts

About the faculty:

Name : Inderjeet Kaur
Designation : Assistant Professor
School : School of Engineering & Technology
Office room no. : D-214
Extn:

Faculty profile

Ms. Inderjeet Kaur is a passionate academic professional with an experience of 10 + Years in Academics and 4 Years in Management. She has been associated with Department of Civil Engg, Sushant University, since July 2018. She obtained her Bachelor's degree in Civil Engineering, from NIT, Kurukshetra and Master's from DCRUST, Murthal with specialization in Environment & Energy Management. Currently she is pursuing PhD from NIT, Kurukshetra in Environment Engg.


Her research interests are Smart City Infrastructure, Solid Waste Management, Climate Change, Life cycle study of systems, Sustainable Practices and Concrete Technology.

Concept Note:

The course is to highlight the significance of sustainability in the current scenario where its important to understand the implication of every industrial/economical activity onto the environment and people. The three Ps i.e Profit, People and Planet need to be in proper sync with each other so as to sustain the resources for our coming generations.

This course will introduce students to the fundamental concepts related to the current sustainability challenges and how the system design approach can create sustainable solution for society. The students will be able to understand the scientific based method to identify the problems in sustainability and will be able to find a solution which is based on the mutual interest of all three Ps.



 Sushant University Erstwhile Ansal University Gurugram	School of Engineering & Technology Detailed Teaching Plan		
Course Code:	Course Title : Sustainable Engineering Concepts		
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Ms.Inderjeet Kaur e-mail: inderjeetkaur@sushantuniversity.com		Course Instructor: Ms.Inderjeet Kaur e-mail: inderjeetkaur@sushantuniversity.com e-mail:	
Course Pre-requisites: Evt Science		No. of sessions: 14	

1. Course Description

The course is to highlight the significance of sustainability in the current scenario where its important to understand the implication of every industrial/economical activity onto the environment and people. The three Ps i.e Profit, People and Planet need to be in proper sync with each other so as to sustain the resources for our coming generations.

This course will introduce students to the fundamental concepts related to the current sustainability challenges and how the system design approach can create sustainable solution for society. The students will be able to understand the scientific based method to identify the problems in sustainability and will be able to find a solution which is based on the mutual interest of all three Ps.

Employability-level: Premier Skill

1. Foundation Core	2. Foundatio n Skill	3. Professional Core	4. Professiona l Skill	5. Premier Skill
				✓

2. Course Objectives

The broad objectives of this course is to inculcate in students an awareness of environmental issues and the global initiatives towards attaining sustainability. The student should realize the potential of technology in bringing in sustainable practices.

3. Course Learning Outcomes

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

CO1: Understand the relevance and the concept of sustainability and the global initiatives in this direction.



CO2:. Explain the different types of environmental pollution problems and their sustainable solutions

CO3: Discuss the environmental regulations & Outline the concepts related to conventional and non-conventional energy.

CO4: Demonstrate the broad perspective of sustainable practices by utilizing engineering knowledge and principles

4. Course Pedagogy

The course follows the pedagogy of “learning by doing” so as to understand the impact of the practices.

5. Course Contents and Schedule

The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Sustainability- Introduction, concept, evolution of the concept	Class Discussion	http://doi.org/10.31695/IJASRE.2019.33239
2	Social, environmental and economic sustainability concepts. Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)		https://www.local2030.org/library/251/From-MDGs-to-SDGs-What-are-the-Sustainable-Development-Goals.pdf
3	Clean Development Mechanism		https://unctad.org/system/files/official-document/ditcted20031_en.pdf
4	Air & Water Pollution and its effects	Assignment 1	
5	Zero waste concept and 5 R concepts in solid waste management.		https://zerowastemontenegro.me/zero-waste-concepts/
6	Linear Economy vs Circular Economy with Sustainable Practices	Class Discussion	



7	Greenhouse effect, Global warming, Climate change, Ozone layer depletion	Class Discussion	
8	Carbon credits, carbon trading and carbon foot print.		https://www.sciencedirect.com/topics/agricultural-and-biological-sciences/carbon-footprint
9	Scope and Goal of Life Cycle Analysis (LCA)	Case Study	D:\Users\Avika\Desktop\Bridge Course\Day4 - Clean Energy, Sustainable Design & Waste Management.pptx
10	Contd Life Cycle Analysis	Case Study	D:\Users\Avika\Desktop\Bridge Course\Day4 - Clean Energy, Sustainable Design & Waste Management.pptx
11	Resources and its utilization & Basic Concept of Conventional & Non-Conventional Energy	Class Discussion	
12	Basic concept of sustainable habitat	Assignment 2	
13	Sustainable Urbanisation, Sustainable cities, Sustainable transport	Class Discussion	D:\Users\Avika\Desktop\Bridge Course\2710-04Exposure-to-Sustainable-Development-20211106143421.ppt
14	Concluding with the presentation from Students	Presentation	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/	Assignment-1	Assignment-2	Total

Presentation(s)			
20	20	20	60

END SEMESTER EXAMINATION (40)
Presentation (20) + Viva-voce (20)

7. Course Conduct Policy

A. Academic Honesty

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

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

Course Code: TDC22BS02

Course Title: Introduction to Business Analytics



About the faculty:

Name: Dr. Pooja Nanda

Designation: Associate Professor

School: SOB

Office room no. :D-414

Extn: -


Dr. Pooja Nanda is associated as Associate Professor with Sushant University. She has been in the education sector for more than 17 years. She has done her Ph.D. in management. Her area of specialization includes Social Media Analytics. She received her Master's in Business Administration in Information technology from Punjab Technical University, Punjab, India. She has published 5 research papers in Scopus indexed international journals, 1 chapter and presented many research papers in various national and international conferences. She has delivered many guest lectures as an invited guest. She is a regular reviewer for a number of International Journals (International Journal of Rough Sets and Data Analysis (IJRSDA) and International Journal of Curriculum Development and Learning Measurement (IJCDLM)). She is a life time member of Centre for Education Growth and Research (CEGR), Society for Education and Research Development (SERD) and Computer Society of India (CSI). Her areas of interest include: Business Analytics, Information systems, web technologies, Big Data and Analytics, Database management systems, data sciences, social media analytics, and business analytics.

Concept Note:

The proliferation of internet and information technology has made analytics very relevant in the current age. The problems faced by decision makers in today's competitive business environment are often extremely complex and can be addressed by numerous possible courses of action. Evaluating these alternatives and gaining insight from past performance is the essence of business analytics. Analytics is a field which combines data, information, technology statistical methods and tools for analyzing data in order to gain new insight and improve strategic decision-making. This field ensures that decision makers are able to see performance of decisions under various scenarios.

This course is designed as an introduction to business analytics, an area of business administration that considers the extensive use of data, methods, and fact-based management to support and improve decision making. This course discusses the benefits of employing analytics and a structured approach

to problem-solving in management situations. The course will serve as basic course for learners who wish to further study in the domain of business analytics. The course is designed in such a manner that it can be opted by students of any stream under Generic Electives of TDCC.

		<div>School of Business</div> <div>Detailed Teaching Plan</div>		
Course Code: TDC22BS02		Course Title: Introduction to Business Analytics		
Academic Year: 2023-24	Term: II	Core/Elective: Elective	Credits: 2	
Course Designed by: Dr. POOJA NANDA E-mail: poojananda@sushantuniversity.edu.in		Course Instructor: Dr. Pooja Nanda Email: poojananda@sushantuniversity.edu.in		
Course Pre-requisites: Nil		No. of Sessions: 10		

1. Course Description

The problems faced by decision makers in today's competitive business environment are often extremely complex and can be addressed by numerous possible courses of action. Evaluating these alternatives and gaining insight from past performance is the essence of business analytics. This course is designed as an introduction to Business Analytics, an area of business administration that considers the extensive use of data, methods, and fact-based management to support and improve decision making. This course discusses the benefits of employing analytics and a structured approach to problem-solving in management situations.

Employability-level: Foundation Skill

5. Foundation Core	5. Foundation Skill	5. Professional Core	4. Professional Skill	5. Premier Skill
	✓		✓	

2. Course Objectives

The main objectives of the course include:

- To develop the understanding of the basics, intermediate and advanced concepts of data analysis.
- To apply data analysis techniques with R and Microsoft Excel.
- To demonstrate knowledge of data analysis techniques utilized in business decision making.
- To apply principles of Data Science to the analysis of business problems.



3. Course Learning Outcomes

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

CO1	The student will be able to recognize the concept of Business Analytics
CO2	The student will be able to analyze using simple statistical formulas
CO3	The course equips the students with ability to solve the mathematical and statistical problems using Excel
CO4	It also inculcates creating visualization of data

4. Course Pedagogy

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

5. Course Contents and Schedule

The class would meet weekly 3 hrs. (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Analytics, Difference between Analysis and Analytics, Evolution and Applications of business analytics.	PPT and Lecture	Business Analytics by James R Evans, Pearson Education “R In Action” by Robert I. Kabacoff, Dreamtech Press; Second edition.
2	Scope of Business Analytics Categories of Business Analytics (Descriptive, Predictive and Prescriptive) Tools for Business Analytics - R, Python, Excel	PPT and Lecture	Business Analytics by James R Evans, Pearson Education “R In Action” by Robert I. Kabacoff, Dreamtech Press; Second edition



3	Excel as an Analytics tool, functions and formulas. Using Excel as an Analytics Tool, Variables and Data Mathematical and statistical functions in Excel (mean, median, mode)	Demo and Hands on Session	Excel 2019 All-In-One: Master The New Features Of Excel 2019 / Office 365 by Lokesh Lalwani by BPB Publications
4	Excel as an Analytics tool (Regression, correlation, graphs in excel)	Demo and Hands on	Excel 2019 All-In-One: Master The New Features Of Excel 2019 / Office 365 by Lokesh Lalwani by BPB publications
5	Some Basic Mathematical Calculations using R Features that make R a powerful tool, Overview about components of R studio , Difference between R Programming and R studio.	Hands on	https://www.udemy.com/course/rprogram
6	Some short programs in R mean, media, correlation, std deviation, basic graphs in R	Hands on	https://www.udemy.com/course/rprogram



7	Graphical Analysis in R: Bar Chart, Pie Charts, Histograms, Line Charts		
8	Getting Started with Tableau working with Tableau <ul style="list-style-type: none"> • Tableau Introduction and Products • Tableau Features & Advantages • Installation of Tableau Desktop/Public • Interface of Tableau (Layout, Toolbars, Data pane, Analytics pane etc) • Working with workbook data and Worksheet • How to create data visualization using Tableau feature “show me” 	Exercises, Hands-On Labs, Assignments	https://www.youtube.com/watch?v=gWZtNdMk0lk
9	Basic Data Visualization charts in Tableau – Bar, Line, Histogram, Pie, Stacked Bar chart etc.	Exercises, Hands-On Labs, Assignments	https://www.youtube.com/watch?v=XUALIrP7MYk



			ntcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false
10	Revision and Presentation		

6. Course Assessment

7. Description of Course Assessment Components (Each course to have at least four assessment components and a project work component. The project work should be a group work and for subjects where presentation can be done please have the rubrics of the presentation in this document)

Course Assessment Components for a TDCC. A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (25)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (15)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

8. Course Conduct Policy

A. Academic Honesty

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-



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

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TDCC

Course Code: TDC22BS07

Course Title: Business Ethics & Corporate Governance


About the faculty:

Name : Dr. Richa Aggarwal
Designation : Associate Professor
School : School Of Business
Office room no. : D-410

Concept Note:

The course “Business ethics” will help students understand appropriate business policies and practices regarding corporate governance, discrimination, corporate social responsibility, fiduciary responsibilities, and much more. The law often guides business ethics, but at other times business ethics provide a basic guideline that businesses can follow to gain public approval and create a sustainable development.



	School of Business		
	Detailed Teaching Plan		
	Course Code: TDC22BS07		
Course Title :	Business Ethics & Corporate Governance		
Academic Year: 2023-24	Term : I	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Richa Agarwal		Course Instructor: Dr. Richa Agarwal	
Course Pre-requisites: NIL		No. of sessions: 12	

1. Course Description

The course "Business Ethics" will help students understand appropriate business policies and practices regarding corporate governance, discrimination, corporate social responsibility, fiduciary responsibilities, and much more. The law often guides business ethics, but at other times business ethics provide a basic guideline that businesses can follow to gain public approval and create sustainable development

Employability-level: Foundation Skill

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

2. Course Objectives

- Understand the significance of business ethics in corporate decision-making.
- Analyze corporate governance frameworks and their importance.
- Evaluate ethical dilemmas in business and explore resolution strategies.
- Examine the role of corporate social responsibility in sustainability.

3. Course Learning Outcomes

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

CO1: Demonstrate an understanding of ethical business practices.

CO2: - Analyze corporate governance structures and their impact

CO3: Apply ethical principles to resolve business dilemmas.



CO4: Assess the role of CSR in business sustainability.

4. Course Pedagogy

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

5. Course Contents and Schedule

Week No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Business Ethics: Concepts and Importance	Class Discussion	Carroll & Buchholtz, Chapter 1
2	Ethical Theories and their Application in Business	Case Study Analysis	Fernando, Chapter 2
3	Corporate Governance: Definition, Principles, and Frameworks	Group Presentation	Additional readings provided
4	Ethical Issues in Business: Case Studies and Real-world Examples	Workshop	Carroll & Buchholtz, Chapter 3
5	Corporate Social Responsibility (CSR): Models and Impact	Debate	Fernando, Chapter 4
6	Ethical Decision Making and Leadership	Role-Playing Activity	Research Articles on Ethical Leadership
7	Role of Law in Business Ethics and Corporate Governance	Group Assignment	Carroll & Buchholtz, Chapter 5
8	Whistleblowing and Ethical Challenges in Organizations	Case Study Discussion	Online resources and articles
9	Sustainability and Ethical Business Practices	Research Presentation	Sustainability Reports and Guidelines
10	Global Corporate Governance Practices	Workshop	Fernando, Chapter 6
11	Ethical Audits and Compliance	Class Discussion	Case Studies provided
12	Contemporary Issues in Business Ethics and Governance	Final Project Submission	Articles on Emerging Trends in Business Ethics

6. Course Assessment

Course Assessment Components for a TDCC



A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

7. Course Conduct Policy

A. Academic Honesty

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TDCC

Course Code: TDC23BS01

Course Title: Sustainable development and macroeconomics

About the faculty:

Name : Dr. Nidhi Chowdhry

Designation : Professor

School : School of Business

Office room no. : D- 507


Extn:

B.A (Hons) Economics from Delhi University and M.A. (Economics) from Jamia Milia Islamia University, Dr. Chowdhry is a Ph. D in Management. She has approximately 15 + years of rich experience with mix of industry and academics. She has also pursued a short term course in Business Analytics from Indian Institute of Technology, Roorkee. She has worked in Marketing and Research Divisions in Corporate sector. Her last assignment was with Institute of Management Technology, Ghaziabad. Her interest areas include Economics, International Business and Environment Economics.

Concept Note:

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. The economic concepts will be studied with practical emphasis on sustainability. The SDG Goals of UN will be aligned and understood along with macro economic concepts.



		School of Business Detailed Teaching Plan	
Course Code:		Course Title : Sustainable development and macroeconomics	
Academic Year: 2023-24	Term : I	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Nidhi Chowdhry e-mail: nidhichowdhry@sushantuniversity.edu.in		Course Instructor: Dr. Nidhi Chowdhry e-mail: nidhichowdhry@sushantuniversity.edu.in	
Course Pre-requisites: Economics in XI and XII class		No. of sessions: 10	

1. Course Description

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. The economic concepts will be studied with practical emphasis on sustainability. The SDG Goals of UN will be aligned and understood along with macro economic concepts

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 and understand the SD Goals
- 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.
- Define the role of Money supply.



- Explain the functioning of Monetary and Fiscal Policy
- Apply the Sustainable Development Goals with Macro Economics

4. Course Pedagogy

Class room training, Case studies.

5. Course Contents and Schedule

The class would meet weekly 2 hrs (1L+1P).

Week No	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
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, SDG Goals	Discussion	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/	Assignment-1	Assignment-2	Total

Presentation(s)			
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

7. Course Conduct Policy

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Sushant University	School of Business		
Course Code:		Detailed Teaching Plan	
Course Title: Fraud detection, Investigation and Prevention			
Academic Year: 2024-25	Term: I	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Atul Kumar Agarwal		Course Instructor: Dr. Atul Kumar Agarwal	
E-mail: atulkumaragarwal@sushantuniversity.edu.in		Email: atulkumaragarwal@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of Sessions: 20	

1. Course Description

This course can prevent, detect, and deal with fraud in the workplace. Learn preventive measures to deter fraud and to detect and investigate fraud when it does occur. Topics include the legal definition of fraud, types of fraud in the public and private sectors and financial institutions, deterrent measures to avoid management liability for fraud under the new governance regime, fraud detection and prevention, investigating fraud including collecting and detecting evidence and submitting reports.

This Fraud Prevention, Detection and Investigation course will benefit organisations in all business sectors and will provide both public and private owned businesses with a much greater appreciation of the ever increasing risk posed by fraud, and how to deal with these threats.

Employability-level: Foundation Skill

5. Foundation Core	5. Foundation Skill	5. Professional Core	4. Professional Skill	5. Premier Skill
	✓		✓	

2. Course Objectives

The main objectives of the course include:

- Demonstrate the legal issues of fraud in the work place
- Identify and define the types of fraud
- Demonstrate countermeasures to detect and prevent fraud
- Demonstrate the ability to conduct a fraud investigation and create a report



3. Course Learning Outcomes

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

CO1	Demonstrate an understanding of the types of fraud that can be perpetrated on individuals and organisations
CO2	Critically analyse situations that lead to the perpetration of fraud in an organisational setting; and
CO3	Identify and demonstrate an in-depth understanding of a range of methods of fraud prevention, detection and investigation.
CO4	Develop fraud analysis models and preventative measures to manage risk for organizations.

Course Pedagogy

The course follows the pedagogy of Case study/ Role plays/ Worksheets/ etc.

4. Course Contents and Schedule

The class would meet weekly 2 hrs.

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1-2	<ul style="list-style-type: none"> Case study – Typical Corporate Financial Fraud & Investigation Nature of corporate fraud Statistics on fraud 	Analysis of Financial Statement of companies	<ul style="list-style-type: none"> Satyam Scam Harshad Mehta Scam Enron Scam
3-4	<ul style="list-style-type: none"> Causes of Frauds Tools used in Frauds 	Worksheets to identify the frauds	
5-6	<ul style="list-style-type: none"> Corporate governance – meaning – objectives – need – importance – principles Corporate governance and organisation success. Corporate governance in India 	Presentation	<p>Discussion Reading: Bring 5 high points of carbon footprints & carbon trading systems? https://www.youtube.com/watch?v=veXPk4Zeqtk</p> <p>Discussion Reading: Write 3 points on why Nestle is one of most hated companies in the world? https://www.zmescience.com/science/nestle-company-pollution-children/</p>



7-10	<ul style="list-style-type: none"> Levels of Governance Structure Corporate governance and role, responsibilities and Powers - Board of Directors, Corporate Management Committee and Divisional Management Committee 	Presentations	Understanding SOX Act, https://www.youtube.com/watch?v=wZ8xDBgMat8
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5. Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

6. Course Conduct Policy

A. Academic Honesty

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- Use or obtain unauthorized materials or assistance in any academic work; i.e. cheating.
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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.

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B. Students with Disability/ Different-Ability

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TDCC

Course Code: TDC23BS03

**Course Title: Exploring the
basics and concepts of consumer
behaviour**



About the faculty:

Name: Dr. Gunjan A Rana

Designation: Professor

School: SoB

Office room no. : D414

Dr. Gunjan A Rana has over 22+ years of experience, which includes both corporate and academic experience, her teaching interests range from Marketing, Advertising, Consumer Behavior Management and General Management. She has taught graduate and postgraduate programmes at B Schools in Delhi and NCR region. Has been part of Discover India Program run by Rai foundation, delivered lectures to students from international universities like Harvard. Besides this she has been invited by Pittsburg State University, USA for Faculty Exchange Program. Her research interest and contribution include topics covering Marketing, Advertising and General Management. She has presented research work at internationally acclaimed institutions. She is passionately involved in training programs; conducted Training & Development programmes in General Management and Marketing for managers of Private and Public sector enterprises in India. She has PhD in CSR and CRM, besides being Masters in Marketing Management (MMM), PGDM, and BA (Advertising and Sales Promotion) from Delhi University. She headed Sambhav Foundation as President. It is a Society that works for under Privilege children. Prior joining Ansal University she was working as Associate Professor Marketing with IILM Business School teaching Undergraduate students, BBA in Entrepreneurship in collaboration with SBS Swiss Business School, Switzerland.




Concept Note:

To make money, businesses need many individual consumers to decide to purchase their products. Most businesses routinely fail in this regard, as most products end up failing in the marketplace – too few individual consumers decide to buy, so the business cannot earn sufficient profit. At the same time, there is considerable failure from the consumer perspective too. Few people manage to behave exactly as they feel they should. Social problems associated with consumer behaviour include obesity, addiction, lack of exercise, low savings rates, etc. And people frequently spend money on products and services that just don't end up bringing the anticipated joy (e.g., vacations with unexpected hassles, clothes that looked better in the store, and technologies that turn out to be too hard to use).

The study of consumer behaviour is about understanding what leads to the individual purchase decisions that are so important to business profitability, and to personal prosperity. To understand individual purchases, we must understand basic psychological processes (such as memory, habit, identity, preference, and intuition). We must also understand specific behaviours at different stages of the consumer journey: from pre-purchase search, to moment-of-purchase deliberation, to post-purchase user experience and word-of-mouth.

This course will examine all of these concepts, drawing both on academic research, and on industry practice. Students will be encouraged to apply the course concepts to cases that are of 2 particular interest to them.

		School of Business	
		Detailed Teaching Plan	
Course Code: TDC23BS03	Course Title: Exploring the basics and concepts of consumer behaviour		
Academic Year: 2023-24	Term: I	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Gunjan A Rana E-mail: <u>gunjanrana@sushantuniversity.edu.in</u>		Course Instructor: Dr. Gunjan A Rana Email:gunjanrana@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of Sessions: 10	

1. Course Description

Contemporary approaches to business emphasize the importance of adopting a consumer focus. Marketing, in particular, is a customer-driven function that begins and ends with the consumer- from recognizing his or her needs to ensuring post-purchase satisfaction. In this course you will enhance your understanding of how and why people choose, use, and evaluate goods and services the way they do. While all of us are consumers, our intuitions about our own behaviour as well as that of others' are often inaccurate.



Employability-level: Foundation Skill

5. Foundation Core	5. Foundation Skill	5. Professional Core	4. Professional Skill	5. Premier Skill
			✓	

2. Course Objectives

The main objectives of the course include:

- To develop the understanding of the basic core concepts of marketing.
- To have insights on the factors of consumer behaviour.
- To demonstrate knowledge of decision making related to consumer behaviour
- To apply the knowledge in the different market condition pertaining to consumer behaviour.

3. Course Learning Outcomes

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

CO1	Express understanding of marketing concept
CO2	Explain how consumer behaviour impact the market
CO3	Analyse the concepts that impact consumer behaviour
CO4	Demonstrate the understanding of consumer behaviour in real practical world related to business.

4. Course Pedagogy

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

5. Course Contents and Schedule

The class would meet weekly 2hrs. (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
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1	Introduction of consumer Behaviour – Definition, Nature and Characteristics	PPT and Lecture	Discussion Reading: (Browse Articles): “Understanding the Evolution of Consumer Behaviour in 2018 and Beyond” (https://www.martechadvisor.com/articles/marketing-analytics/understanding-the-evolution-of-consumer-behavior-in-2018-and-beyond/)
2	Scope, Importance and Applications of Consumer Behavior	PPT and Lecture	Topic Insights: Consumer behaviour as the “Back Office” of a Brand’s Success (Consumer Behavior by Leon Schiffman et. al, Pg. 5). https://www.yieldify.com/blog/stp-marketing-model/
3	Market Segmentation		
4	Consumer Motivation	PPT	https://www.tutorialspoint.com/consumer_behavior/consumer_behavior_motivation.htm
5	Personality & Consumer Behavior	PPT	Application: Brand and Contradictions (Consumer Behavior by Leon Schiffman et. al, Pg.90)
6	Consumer Attitudes	PPT	Discussion Reading: Attitudinal Components and Brands (Consumer Behavior by Leon Schiffman et. al, Pg. 177)



7	Consumer Perceptions	PPT	https://www.qualtrics.com/au/experience-management/customer/customer-perception/
8	Social Class & Culture in consumer Behaviour	PPT	Fashion statement through Khadi (Consumer Behavior by Kazmi and Akhtar, Pg. 357-59). Formation of a rare subculture (Consumer Behavior by Leon Schiffman et. al, Pg.317)
9			



	Models of consumer Decision Making	Application: Need stage to Purchase stage (Consumer Behavior by Leon Schiffman et. al, Pg.380)	https://link.springer.com/article/10.1007/s40309-017-0125-5
10	Revision and Presentation		

6. Course Assessment

7. Description of Course Assessment Components (Each course to have at least four assessment components and a project work component. The project work should be a group work and for subjects where presentation can be done please have the rubrics of the presentation in this document)

Course Assessment Components for a TDCC. A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

END SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)				
Theory (25)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (15)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

8. Course Conduct Policy

A. Academic Honesty

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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.
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TDCC

Sushant
University

Course Code: TDC22BS04

Course Title: Rural marketing: Opportunities and challenges

About the faculty:

Name : Dr. Naveen Nandal
Designation : Asst. Professor
School : School of Business
Office room no. : D-414



Concept Note:

This course explores the unique opportunities and challenges in rural marketing. It provides insights into rural consumer behavior, market potential, distribution channels, and the impact of government policies. Students will analyze case studies and develop marketing strategies tailored for rural markets.



Sushant University	School of Business		
	Detailed Teaching Plan		
Course Code: TDC22BS04	Course Title : Rural marketing: Opportunities and challenges		
Academic Year: 2023-24	Term : II	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Naveen Nandal		Course Instructor naveennandal@sushantuniversity.edu.in	e-mail:
Course Pre-requisites: NA		No. of sessions: 12	

1. Course Description

Rural marketing is a rapidly evolving field that presents immense opportunities for businesses seeking to tap into rural consumer markets. With over half of the global population residing in rural areas, understanding rural consumer behavior, their preferences, and purchasing patterns is crucial for companies aiming to expand their reach. This course will provide a comprehensive overview of the rural marketing ecosystem, including distribution challenges, pricing strategies, and government interventions. It will also explore the role of digitalization and ICT in revolutionizing rural commerce. By examining successful case studies and practical applications, students will gain the knowledge and skills needed to develop effective rural marketing strategies. Furthermore, this course will emphasize the importance of sustainability, ethical considerations, and social responsibility in marketing to rural consumers. Through discussions, research, and hands-on activities, students will be equipped to address the complexities and leverage the vast potential of rural markets.

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 fundamentals of rural marketing.
- Identify opportunities and challenges in rural markets.
- Explore rural consumer behavior and decision-making.
- Develop marketing strategies for rural products and services.

3. Course Learning Outcomes

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



- Analyze the characteristics and needs of rural markets.
- Develop marketing strategies suitable for rural consumers.
- Assess the impact of government policies on rural business.
- Identify challenges and propose solutions in rural marketing.

Course Pedagogy

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

4. Course Contents and Schedule

Week No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Rural Marketing: Definition and Importance	Class Discussion	Krishnamacharyulu & Ramakrishnan, Chapter 1
2	Rural Consumer Behavior and Buying Patterns	Case Study Analysis	Kashyap, Chapter 2
3	Rural Market Segmentation and Targeting	Group Presentation	Additional readings provided
4	Distribution Channels and Logistics in Rural Markets	Workshop	Krishnamacharyulu & Ramakrishnan, Chapter 3
5	Pricing Strategies for Rural Products	Debate	Kashyap, Chapter 4
6	Role of ICT and Digitalization in Rural Marketing	Role-Playing Activity	Research Articles on Digital Rural Marketing
7	Agricultural Marketing and Rural Development	Group Assignment	Krishnamacharyulu & Ramakrishnan, Chapter 5
8	Government Policies and Initiatives for Rural Markets	Case Study Discussion	Online resources and articles
9	Branding and Advertising Strategies for Rural Consumers	Research Presentation	Rural Market Research Reports
10	Case Studies on Successful Rural Marketing Campaigns	Workshop	Kashyap, Chapter 6
11	Challenges in Rural Marketing and Possible Solutions	Class Discussion	Case Studies provided
12	Future Trends in Rural Marketing	Final Project Submission	Articles on Emerging Trends in Rural Marketing



5. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

6. Course Conduct Policy

A. Academic Honesty

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TDCC
Course Title: Women Law & Policy

About the faculty:

Ms. Kirty Lamba 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 has secured her B.A.-LL.B. (Hons) with first division from B.P.S Women University (first women's only state university of North India) Sonipat. Subsequently, she pursued her LL.M. in Human Rights and Humanitarian Law with first division from Indian Law Institute, New Delhi. She has qualified for National Eligibility Test offered by University Grant Commission in December 2018. She has participated in teaching assignment at Campus Law Centre II, Faculty of Law, Delhi University. She has four years of experience as a legal practitioner. She is deeply involved in facilitating internships and recruitment for students across prestigious law firms and MNCs in the country, being one of the members for Internship & Recruitment Committee. She has been awarded with Class I Commendation Certificate by the Inspector General of Police, Rohtak Range with a cash prize.

She has presented numerous papers in various National and International Conferences and Seminars. Also, she has couple of research papers to her credit published in leading journals. Her teaching areas include Humanitarian Law, Property Law, Family Law, Women Law and Policy.

Concept Note:

Law affords special protection to women, in order to ensure equality, dignity, and freedom from discrimination. This course would give an understanding of the law relating to women in the second part, with emphasis on position in India. The course touches upon the important legal maxims, legal and judicial systems in India. Apart from this, the law relating to women in the light of the Indian Constitution, Criminal Laws and Personal Laws are explained in detail in this course. Further, the law regulating, prohibiting social evils faced by women in India, issues regarding reproductive rights, dowry and domestic violence are also dealt with extensively.



Course Title: Women Law and Policy (TDCC)		Course Code: TDC22LWO6	
Term:	Academic Year: 2022-26	Core/Elective: ELECTIVE	Credits: 2
Course Designed by: Kirty Lamba E-mail: kirtylamba@sushantuniversity.edu.in		Course Designed by: Kirty Lamba E-mail: kirtylamba@sushantuniversity.edu.in	

1. Course Introduction

The Course will be able to –

- Give an understanding of the current status of women in India along with the main privileges granted to women by Constitution of India.
- Give an understanding of the legislative and policy initiatives taken at national level for the welfare of women.
- Build awareness of the women centric laws and their importance.

Employability-level: Foundation Skill

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

2. Course Objectives:

The course in terms of importance, versatility and practicality incorporates almost all important issues and concepts of Women and Law including the legislative and policy initiatives taken at national level. The course also highlights the legislative and statutory framework on live-in relationship, dowry prohibition and domestic violence, sexual harassment of women and other important issues relating to women in the most detailed and systematic manner for providing a crystal-clear knowledge to the students about Women and Law.

The paper aims at creating awareness as to importance and role of women in society through the medium of law. It also focuses on women welfare laws.



3. Course Learning Outcomes

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

- **CLO1:** Comprehend the status of Women in India along with the main privileges granted to women by Constitution of India.
- **CLO2:** Understand the provisions for marriage and divorce under Hindu Law along with the comparison of maintenance provision under CrPC and Special Marriage Act.
- **CLO3:** Understand the provisions relating to offences against Women under Criminal Law and to apply and appraise the legal provisions enacted to ameliorate the situations with special emphasis on Indian Criminal Law.
- **CLO4:** Understand the national evolution and importance of women centric laws.

2. Course Pedagogy

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

3. 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 Status of Women in India and Constitution of India and Women.		Discussion and Watching Documentaries
2	Protection and Safeguard of Women under Personal Laws.		Newspaper Reading, Discussion and Watching Documentaries
3	Criminal Laws and Women		Newspaper Reading, Discussion and Watching Documentaries



4	Women Welfare Laws		Newspaper Reading, Discussion and Watching Documentaries
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Status of Women in India.	Essay writing	Newspaper Reading, Discussion and Watching Documentaries
6	Provisions of Marriage and Divorce under HMA,1955.	Case studies	Newspaper Reading, Discussion and Watching Documentaries
7	Maintenance to Women	Legal Provisions	Newspaper Reading, Discussion and Watching Documentaries
8	Live-in -relationships	Case Studies	Newspaper Reading, Discussion and Watching Documentaries
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Criminal Laws and Women	Assignment	Newspaper Reading, Discussion and Watching Documentaries
10	Women Welfare Laws	A short project work	
FINAL ASSESSMENT POINT III (MM=40)			

4. Course Assessment

Assessment Scheme

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

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 4)	30
2	Assessment 2 (After Week 8)	30
3	(Final) Assessment 3 (After Week 10)	40
Total Marks		100

Guidelines for Research Paper:

Each student would make a research paper on the topics allocated in the classroom keeping in mind the format of writing a paper discussed in the classroom and making sure that their work is original and not plagiarized and adhering to the ILI Citation style and a set of jury members on the day of the final assessment (in groups of two/three/as decided by the school) will give the grades. Students would narrate their work done in the research paper and also their learnings from it.

5. Course Conduct Policy

A. Academic Honesty

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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.

6. 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

7. 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

8. 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.

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

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

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

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

11. 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	✓	✓	✓	✓

12. 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	2
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level November 28th	-



TDCC

Course Code: TDC22HS02

Course Title: Primary Eye Care & Ocular Emergencies

About the faculty:

Name : Ms. Tsering Lamu Shongmu

Designation : Assistant Professor

School : School of Health Sciences

Office room no. : C102

Extn:

Faculty profile in approx. (100 words)

I am currently serving as an Assistant Professor, Department of Optometry. I have 2.5 years of academic experience and 1.5 years of clinical practice. My area of interest includes Cornea and Contact Lens, Binocular Vision, and Low Vision. A dedicated member of IACLE. Being a PhD Scholar, I have published research papers and several informative blogs, while also being sought after as a guest speaker in webinars, sharing my knowledge and expertise.


Concept Note:

Write about course and its significance in approx. (200 word)

The Primary Eye Care & Ocular Emergencies course is designed to provide students with comprehensive knowledge and skills related to managing primary eye care and handling ocular emergencies. The course covers a wide range of topics, including the Anatomy of human eye, basics of eye examination, refractive errors, common eye conditions, and ocular emergencies such as acute injuries, infections, and sudden vision changes.

Primary Eye Care & Ocular Emergencies course holds significant value for students. It equips them with the necessary skills to deliver comprehensive eye care, handle emergencies efficiently, and make a positive impact on the eye health and well-being of their patients. The course's emphasis on early detection, prompt intervention, and emergency preparedness ensures that students are well aware of common eye disorder and how could we handle it.



		School of Health Sciences	
		Detailed Teaching Plan	
Course Code: TDC22HS02		Course Title : Primary Eye Care & Ocular Emergencies	
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Ms Tsering Lamu Shongmu e-mail: tseringshongnu@sushantuniversity.edu.in		Course Instructor: Ms Tsering Lamu Shongmu e-mail: tseringshongnu@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions: 24	

1. Course Description

Give course description in approx. (150 words)

The Primary Eye Care & Ocular Emergencies course is designed to equip healthcare professionals, particularly optometrists, ophthalmologists, and primary care providers, with the essential knowledge and skills to effectively manage common eye conditions and emergencies. This comprehensive course combines theoretical concepts with practical hands-on training, enabling participants to provide prompt and competent eye care services to patients of all ages.

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

- To equip participants with the knowledge and skills required to identify and respond to ocular emergencies promptly and effectively, ensuring optimal patient outcomes.
- To familiarize participants with the latest advancements in primary eye care and ocular emergency management, enabling them to stay updated with the evolving field of optometry.
- To emphasize the importance of early detection and intervention in primary eye care, with a focus on preventing vision loss and promoting overall eye health.
- To develop critical thinking and problem-solving abilities among participants, allowing them to diagnose and manage complex cases encountered in primary eye care and ocular emergencies.

3. Course Learning Outcomes

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

CO1: participants will demonstrate a comprehensive understanding of the principles and practices of primary eye care, including the evaluation of visual acuity, refraction, and common eye examinations.

CO2: Participants will be able to identify and differentiate various ocular emergencies, such as corneal injuries, acute infections, sudden vision changes,

CO3: Participants will be able to create effective and individualized treatment plans for common eye conditions encountered in primary eye care

CO4: Participants will be knowledgeable about the latest advancements in primary eye care and ocular emergency management.

4. Course Pedagogy

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

5. Course Contents and Schedule

Module 1: Introduction to Primary Eye Care

- Overview of primary eye care and its importance in healthcare
- Anatomy and physiology of the eye
- Common refractive errors and their impact on vision
- Principles of primary eye care and vision correction

Module 2: Comprehensive Eye Examination

- Techniques for accurate visual acuity assessment
- Pupil examination and responses
- Assessment of ocular motility and binocular vision
- Use of ophthalmoscopes and slit lamps for eye examinations

Module 3: Diagnosis and Management of Ocular Conditions

- Digital Eye strain



- Conjunctivitis: Infectious and allergic types
- Blepharitis: Causes, symptoms, and treatment
- Dry Eye Syndrome: Evaluation and management
- Allergic Reactions and Eye Irritations: Identification and remedies

Module 4: Identification and Management of Ocular Emergencies

- Corneal Abrasions and Foreign Body Removal
- Chemical Burns: Assessment and immediate first aid
- Sudden Vision Loss: Causes and immediate actions
- Acute Angle-Closure Glaucoma: Recognizing signs and managing the emergency

Module 5: Introduction to Non strabismic BV anomalies

- Common non strabismic BV Anomalies
- Vision Therapy

Module 6: Introduction to Contact Lens

- Types of Contact Lenses and their indications
- Proper Contact Lens Insertion and Removal Techniques
- Therapeutic use of Contact lens
- Contact Lens-Related Complications and Troubleshooting
- Patient Education and Care for Contact Lens Wearers



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

The class would meet weekly 2hrs (1L+1P).

Course Title: Primary Eye Care & Ocular Emergencies

Week No.	Session Topic / Sub-topic Description / Overview of Course Structure and its Significance	Activity / Assignment	Required Readings / Browsing / Watching / Course Outline
1	Introduction to Primary Eye Care - Importance, Scope, and Role of Pharmacists in Eye Care	Case study discussion on common eye complaints	WHO guidelines on primary eye care, articles on eye health awareness
2	Basic Anatomy & Physiology of the Eye - Structure, Functions, and Common Disorders	Diagram labeling activity, quiz	Standard textbooks on ocular anatomy, online anatomy models
3	Common Refractive Errors & Their Management - Myopia, Hyperopia, Astigmatism, Presbyopia	Group discussion on spectacle & contact lens prescriptions	Journal articles on refractive error correction
4	Red Eye: Causes & Diagnosis - Conjunctivitis, Uveitis, Episcleritis, and Keratitis	Case scenario analysis	Ophthalmology textbooks, online lectures on red eye differentials
5	Ocular Allergies & Dry Eye Syndrome - Pathophysiology, Symptoms, Management	Research-based assignment on artificial tears and antihistamines	Clinical studies on ocular allergies, videos on Schirmer's test
6	Ocular Infections: Bacterial, Viral & Fungal - Symptoms, Diagnosis, Treatment	Discussion on antibiotic & antiviral eye drops	Review papers on microbial keratitis and endophthalmitis
7	Glaucoma & Cataract: Early Detection & Management	Debate: Medical vs. Surgical management	WHO reports on blindness prevention, articles on glaucoma screening
8	Ocular Trauma & Emergencies: Foreign Bodies, Chemical Burns, Blunt Trauma	Hands-on workshop: First aid for eye injuries	Emergency ophthalmology protocols, first aid manuals
9	Retinal Disorders: Diabetic Retinopathy, Hypertensive Retinopathy, AMD	Case study presentations on diabetic eye care	Review articles, videos on fundus examination
10	Neuro-ophthalmology & Systemic Diseases Affecting the Eye - Optic Neuritis, Stroke, Thyroid Eye Disease	Report on eye involvement in systemic diseases	Medical case reports, neurological studies on vision
11	Ocular Pharmacology & Drug-Induced Eye Disorders - ADRs of Common Systemic & Ocular Medications	Drug chart preparation on ophthalmic medications	Pharmacology textbooks, adverse drug reaction databases
12	Community-Based Eye Care & Preventive Strategies - Vision Screening, Eye Camps, Public Awareness	Project: Organizing an Eye Health Awareness Campaign	WHO guidelines on community eye health, reports on eye care programs



6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

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.



TDCC

Course Code: TDC22HS03

Course Title: Concept of Health Education

About the faculty:

Name: Mr. Saurabh Saraswat
Designation: Assistant professor
School: Sushant School of Health Science
Office room no.: D011

Faculty profile

I am Saurabh Saraswat, an Assistant Professor at Sushant University, driven by my passion for education and research in the dynamic field of pharmaceuticals. As an educator, I am committed to equipping my students with practical knowledge and critical thinking skills, inspiring them to explore real-world applications in the pharmaceutical domain.

I am excited to introduce a comprehensive course on the "Concept of Health Education," where I will explore the importance of health education, its impact on communities, and effective strategies for promoting health awareness. My research focuses on tackling key challenges in the pharmaceutical industry, contributing to advancements in the field.

Mentoring students is a deeply fulfilling experience for me, and I take pride in guiding the next generation of pharmaceutical professionals. My goal is to prepare them to confidently navigate the ever-evolving landscape of the industry with innovation and expertise, making a meaningful impact within Sushant University and beyond.

Concept Note:

Concept of Health Education

1. Introduction: Health education plays a pivotal role in promoting individual and community well-being by empowering people with knowledge and skills to make informed decisions about their health. This concept note aims to underscore the importance of health education, its objectives, methods, and potential impact on improving overall health outcomes.

2. Objectives of Health Education: The primary objectives of health education include increasing awareness about health-related issues, encouraging the adoption of positive health behaviors, empowering individuals to take charge of their health, reducing health disparities, and preventing diseases through informed choices. By targeting specific communities and vulnerable populations, health education seeks to address health inequalities and ensure equitable access to healthcare information.



3. Methods of Health Education: To effectively disseminate health information, diverse methods are employed, including interactive workshops, seminars led by experts, the distribution of printed materials like brochures, and utilizing digital resources such as websites and mobile applications. Community outreach programs and school-based initiatives are instrumental in reaching a broader audience and fostering healthy habits from an early age.

4. Impact of Health Education: Health education has a profound impact on individual and public health. By enhancing health literacy, people can better understand health information, leading to informed decision-making. It also results in a decreased incidence of preventable diseases through heightened awareness and the adoption of healthier behaviors. Ultimately, this contributes to improved overall public health, yielding cost savings in healthcare and fostering a healthier and more informed society.

5. Addressing Challenges and Ensuring Success: Despite its benefits, health education faces challenges, including cultural and language barriers, necessitating tailored programs for diverse communities. Equitable access to health education resources is critical in bridging the digital divide and reaching underserved populations. Continuous evaluation of health education initiatives is essential to gauge their effectiveness, identify areas for improvement, and refine strategies for achieving better health outcomes.

6. Conclusion: Health education is a powerful tool for empowering individuals and communities to make positive choices that lead to healthier lives. By investing in comprehensive and culturally sensitive health education programs, we can foster informed decision-making, reduce the burden of preventable diseases, and build a healthier, more resilient society. Emphasizing health education is a crucial step towards creating empowered communities that actively prioritize their well-being and contribute to a thriving and equitable society.



Course Code: TDC22HS03

Course Title: Concept of Health Education

Academic Year: 2023-24

Term :
:

Core/Elective: Elective

Credits: 2

Course Designed by: Mr. Saurabh Saraswat
email: saurabhsaraswat@sushantuniversity.edu.in

Course Instructor: Mr. Saurabh Saraswat
email: saurabhsaraswat@sushantuniversity.edu.in

Course Pre-requisites:

No. of sessions: 24

1. Course Description

Health Education is a comprehensive course designed to equip individuals with the knowledge, skills, and tools necessary to make informed decisions about their health and well-being. This course explores various health-related topics, emphasizing disease prevention, healthy lifestyle choices, and the promotion of overall physical and mental well-being. Through interactive learning and practical applications, participants will gain a deeper understanding of the significance of health education in achieving a healthier and more empowered society.

2. Course Objectives

1. **Health Promotion:** Participants will learn how to promote health and prevent diseases by understanding risk factors, adopting healthy behaviors, and engaging in preventive practices.
2. **Health Literacy:** The course aims to improve health literacy, enabling individuals to comprehend and critically evaluate health information from reliable sources.
3. **Disease Prevention:** Participants will explore strategies for preventing common diseases through vaccinations, hygiene practices, and healthy lifestyle choices.
4. **Nutrition and Physical Activity:** Understanding the importance of balanced nutrition and regular physical activity in maintaining optimal health and preventing chronic conditions.
5. **Mental Health and Stress Management:** This section focuses on raising awareness about mental health issues, stress management techniques, and seeking support when needed.
6. **Reproductive Health and Family Planning:** Exploring reproductive health, family planning, and responsible decision-making for sexual health.
7. **Substance Abuse Prevention:** Addressing the risks associated with substance abuse and promoting strategies for avoiding harmful behaviors.

Course Outcomes: By the end of this course, participants will:

- Understand the importance of health education in disease prevention and health promotion.



- Possess the knowledge and skills to make informed decisions about their health and lifestyle choices.
- Recognize the role of health literacy in accessing and understanding health information.
- Demonstrate an understanding of various health-related topics, including nutrition, physical activity, mental health, and disease prevention.
- Be equipped with practical tools and strategies to lead a healthier life and support others in making positive health decisions.

3. Course Learning Outcomes

1. **Health Promotion and Disease Prevention:** Demonstrate an understanding of the principles of health promotion and disease prevention, identify key risk factors for various diseases, and develop strategies to promote healthy behaviors and prevent common illnesses.
2. **Health Literacy and Information Evaluation:** Apply critical thinking skills to evaluate health information from diverse sources, enabling informed decision-making and empowering others to access reliable health information.
3. **Nutrition and Physical Activity:** Analyze dietary habits and recommend balanced nutrition plans, design personalized fitness regimens, and emphasize the importance of regular physical activity in maintaining overall health.
4. **Mental Health Awareness and Stress Management:** Recognize the signs of mental health issues, employ stress management techniques, and advocate for mental well-being, promoting a supportive and empathetic approach to mental health concerns.
5. **Reproductive Health and Responsible Decision-Making:** Discuss reproductive health topics, including family planning, safe sex practices, and responsible decision-making regarding sexual health.
6. **Substance Abuse Prevention and Harm Reduction:** Identify the risks associated with substance abuse, propose strategies for prevention, and advocate for harm reduction approaches to minimize negative consequences.
7. **Community Engagement and Health Advocacy:** Demonstrate effective communication and leadership skills to engage with communities, deliver health education programs, and advocate for healthier living in diverse social settings.
8. **Practical Application of Health Education Concepts:** Integrate theoretical knowledge into practical application by designing health education materials, workshops, or programs tailored to specific target groups or community needs.
9. **Collaborative Learning and Teamwork:** Engage in collaborative learning experiences, demonstrating effective teamwork and fostering a supportive learning environment for peers.
10. **Self-Evaluation and Continuous Learning:** Reflect on personal health behaviors, set health-related goals, and commit to lifelong learning and personal growth in health and well-being.



4. Course Contents and Schedule

Week 1: Introduction to Health Education

- Definition and significance of health education
- Historical perspectives and evolution of health education
- The role of health education in disease prevention and health promotion

Week 2: Health Promotion and Disease Prevention

- Understanding health promotion strategies
- Identifying risk factors for common diseases
- Designing interventions for disease prevention

Week 3: Health Literacy and Information Evaluation

- Importance of health literacy in making informed decisions
- Evaluating health information from various sources
- Communicating health information effectively

Week 4: Nutrition and Physical Activity

- Essentials of balanced nutrition and dietary guidelines
- Assessing dietary habits and planning healthy meals
- Benefits of regular physical activity and personalized fitness planning

Week 5: Mental Health Awareness and Stress Management

- Recognizing signs of mental health issues
- Coping mechanisms for stress and anxiety
- Advocating for mental well-being and reducing mental health stigma

Week 6: Reproductive Health and Responsible Decision-Making

- Key aspects of reproductive health and family planning
- Safe sex practices and sexually transmitted infections (STIs)
- Responsible decision-making for sexual health

Week 7: Substance Abuse Prevention and Harm Reduction



- Understanding substance abuse and its impact on health
- Strategies for substance abuse prevention and harm reduction
- Supporting individuals with substance use disorders

Week 8: Community Engagement and Health Advocacy

- Effective communication and leadership skills for health education
- Designing and delivering health education programs for diverse communities
- Advocating for health-related policies and initiatives

Week 9: Practical Application of Health Education Concepts

- Creating health education materials and resources
- Developing workshops and interactive sessions
- Tailoring health education programs to specific target groups

Week 10: Collaborative Learning and Teamwork

- Promoting teamwork in health education initiatives
- Peer learning and support in health education projects
- Reflecting on group dynamics and outcomes

Week 11: Self-Evaluation and Continuous Learning

- Reflecting on personal health behaviors and choices
- Setting health-related goals for personal growth
- Commitment to continuous learning in health education

Week 12: Course Wrap-Up and Final Projects

- Reviewing key concepts and learning outcomes
- Presenting final projects and sharing experiences
- Closing remarks and celebration of successful completion

Note: The course will consist of 12 weeks of interactive lectures, workshops, group discussions, and practical exercises. Each week will cover specific topics, building upon previous knowledge. Participants will be encouraged to engage actively in the learning process, complete assignments and projects, and apply the knowledge gained in real-world scenarios. The course schedule may be subject to adjustments based on the pace of learning and the specific needs of participants.

Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance



Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Health Education	Presentation	
2	Health Literacy and Information Evaluation	Presentation	
3	Nutrition and Healthy Eating Habits	Presentation	
4	Physical Activity and Fitness	Presentation	
5	Mental Health and Stress Management	Presentation	
6	Reproductive Health and Responsible Decision-Making	Presentation	
7	Substance Abuse Prevention and Harm Reduction	Presentation	
8	Health Education in Communities	Presentation	
9	Practical Application and Project Development	Presentation	
10	Empowering Self and Others	Presentation	
11	Final Presentations and Peer Learning	Presentation	
12	Course Wrap-Up and Significance	Presentation	

5. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.



MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

6. Course Conduct Policy

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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.
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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.



Course Title: Understanding of Human Behaviour

Course Code: TDC22SH04

Academic Year: 2023-24

Term: Odd

Core/Elective: Elective

Credits: 2

Course Designed by: Mr. Amit

Email: ait@sushantuniversity.edu.in

Course Pre-requisites: None

No. of Sessions: 24

1. Course Description

This course explores the psychological and social factors that influence human behavior. It provides insights into cognitive processes, emotions, motivation, personality, and social interactions. The subject will help students understand individual and group behaviors in different settings, including personal, social, and professional environments.

Employability-Level: Foundation Skill

✓ **Foundation Core**

✓ **Foundation Skill**

2. Course Objectives

By the end of this course, students will:

- Understand key psychological theories and their applications in daily life.
- Analyze the impact of emotions, motivation, and personality on behavior.
- Learn how social and cultural influences shape human actions and decision-making.



3. Course Learning Outcomes (CLOs)

Upon successful completion, students should be able to:

- **CO1:** Explain fundamental psychological concepts related to cognition, motivation, and emotions.
 - **CO2:** Assess the role of personality in influencing human behavior.
 - **CO3:** Evaluate social and cultural influences on individual and group behavior.
 - **CO4:** Apply behavioral concepts in real-life scenarios, including workplace and interpersonal relationships.
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4. Course Pedagogy

This course follows the “**learning by doing**” approach through case studies, role-playing, group discussions, and real-life application exercises.

5. Course Contents and Schedule

Session Plan (2 Hours per Week | 1L + 1P)

Week	Topic / Sub-topic	Activities	Readings / Resources
1	Introduction to Human Behaviour	Overview of psychology, history of behavioral studies	Recommended textbook
2	Cognition and Perception	How we process information and make decisions	Case Study
3	Motivation and Emotions	Theories of motivation, impact of emotions on decisions	Group Discussion
4	Personality Theories	Freud, Jung, Big Five Personality Traits	Self-Assessment Test
5	Social Influence and Group Behaviour	Conformity, obedience, and peer influence	Role-playing Activity
6	Cultural and Environmental Influences	How culture shapes behavior	Case Study
7	Behavioral Disorders and Mental Health Awareness	Understanding psychological disorders	Lecture
8	Assignment I	Submission & Evaluation	



Week	Topic / Sub-topic	Activities	Readings / Resources
9	Behavioral Economics	Decision-making and biases	Group Discussion
10	Workplace Behavior and Communication	Psychology in professional settings	Practical Activity
11	Leadership and Emotional Intelligence	Impact of EQ in leadership	Workshop
12	Conflict Resolution and Negotiation	Managing interpersonal conflicts	Role-playing Exercise
13	Consumer Behavior and Marketing Psychology	How psychology affects consumer decisions	Case Study
14	Future Trends in Behavioral Studies	AI, psychology, and behavior prediction	Discussion Forum

6. Course Assessment

Total Marks: 100

Mid-Semester Evaluation (60 Marks)

- **Quiz(s) / Presentation(s): 20**
- **Assignment 1: 20**
- **Assignment 2: 20**

End-Semester Evaluation (40 Marks)

- **Presentation (20) + Viva-voce (20)**

7. Course Conduct Policy

Academic Honesty

Students are expected to maintain integrity and avoid plagiarism, cheating, and unauthorized assistance in assignments, quizzes, and exams. Any violations will result in disciplinary actions.

Students with Disabilities

The university ensures accessibility and support for students with different abilities. Modifications in assessments and class participation will be provided as per requirement.



TDCC

Course Code: TDC23HS01
Course Title: Radiation in Healthcare

About the faculty:

Name :Basit Yousuf Pala
Designation : Assistant professor
School : Sushant School Of Health Science
Office room no. :C102
Extn:

Faculty profile

I am Basit Yousuf Pala, an Assistant Professor with a relentless dedication to the fields of medical education and radiation safety. My journey in academia has been marked by a thirst for knowledge, a passion for research, and a profound commitment to shaping the future of healthcare. My academic foundation was laid at the esteemed Jamia Hamdard University, where I completed my Master's degree. For the past year, I have had the privilege of serving as an Assistant Professor, and it has been an immensely rewarding experience. Guiding and mentoring students, witnessing their intellectual growth, and fostering a love for learning has been both fulfilling and gratifying. As an educator, I believe in the power of instilling not only theoretical knowledge but also critical thinking, empathy, and ethical practices in my students. my research interests have been geared towards a crucial aspect of healthcare - radiation safety. With a particular focus on "Knowledge and Awareness about Radiation Protection among Orthopedicians during Fluoroscopy Use, Through my work, I aim to leave a lasting impact on the medical community and contribute to a brighter and healthier future for all.

Concept Note:

Radiation in Healthcare: Principles and Applications

The course on "Radiation in Healthcare: Principles and Applications" is a comprehensive and vital program that delves into the essential aspects of radiation and its significance in the field of healthcare. This course is designed to equip healthcare professionals, including radiographers, radiologists, and medical physicists, with the knowledge and skills necessary to work safely and effectively with radiation technology.

The fundamental principles of radiation physics form the cornerstone of this course. Students gain an in-depth understanding of the properties of ionizing radiation, including X-rays and gamma rays, and the interaction of radiation with matter. Additionally, they explore the various sources of radiation used in medical imaging and treatment modalities.




A crucial aspect of the course is radiation safety. Healthcare professionals learn about the potential hazards of radiation exposure and the methods to protect themselves, patients, and the public from unnecessary radiation doses. Emphasis is placed on adopting best practices to minimize radiation risks and optimize image quality in diagnostic procedures.

The applications of radiation in healthcare are diverse and far-reaching. Students learn about the principles behind diagnostic imaging techniques, such as X-ray radiography, computed tomography (CT), and nuclear medicine. Furthermore, the course covers the principles of radiation therapy, where ionizing radiation is used to treat cancer and other medical conditions.

The significance of this course lies in its role in promoting safe and effective healthcare practices. With the growing use of radiation-based medical technologies, ensuring that healthcare professionals are well-trained in radiation principles and safety measures is paramount. Properly trained individuals can minimize radiation exposure, avoid unnecessary tests, and provide accurate diagnoses and treatments to patients, all while upholding the highest standards of safety and patient care.

In conclusion, the course on "Radiation in Healthcare: Principles and Applications" is indispensable for healthcare professionals seeking to enhance their understanding of radiation physics, safety protocols, and its various applications in diagnostics and treatment. By undertaking this course, professionals can ensure they are well-prepared to navigate the complex world of medical radiation technology and contribute to the well-being of patients while safeguarding their own health and that of their colleagues.



		School of Health Sciences Detailed Teaching Plan	
Course Code: TDC23HS01		Course Title : Radiation in Healthcare	
Academic Year: 2023-24		Term :	Core/Elective: Elective Credits: 2
Course Designed by: Mr Basit e-mail: basitpala@sushantuniversity.edu.in		Course Instructor: Mr Basit e-mail: basitpala@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions:	

1. Course Description

The course on "Radiation in Healthcare: Principles and Applications" provides a comprehensive exploration of the fundamental principles and practical aspects of radiation within the healthcare context. Students will gain a profound understanding of ionizing radiation, its properties, and interactions with matter. Emphasizing radiation safety, the course focuses on minimizing exposure risks to patients and healthcare professionals while adhering to ethical guidelines and legal standards. The curriculum delves into various medical imaging techniques, including X-ray radiography, computed tomography (CT), and nuclear medicine, enabling students to acquire skills in obtaining accurate diagnostic images. Additionally, students will explore the principles and practices of radiation therapy, particularly in cancer treatment. With an emphasis on real-world case studies and practical demonstrations, participants will be well-equipped to employ radiation technology responsibly and competently, ensuring optimal healthcare outcomes while prioritizing patient safety.

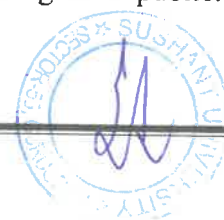
Employability-level: Foundation Skill

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 a comprehensive understanding of the principles of radiation in healthcare, encompassing the properties of ionizing radiation, its sources, and its interaction with matter.
- Inculcate a strong sense of radiation safety among healthcare professionals, emphasizing the importance of minimizing radiation exposure to patients, practitioners, and the general public.



- Foster competence in the application of radiation-based medical imaging techniques, such as X-ray radiography, computed tomography (CT), and nuclear medicine, enabling accurate and reliable diagnoses.

- Cultivate proficiency in the principles and practices of radiation therapy, empowering healthcare professionals to deliver effective and precise treatments for various medical conditions, particularly cancer.

- Promote ethical and responsible use of radiation technology in healthcare settings, ensuring that healthcare professionals adhere to the highest standards of patient care and safety.

- Encourage continuous learning and staying updated with advancements in radiation technology and safety protocols, enabling professionals to adapt to the evolving landscape of medical imaging and treatment.

- Instill a sense of responsibility and accountability in healthcare professionals, as they play a crucial role in making informed decisions about the appropriate use of radiation in patient care.

Overall, this course aims to equip healthcare professionals with the necessary knowledge and skills to work confidently and competently with radiation technology, while prioritizing patient safety and optimal healthcare outcomes. By achieving these objectives, participants will contribute significantly to the advancement of medical practice, research, and ultimately, the well-being of patients in the healthcare community.

3. Course Learning Outcomes

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

CO1: Demonstrate a profound understanding of the principles of radiation in healthcare, including the properties of ionizing radiation, its sources, and its interactions with matter.

CO2: Implement radiation safety practices effectively, showcasing the ability to minimize radiation exposure to patients, medical professionals, and the public, while adhering to regulatory guidelines and best practices.

CO3: Apply the principles of radiation-based medical imaging techniques, such as X-ray radiography, computed tomography (CT), and nuclear medicine, to obtain accurate and high-quality diagnostic images.

CO4: Exhibit proficiency in the principles and practices of radiation therapy, employing radiation for therapeutic purposes, especially in the treatment of cancer and other medical conditions, while ensuring precision and patient well-being.

By achieving these course learning outcomes, students will be equipped with the necessary skills and knowledge to work confidently and responsibly with radiation technology in healthcare settings. They will be well-prepared to contribute to the advancement of medical practice, research, and patient care, upholding the highest standards of safety and ethical practices throughout their professional careers.

4. Course Pedagogy

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



5. Course Contents and Schedule

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

Course Contents: Radiation in Healthcare - Principles and Applications

1.Introduction to Radiation in Healthcare

- Definition and types of radiation
- Historical developments in medical radiation
- Importance and applications in healthcare

2.Radiation Physics and Interactions

- Properties of ionizing radiation (X-rays and gamma rays)
- Interaction of radiation with matter (absorption, scattering, transmission)
- Radiographic image formation
- Radiation Safety and Protection

3.Principles of radiation safety

- Radiation dose measurement and units
- Minimizing radiation exposure to patients and healthcare professionals
- Medical Imaging Techniques

4.X-ray radiography: Principles and applications

- Computed Tomography (CT): Principles and clinical use
- Nuclear Medicine: Principles and diagnostic applications
- Radiation Therapy

5.Principles of radiation therapy in cancer treatment

- External beam radiation therapy
- Brachytherapy and internal radiation therapy
- Quality Assurance and Image Optimization

6.Review and Assessments

- Course review and recapitulation of key concept
- Final assessments, quizzes, and projects



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

The class would meet weekly 2 hrs (1L+1P).

Course Title: Radiation in Healthcare

Week No.	Session Topic / Sub-topic Description / Overview of Course Structure and its Significance	Activity / Assignment	Required Readings / Browsing / Watching / Course Outline
1	Introduction to Radiation in Healthcare - Types of radiation, role in diagnosis & therapy, risks vs. benefits	Group discussion: Importance of radiation in medicine	WHO guidelines on radiation in healthcare, introductory articles
2	Radiation Physics and Interactions (Part 1) - Basic concepts: Ionizing vs. Non-ionizing radiation, radiation units	Quiz on fundamental radiation physics concepts	Standard textbooks on radiation physics, online lectures
3	Radiation Physics and Interactions (Part 2) - Interaction of radiation with matter, photoelectric effect, Compton scattering	Problem-solving exercises on radiation-matter interactions	Journal articles, interactive physics simulations
4	Radiation Physics and Interactions (Part 3) - Linear energy transfer (LET), radiation attenuation, dose measurements	Worksheet on radiation dose calculations	Physics of radiation therapy textbooks, online tutorials
5	Radiation Safety and Protection - ALARA principle, shielding, dosimetry, radiation exposure limits	Case study: Radiation accidents & lessons learned	IAEA radiation protection guidelines, safety protocols
6	Assessments - Midterm examination covering Weeks 1-5	Written test & case analysis	Review previous lectures and reading materials
7	Medical Imaging Techniques - Overview of X-ray, CT, MRI, PET, Ultrasound	Presentation on different imaging modalities	Radiology textbooks, online videos explaining imaging techniques
8	X-ray Radiography: Principles and Applications - Production of X-rays, contrast agents, clinical uses	Hands-on activity: Interpretation of X-ray images	Radiography textbooks, video demonstrations of X-ray procedures
9	Computed Tomography (CT): Principles and Clinical Use - CT image formation, contrast enhancement, clinical cases	Analysis of CT scan images, comparison with X-ray	Research papers on CT advancements, interactive CT scan platforms
10	Radiation Therapy - Types of radiation therapy, treatment planning, side effects	Virtual simulation of radiation therapy planning	Oncology guidelines, videos on radiation therapy procedures
11	Principles of Radiation Therapy in Cancer Treatment - External beam radiation, brachytherapy, proton therapy	Group discussion: Comparing radiation therapy vs. chemotherapy	Case studies on radiation therapy in oncology, WHO reports
12	Assessments - Final exam covering Weeks 7-11	Written test & project submission on imaging or therapy topics	Review all course materials, self-assessment quizzes

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

7. Course Conduct Policy

A. Academic Honesty

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

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



student receives a failing grade for the course and be reported to the 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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- **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.

TDCC

Course Code: TDC23HS02

Course Title: Mastering eye health and diseases

About the faculty:

Name : Mr. Akram Ali
Designation : Assistant professor
School : Sushant school of health science
Office room no. :C102
Extn: 1

Faculty profile

Akram Ali is working as an Assistant Professor in the Department of Optometry, known for his visionary approach to education and impactful research. He has done his Masters of Optometry from Sushant University. His published article in a Scopus-indexed journal focuses on "Assessment of Binocular Motor Anomalies and Visual Perceptual Skills in School-going Children and Special Populations." With a specialization in low vision optometry, he provides personalized care and innovative solutions to improve the lives of individuals with visual impairments. His commitment to continuous learning and dedication to his students make him a respected figure in the field of optometry, leaving a lasting legacy as a visionary educator and researcher..

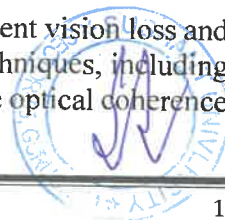
Concept Note:

The course "Mastering Eye Health and Diseases" is a comprehensive program designed to equip healthcare professionals and students with in-depth knowledge and practical skills related to the eye's anatomy, physiology, common diseases, and management strategies.

Throughout the course, participants will gain a comprehensive understanding of the structure and function of the human eye, exploring the intricacies of ocular anatomy and the visual pathway. They will delve into the physiology of vision, learning about the various processes that enable sight and how they can be affected by diseases and disorders.

A significant focus of the course lies in the study of common eye diseases and conditions, ranging from refractive errors and cataracts to glaucoma, diabetic retinopathy, and age-related macular degeneration. Students will learn to identify signs and symptoms, understand disease progression, and develop appropriate treatment and management plans.

The course emphasizes early detection and intervention for eye diseases to prevent vision loss and improve overall eye health. Participants will learn about various diagnostic techniques, including comprehensive eye examinations, visual field tests, and imaging modalities like optical coherence tomography (OCT).




Furthermore, the course covers different treatment options, including medical, surgical, and rehabilitative interventions. It also highlights the importance of patient education and counseling to ensure optimal compliance with treatment plans and lifestyle modifications.

The significance of "Mastering Eye Health and Diseases" is profound, as eye health is integral to overall well-being and quality of life. By acquiring the necessary expertise in eye health and diseases, healthcare professionals can make a substantial impact on patient outcomes, ensuring timely and appropriate care, and promoting visual health for individuals of all ages.

The course "Mastering Eye Health and Diseases" is a crucial educational program aimed at empowering healthcare professionals with the knowledge and skills to address the complexities of eye health. Through this course, participants can become adept at detecting, managing, and preventing eye diseases, ultimately contributing to improved eye health and enhanced quality of life for their patients.



		School of Health Sciences Detailed Teaching Plan	
Course Code:: TDC23HS02		Course Title : Mastering eye health and diseases	
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Mr. Akram Ali e-mail: akramali@sushantuniversity.edu.in		Course Instructor: Mr. Akram Ali e-mail: akramali@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions:	

1. Course Description

The "Mastering Eye Health and Diseases" course is a comprehensive program aimed at equipping healthcare professionals and students with a profound understanding of eye health, ocular anatomy, common eye diseases, and effective management strategies. Participants will explore the intricate structure and physiology of the human eye, while focusing on various ocular conditions such as refractive errors, cataracts, glaucoma, diabetic retinopathy, and age-related macular degeneration. Emphasis is placed on early detection, accurate diagnosis, and evidence-based treatments for each condition. Through case studies, participants will develop essential clinical skills and decision-making abilities. The course also highlights the significance of patient education and preventive measures, enabling participants to provide comprehensive and impactful eye care, ultimately improving visual health outcomes for their patients

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 participants with a comprehensive understanding of the fundamental principles and concepts related to the subject matter.

Inculcate essential skills and practical knowledge through hands-on experiences, practical exercises, and real-world applications.

By achieving these objectives, the course aims to equip participants with a strong foundation in the subject, fostering their ability to apply theoretical knowledge to practical situations effectively. Moreover, it seeks to instill a sense of confidence and competence, empowering participants to excel in their chosen field and contribute positively to their professional endeavors

3. Course Learning Outcome

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

CO1: Demonstrate a comprehensive understanding of the core principles and concepts related to the subject matter.

CO2: Apply theoretical knowledge to real-world scenarios, utilizing problem-solving skills to address practical challenges.

CO3: Acquire practical skills and hands-on experience through exercises and simulations, enabling the effective application of learned concepts

CO4: Evaluate and analyze various situations critically, making informed decisions and demonstrating a deep comprehension of the subject's complexities.

By achieving these learning outcomes, students will be well-prepared to excel in their chosen field, equipped with the necessary knowledge and skills to thrive in their professional endeavors and contribute positively to their respective industries.

4. Course Pedagogy

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

5. Course Contents and Schedule

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

1.Introduction to the Course:

- Overview of the subject and its importance
- Understanding the course objectives and learning outcomes

2.Refractive Error:

- Myopia
- Hyperopia
- Astigmatism

3.Basic Ocular Diseases:

- Conjunctivitis
- Cataract
- Glaucoma

4.Dry Eye:

- Meibomitis
- Blepharitis
- Dry eye and its types

5.Eye Hygiene and Care:

6.Assessments and Evaluation:

Various forms of assessment, such as quizzes, assignments, and examinations



Feedback and progress evaluation

7.Course Review and Wrap-up:

Recapitulation of key concepts and takeaways

Reflecting on the course journey and future applications

The course contents are designed to provide a comprehensive and well-rounded learning experience, catering to both theoretical understanding and practical applications. Through a blend of lectures, hands-on activities, and collaborative learning, participants will gain a deep understanding of the subject and be equipped to excel in their respective fields.

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

The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1.	Introduction to the Course	Prepare a short summary on the importance of eye health	Read: Basic Ocular Anatomy (Ophthalmology textbooks); Watch: "How the Eye Works" (YouTube)
2.	Refractive Error	Identify signs of refractive errors in daily life	Read: American Optometric Association (AOA) guidelines on Myopia & Hyperopia
3.	Refractive Error	Case study: Compare different correction methods	Watch: "LASIK vs Glasses vs Contacts" (AOA)
4.	Basic Ocular Diseases	Research & present one famous case of cataract or glaucoma treatment	Read: WHO Report on Cataract & Glaucoma
5.	Basic Ocular Diseases	Prepare a short review on emerging treatments for macular degeneration	Browse: NEI (National Eye Institute) latest research
6.	Basic Ocular Diseases	Case study: Differentiate bacterial vs viral conjunctivitis	Read: American Academy of Ophthalmology (AAO) guidelines
7.	Assessments	Quiz on refractive errors & ocular diseases	Revise class notes, readings, and online resources
8.	Dry Eye	Track daily screen time & its impact on eye dryness	Read: "The Role of Digital Devices in Dry Eye" (PubMed)
9.	Dry Eye	Try and report on the effect of using artificial tears for a week	Watch: "How to Manage Dry Eye Syndrome" (AOA)



10.	Eye Hygiene and Care	Survey: Identify common eye hygiene mistakes among peers	Read: CDC Contact Lens Hygiene Guide
11.	Eye Hygiene and Care	Create an infographic on "Healthy Screen Time Habits"	Browse: AAO recommendations for screen safety
12.	Assessments	Test & discussion on case studies	Test & discussion on case studies

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

7. Course Conduct Policy

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TDCC

Course Code: TDC23HS03
Course Title: Healthy heart and its maintenance

About the faculty:

Name : Shalu Chaudhary
Designation : Assistant Professor
School : Cardio-Vascular Technology, SHS
Office room no. : B-205
Extn:

- **Experience:** 1 Year of Academics + 2 Year of Clinical experience
- Post-graduation done from AIIMS (New Delhi) in perfusion technology
- 2 years' work experience in Aakash hospital in Cardiac OT
- Previous teaching experience of Galgotias University

Research publication:

- Research paper published in IJECT JOURNAL 2019

Conference Attended:

- Organised FDP on Research in Sushant University, 2023
- Attended lecture series in Sushant University, India -2023
- Attended National Conference in AIIMS in New Delhi – 2018,2019
- Attended National Conference in ISECTCON 2017,2019,2022
- 8th national ECMO training course-2017 by ECMO society of India.
- Participated in Prime perfusion simulation program December-2018 at Terumo India skill lab, Gurugram.
- Also participated in Advance femoral cannulation workshop for MICS, Transplant and ECLS Advance Perfutech Program February-2019 by Medtronic.



- Participation in Online One Week Faculty Development Program (FDP) On RESEARCH AND INNOVATION IN PARAMEDICAL AND ALLIED HEALTH SCIENCES at Galgotias University from 22 - 26 November, 2021.
- Workshop on Design thinking, critical thinking and innovation design at Galgotias University
- Patent awareness workshop at Galgotias University
- Attended and volunteered EpiReach program- outreach program for treatment of epilepsy by iReach AIIMS and SGTB Khalsa college – 2015
- Presented poster at conference on Industrial pollution and sustainable energy-2016
- Hands on training in Proteomics under Dr. Gaganjot Singh- Collection of Blood serum proteins from UniPort and HPRD for analysis on Navigator
- Visited NII Delhi for cancer research and Immuno therapy workshop

Concept Note:

This course is a basic outline to let student understand basic structure and function of heart and its associated organs or vasculature in the body. It will cover all functionality and aspect of healthy Heart.

Further afterwards discussions about measures taken to keep heart healthy will be discussed. Students will be made aware of various prevailing underlying cardiac conditions and precautionary measures to be taken with them.


Discussions will be made on how we can adapt to a healthy lifestyle.

Also they will be introduced to emergency situations via various scenario related to cardiac diseases.

Training will be provided to them for adapting to emergency procedures like CPR etc.

At the end student will have a basic knowledge of Heart along with necessary information of steps to follow in emergency. Also have ability to diagnose symptoms associated with cardiac health.



		School of Health Sciences Detailed Teaching Plan	
Course Code: TDC23HS03		Course Title : Healthy heart and its maintenance	
Academic Year: 2023-24	Term : Odd	Core/Elective: Elective	Credits: 2
Course Designed by: Shalu Chaudhary e-mail: shaluchaudhary@sushantuniversity.edu.in		Course Instructor: Shalu Chaudhary e-mail: shaluchaudhary@sushantuniversity.edu.in	
Course Pre-requisites: -		No. of sessions:	

1. Course Description

Give course description in approx. 150 words.

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 basic knowledge about heart
- Inculcate emergency responding skills
- Adapt to Healthy lifestyle habits

3. Course Learning Outcomes

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

CO1: Understand structure and function of Heart

CO2: Able to diagnose and classify various heart conditions

CO3: Applying basic knowledge to shift to a healthy lifestyle

CO4: Apply basic knowledge to respond in emergencies



4. Course Pedagogy

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

5. Course Contents and Schedule

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

The class would meet weekly 2 hrs (1L+1P).

Week No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Cardiovascular System - Anatomy & physiology of the heart, blood vessels, circulation	Diagram labeling of heart & blood vessels	Textbook: Human Physiology; Watch: "How the Heart Works" (YouTube)
2	Cardiac Cycle & Heart Function - Electrical conduction, heart sounds, BP regulation	Measure your own pulse & BP	Read: Cardiovascular Physiology, Watch: ECG basics
3	Common Cardiovascular Diseases - Hypertension, Atherosclerosis, CAD, Stroke	Case study on heart disease	WHO Guidelines on CVD
4	Risk Factors for Heart Disease - Lifestyle, genetics, stress, environmental factors	Self-assessment of heart disease risk	Read: American Heart Association (AHA) guidelines
5	Nutrition & Heart Health - Role of diet, cholesterol, trans fats, Mediterranean diet	Food diary & analysis	Browse: Heart-healthy diet plans (Harvard Health)
6	Exercise & Cardiovascular Fitness - Types of exercise, benefits, recommendations	Create a heart-friendly workout plan	Read: ACSM guidelines for heart fitness
7	Stress & Its Impact on Heart Health - Stress mechanisms, impact on BP & heart rate, relaxation techniques	Guided meditation session	Watch: TED Talk on stress & heart health
8	Diabetes & Heart Disease Connection - Role of glucose in heart health, metabolic syndrome	Research link between diabetes & CVD	Read: ADA Guidelines
9	Medications & Supplements for Heart Health - Beta-blockers, statins, aspirin therapy, omega-3s	Review common heart medications	Read: Pharmacology of cardiac drugs

Week No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
10	Preventive Measures & Lifestyle Modifications - Screening, health check-ups, vaccinations	Develop a personal heart health plan	Browse: CDC heart disease prevention tips
11	Emergency Cardiac Care & First Aid - CPR, AED use, recognizing heart attack symptoms	Hands-on CPR training	Watch: CPR & AED tutorial (Red Cross)
12	Future of Cardiovascular Health - Advances in treatment, AI in cardiology, stem cell therapy	Group discussion: Future innovations in heart care	Browse: Latest research articles on cardiology

6. Course Assessment

Course Assessment Components for a TDCC

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TDCC

Course Code: TDC23HS04

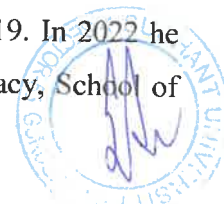
Course Title: Healing Potential of Indigenous Medicines

About the faculty:

Name : Dr. Vinod Kumar
Designation : Associate Professor
School : Department of Pharmacy, SHS
Office room no. : D 504
Extn: NA

Faculty profile in approx. 100 words

Dr. Vinod Kumar is a skilled and passionate teacher, with an outstanding academic record. He completed his PhD degree from Amity University Noida, Master degree from Delhi Institute of Pharmaceutical Sciences and Research (Gold Medalist), Bachelors in Pharmacy from IP University. He has more than 11 years of rich experience of Teaching, Research and Industry. He started his professional career with an International company named, APCER Pharma as a Pharmacovigilance Associate followed by a Research Analyst in DIOS Pharma. He also worked in Dabur Research Foundation, Sahibabad as a Senior Research Fellow (SRF) and identified four new molecules for the treatment of Breast Cancer. In 2016 he started his academic career as an Assistant Professor at PDM University, Bahadurgarh. During his tenure, he was Supervised Masters Students and received training in pedagogy. In 2017 he moved to the K. R. Mangalam University, Sohna, Gurugram, where he was appointed as an Assistant Professor to teach Pharmaceutical Chemistry to UG and PG students. Apart from teaching he has also been involved in guiding students for research projects. He also actively worked as a Programme Officer in the KRMU-National Service Scheme (NSS) Unit. He has received a Diploma from Institute of Diplomatic Publique, United Kingdome London, (Reg no: 12623956) in 2020 and letter of appreciation from the Ministry of Sports and Youth Affairs, Govt of India in 2019. In 2022 he joined Sushant University as an Associate Professor in the Department of Pharmacy, School of Health Sciences (SHS).



He has published more than 25 research/review papers in Scopus, Web of Science, PubMed etc. indexed journals and Published/Grant/Filled more than 6 International /National Patents and CopyRight.


Area of Research,

Quinazoline derivatives have been designed, synthesized, and tested as potential anti-inflammatory medications with COX-1/COX-2 enzyme inhibitory efficacy and minimal adverse effects. Isolation and characterization of prospective antibacterial, antioxidant, anticancer, anti-diabetic, and wound healing candidates from natural products through bioassay-directed fractionation; standardization of herbal drugs and formulations.

Concept Note:

This course will impart the indigenous knowledge among the students and act as a great way of preserving the indigenous knowledge by carrying on the practice of traditional medicine to their old age. Moreover, this will increase awareness in the use of simple, harmless but useful herbs for our common ailments. It will also encourage many students to explore more about herbal medicine or related courses thereby promoting and strengthening the healthcare system in our country.



		School of Health Sciences	
Detailed Teaching Plan			
Course Code:		Course Title : Healing Potential of Indigenous Medicines	
Academic Year: 2022-23		Term :	Core/Elective: Elective Credits: 2
Course Designed by: Dr. Vinod Kumar e-mail: vinodkumar@sushantuniversity.edu.in		Course Instructor: Dr. Vinod Kumar e-mail: vinodkumar@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions: 24	

1. Course Description

Herbal medicines are the drugs obtained from the various parts/whole plants and used to treat various illness from ancient time. According to WHO over 80% of people living in developing countries like India, Pakistan, etc. depend on herbal medicines as their immediate choice in the treatment of various diseases? Herbal medicines have been recognized by the WHO as the most popular form of traditional medicine, and thus, highly lucrative in the international medicine market. Traditional healers and grandparents are the major custodians of this wealth of knowledge which seldom get transferred to the new generation. Hence, there is a need to preserve the indigenous knowledge of herbal medicines which can be done by inclusion of this knowledge about herbal medicine in the college curriculum. This inclusion will impart the indigenous knowledge among the students and act as a great way of preserving the indigenous knowledge by carrying on the practice of traditional medicine to their old age. Moreover, this will increase awareness in the use of simple, harmless but useful herbs for our common ailments. It will also encourage many students to explore more about herbal medicine or related courses thereby promoting and strengthening the healthcare system in our country.

2. Course Content

Unit 1: Introduction to Medicinal and Aromatic plants

Definition, history, importance and future prospects. Medicinal Plants – past and present status in world and India.

Promotion of medicinal plant sector at national level: National Medicinal Plant Board and State Medicinal Plant Boards - objectives and functions

Unit 2: Traditional System of Medicine & Intellectual Property Rights

Introduction, Concept and Principles of Ayurveda, Siddha, Unani and, Homeopathy; Importance of TSM

Concept of herbalism and its significance. Introduction to phyto-medicines and herbal raw materials. Local health traditions, ethnomedicines

Unit 3 Quality control and Phytochemical methods

Macroscopic and Microscopic evaluation; Moisture content; Microbial Contaminations and Aflatoxins; Development of standard parameters; Solvent extractive values; Ash values; Crude fiber; Bitter value, Foaming index, Swelling index, Heavy metals.

Unit 4 Isolation and characterization methods

Methods of isolation; Extraction methods; Thin layer chromatography; HPTLC; Column Chromatography; HPLC; Gas Chromatography; Methods of characterization; Spectroscopic methods, UV, Visible, IR, NMR, Mass Spectrometry, Atomic absorption/ ICP/ICP-MS, GC-MS, LC-MS.

Practicals: Sample collection and explore the medical use of the selected species as per the availability

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 more insights about the characters and healing properties of medicinal plants.
- Inculcate the use of commonly used medicinal plants in traditional healthcare systems.
- Students will learn about the complexities of urban and rural indigenous healing settings and their sociopolitical significance in contexts of state biomedical interventions.

3. Course Learning Outcomes

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

- CO1:** To acquire more knowledge about the indigenous herbal medicine
CO2: To utilize these medicinal plants and prepare herbal medicines for natural remedies
CO3: To popularize the indigenous knowledge in the community and conserve the plants
CO4: To explore more medicinal properties by taking up research and higher studies

4. Course Pedagogy

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

5. Course Contents and Schedule

Indian Medicinal Plants by P.C. Trivedi (2009).
 Handbook of MAPs by S.K. Bhattacharjee (2009).
 Handbook of Ayurvedic Medicinal Plants by L.D. Kapoor (2005).
 Salisbury, F.B. and Ross, C.W.: Plant Physiology

The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Medicinal and Aromatic plants		Indian Medicinal Plants by P.C. Trivedi
2	Definition, history, importance and future prospects	Sample collection and explore the medical use	Handbook of MAPs by S.K. Bhattacharjee (2009).
3	Medicinal Plants – past and present status in world and India. Promotion of medicinal plant sector at national level		Handbook of Ayurvedic Medicinal Plants by L.D. Kapoor
4	National Medicinal Plant Board and State Medicinal Plant Boards - objectives and functions	Sample collection and explore the medical use	Salisbury, F.B. and Ross, C.W.: Plant Physiology
5	Traditional System of Medicine & Intellectual Property Rights	Sample collection and explore the medical use	Handbook of MAPs by S.K.



	Introduction, Concept and Principles of Ayurveda, Siddha, Unani and, Homeopathy; Importance of TSM		Bhattacharjee (2009).
6	Concept of herbalism and its significance. Introduction to phyto-medicines and herbal raw materials.	Sample collection and explore the medical use	Indian Medicinal Plants by P.C. Trivedi
7	Local health traditions, ethnomedicines	Sample collection and explore the medical use	Handbook of Ayurvedic Medicinal Plants by L.D. Kapoor
8	Quality control and Phytochemical methods Macroscopic and Microscopic evaluation; Moisture content; Microbial Contaminations and Aflatoxins;		Indian Medicinal Plants by P.C. Trivedi
9	Development of standard parameters; Solvent extractive values; Ash values; Crude fiber; Bitter value, Foaming index, Swelling index, Heavy metals	Sample collection and explore the medical use	Handbook of MAPs by S.K. Bhattacharjee (2009).
10	Isolation and characterization methods Methods of isolation;	Sample collection and explore the medical use	Indian Medicinal Plants by P.C. Trivedi
11	Extraction methods; Thin layer chromatography;	Sample collection and explore the medical use	Handbook of Ayurvedic Medicinal Plants by L.D. Kapoor
12	HPTLC; Column Chromatography;		Salisbury, F.B. and Ross, C.W.: Plant Physiology



6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

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.

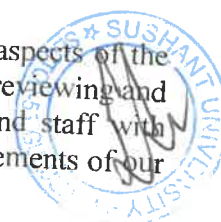
Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work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



TDCC

Course Title: INCUBE

About the TDCC faculty:

Name : Dr Saurav Chhabra
Designation : Professor
School : Vatel Hotel & Tourism Business School
Emp code – AU0660


About Incubation Cell

Incubation cell dedicates itself to identify and to discover within the parameters of the university, student entrepreneurs whose potential has remained untapped and their capabilities have been unutilized, underestimated and, in some cases, entirely unharnessed.

Concept Note:

In the TDCC Course – INCUBE Students will learn about every step of the startup process. The study topics have been broken down into genres and will move from inspiration and reflection to action as appropriate. Personal Entrepreneurship Charter (PEC), Market sizing, funding and project plan, stages in incubation are some of the Key topics that students will study about in this course.



		Incubation Cell Detailed Teaching Plan	
Course Code:		Course Title : INCUBE	
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Saurav Chhabra		Course Instructor: Dr. Saurav Chhabra	
Course Pre-requisites: NIL		e-mail: Sauravchhabra@sushantuniversity.edu.in	
		No. of sessions: 28-30	

1. Course Description

In the Course **INCUBE** , The learner will feel confident in their ability to launch, oversee, and evaluate business incubators after successfully completing this course, participants will have a solid understanding of how to create a successful business incubator, manage and analyse that success, as well as how to promote an idea to a variety of interested business partners through a variety of multimedia resources. Come learn about the inner workings of business incubators!

Employability-level: Professional Core

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

2. Course Objectives

The broad objectives of this course are to

- Provide knowledge & Understanding on New venture creations, its resources and opportunities.
- Inculcate a sense of business planning & Entrepreneurship management.



3. Course Learning Outcomes

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

- CO1:** identify, develop, and evaluate entrepreneurial opportunities [Critical Thinking]
CO2: Comprehend business operating cycles and how to evaluate purchasing decisions
CO3: Apply a business model and lean startup method to test market a best idea
CO4: demonstrate effective communication and negotiation skills

4. Course Pedagogy

The course follows the pedagogy of “learning by doing” with Real Life examples and case Studies.

5. Course Contents and Schedule

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


The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	<ul style="list-style-type: none">What's Entrepreneurship and why it's a great career option. ExamplesInnovative entrepreneurship and why it can be a game changer. ExamplesSuccessful startups and their journey	Case Study 1: around Startups	WEB Resources, The Art of Startup Fundraising
2	<ul style="list-style-type: none">Do you have in you to launch a successful Startup; what do you have to lose (worst case scenario)High Level introduction to the Startup journey, various organization engaged (startup India etc)		



3	<ul style="list-style-type: none"> Aligning Passion with global & local Trends (& developments) and government priority areas of focus (Fertile Idea Space). Sources to Leverage various training resources. 		WEB Resources, The Art of Startup Fundraising
4	<ul style="list-style-type: none"> Brain Storming for a start-up Idea. <ul style="list-style-type: none"> What Problem / Pain point is being Address? Who is the customer that one has in mind? How is the problem/pain point being solved? List assumptions up to this point 		
5			WEB Resources, The Art of Startup Fundraising
6	<p>Faculty Engagement from various Schools to discuss their R&D focus (2 Hours)</p> <ul style="list-style-type: none"> School of Art & Architecture / School of Design / Vatel / SET / School of Health Sciences / School of Law / School of Business Areas of higher education & R&D from all schools of Sushant University, mainly focused on what help they can offer to support innovative Ideas, especially pertaining to their own areas of research. Case Study / External Presentation 		WEB Resources, The Art of Startup Fundraising



7	Case study around own idea or a handed-out case to do a deep dive.		WEB Resources, The Art of Startup Fundraising
8	Market Research to validate the Idea <ul style="list-style-type: none"> • Conducting market research and target segment analysis to answer following questions: <ul style="list-style-type: none"> ○ Revisit Hypothesis ○ How big is the market now and in future? Market Size / TAM ○ Who are your current & future competition? Market Share? ○ Market Segment that can be targeted & what market share does this represent. ○ What's your differentiation/value proposition? ○ How much can you charge the customer? 	Customer interviews, surveys etc. to validate hypothesis.	WEB Resources, The Art of Startup Fundraising
9	Introduction to Finance for Startups <ul style="list-style-type: none"> • Dwell in detail around equation of Profit = Revenue – Cost; Fixed & Variable Cost • Dwell into Unit Economics & cover components of break-even analysis • Include examples (multiple choice answer types) to have students learn the concepts on the go. • Various Financial Terminologies & Economic Value Pricing 		WEB Resources, The Art of Startup Fundraising 

	<ul style="list-style-type: none"> • Cover the following (but make it interesting): <ul style="list-style-type: none"> ◦ Balance Sheet/ Income Statement/Cash Flow Statement • Have 3-4 examples for each of the above • Startup Business Model & consolidate all assumptions/ hypothesis. • Include some aspects of contract management (third party engagement and associated terms) • Case study: 		
10	Start-up Idea Presentations <ul style="list-style-type: none"> • Group Presentations – Primarily designed to inculcate the habit of engaging as a team and improve presentation skills. 		WEB Resources, The Art of Startup Fundraising
11	Proof of Concept & Minimum Viable Product <ul style="list-style-type: none"> • Validating with some initial form/shape of the product (within a close group) • MVP with first adopter customer. • Pivoting idea / product feature. • External invitees (e.g. AIC IIT Delhi Sonapat) 		WEB Resources, The Art of Startup Fundraising
12	Funding & Financing Options <ul style="list-style-type: none"> • Bootstrapping • Angle Investment 		WEB Resources, The Art of Startup Fundraising



	<ul style="list-style-type: none"> • Venture Capital • Crowdfunding • External Invitees 		
13	Legal & Ethical Considerations Various type of legal entities for a startup, process to register (deregister) a company, expenditure around paperwork, taxation etc. <ul style="list-style-type: none"> • Various agreements (cofounder etc), Policies etc • Intellectual Property • Ethics in doing business. 		
14	Networking, Presentation & Negotiation Skills		WEB Resources, The Art of Startup Fundraising

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Courses to be offered January 2023

S No	School	School Abbreviation used	School Coordinator	No of TDCG Courses	TDCG Code	TDCG Title	Faculty Name	Brief summary
1	School of Planning and Development	SPD	Dr. Himadri Dey	1	TDC22PD01	GIS and remote sensing	Dr. Himadri Dey	GIS techniques become potential and indispensable tools for solving many problems w.r.t spatial planning. It co-relates different kinds of spatial data and their attribute data, so as to use them in various fields. Some current uses of GIS projects are housing, sanitation, power, water supply, disposal of effluents, urban growth, irrigation project design and planning, new road alignment etc. For this GIS are used to generate development models by integrating the information on natural resources, demographic and socio-economic data in a GIS domain with satellite data.
2	School of Art and Architecture	SAA	Mohd Anees	2	TDC22AA03	Making Cities Resilient 2030	Ms. Aditi Padhi	Resilient cities are cities that have the ability to absorb, recover and prepare for future shocks (economic, environmental, social & institutional). Identifying four major subsystems of the urban system as being composed of "governance networks," "metabolic flows," the "built environment," and "social dynamics." This schematic emphasizes the interconnections both within and between the four complex and adaptive subsystems, which interact at multiple spatial and temporal scales.
					TDC22AA04	Climate Change	Ms. Ankita Yadav	Climate change refers to long term shifts in temperature and weather patterns. This course will help to understand the phenomenon of climate change, its impact on areas and international discourses/ debates.
3	Vatel Hotel and Tourism Business School	VHTBS	Mr. Saif Anjum	2	TDC22VH03	Event Management	Nir. Saif Anjum	This course is all about understanding of event management and an basic to advance planning of an event. As we all know Event management is required for informal events like wedding functions, birthday ceremonies, as well as for formal events like award functions, live events for political parties, public speaking or motivational speaking, entertainment industry related events. This course will help to become an entrepreneur and set up an startup as well
					TDC22VH04	Planning & Designing Of A New Restaurant	Mr. Tushar Gupta	This course is all about understanding how a planning & designing of a new restaurant is done. We are all aware that setting up a new restaurant now-a-days is not just about serving food; rather it is about a whole new wholesome experience of dining. In modern society, setting up a restaurant professionally is about its aesthetics, service style, tableware, service ware, upholstery, ambience, theme and most importantly, it's unique & innovative menu.
4	School of Engineering and Technology	SET	Mr. Rajan Bansal	4	TDC22ET01	MSME Production Skillset	Mr. Rajan Bansal	The purpose of this course is to take a novice, a person with no Machine Shop or Workshop experience, and within duration of this course teach them about various processes, like casting, fitting, machining, grinding, carpentry, fitting work, identification of tools and suitable material for a purpose, optimized techniques to be used for a task and safety measures used in industry.
					TDC22ET02	Emerging Technology : Automation in Industry	Dr. Bindu Thakral	The broad objectives of this course are to • To Provide automation knowledge. • Incubate and automate the repeatable tasks. • To reduce the human efforts by using BOTS for various business.
					TDC22ET03	Microsoft Project: Beginner to Expert	Mr. Anand Sharma	Microsoft Project is a project management software product, developed and sold by Microsoft. It is designed to assist a project manager in developing a schedule, assigning resources to tasks, tracking progress, managing the budget, and analyzing workloads. The project creates budgets based on assignment work and resource rates. As resources are assigned to tasks and assignment work estimated, the program calculates the cost, equal to the work times the rate, which rolls up to the task level and then to any summary tasks and finally to the project level.
					TDC22ET04	Renewable Energy Plant Setup	Dr. Somya Tiwari	The course Renewable Energy Plant Set Up offers comprehensive knowledge and professional-level skills focused on developing a power plant set up using Solar and Wind power. It starts with the basic concepts and types of different available renewable energy.
5	School of Design	SOD	Mr. Sunil Verma	2	TDC22DN03	Crafts of India	Ms. Shalini Sharma	India is the only country in the world with an unbroken, living vibrant tradition of crafts. Students will get to know about Indian crafts (mainly Textile based craft), they will understand various hand skills used in textile crafts and explore it practically. Students will be doing a detailed project on a specific craft.
					TDC22DN04	The Art and Science of Questioning	Dr. Sachin Datt	Questioning is the unique human ability that has helped us understand the natural world around us. Every new scientific inquiry begins with an original question. Without questioning, the future becomes an unchanged reflection of the past. Only new questions can help find new answers which can create a new future. In this course students will gain the ability to construct and formulate original questions from their existing program of study or a subject of their interest and practice finding answers through a research focused inquiry. Students will also learn to distinguish between different types of questions.
					TDC22BS01	Latest Trends In Marketing	Dr. Priyanka Pradhan	In this competitive environment, Companies are not dependent on traditional media. This paper gives a flavor of the marketing practices to get the competitive edge. The Course is designed for students to understand the basics of the new jargon of marketing management and its advantage over traditional marketing. To develop critical insights within the marketing domain, case studies and projects will be included.

6	School of Business	SOB	Ms. Nisha Nandal	6	TDC22BS02	Introduction to Business Analytics	Dr. Pooja Nanda	This course is designed as an Introduction to business analytics, an area of business administration that considers the extensive use of data, methods, and fact-based management to support and improve decision making. This course discusses the benefits of employing analytics and a structured approach to problem-solving in management situations. The softwares required will be MS - Excel.
					TDC22BS06	Intricacies of Law in Business	Ms. Neetu Jora	This course is designed to enhance the legal literacy of students by developing a body of legal knowledge and honing legal instincts that will help them attain a competitive edge and promote long-term success. Avoiding legal problems in the first place is usually the best (and least expensive) course of action.
					TDC22BS07	Business Ethics & Corporate governance	Dr. Richa Aggarwal	The course "Business ethics" will help students understand appropriate business policies and practices regarding corporate governance, discrimination, corporate social responsibility, fiduciary responsibilities, and much more. The law often guides business ethics, but at other times business ethics provide a basic guideline that businesses can follow to gain public approval and create a sustainable development.
					TDC22BS08	Latest trends in Retailing	Ms. Chakshu Mehta	The prime objective of the subject is to give an in-depth understanding of all aspects of retail business. This subject will also provide an understanding of Retailing as an Economic and Social process, the Concept of Retailing, various types of retailers, and the formats. Students will also get an insight into the Retail Mix and the entire retail environment. The subject will also highlight the latest trends in retailing.
					TDC22BS09	Basics of HRM	Dr. Naveen Nandal	Human Resource Management links people-related activities to business strategy. The course develops a critical understanding of the role and functions of the various human resource activities in an organization, providing students with a comprehensive review of key HRM concepts, techniques and issues. Topics include job analysis and design, recruitment and selection, evaluation, performance management, training and development, job evaluation and the strategic role of HRM. Working with contemporary case studies, students not only engage in collaborative and individual work processes but use communication and discourse characteristic of the HRM context and environment.
7	School of Law	SOL	Ms. Ayesha Mukherjee	3	TDC22LW04	Fundamentals of Health Law	Ms. Ayesha Mukherjee	The course aims at citing regulations for ensuring right to health guaranteed under the Indian Constitution, legal protection available to mentally ill persons, laws prohibiting scams in organ transplantation and regulating various aspects relating to medical negligence, and ensuring medical insurance to the people.
					TDC22LW05	Principles of Labour & Employment Welfare laws	Dr. Anupama Singh	This course aims to introduce basic labour laws related to employer and employee, it provides details of benefits available in employment, rights of employees and employers, and the remedies against wrongful dismissal. Also discuss layoff, retrenchment, lockout, and strikes.
					TDC22LW06	Women Law and Policy	Ms. Kirty Lamba	The course aims 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 society, since it enhances both the quality number 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.
8	School of Health Sciences	SHS	Mr. Usman Khan	3	TDC22HS02	Primary Eye Care & Ocular Emergencies	Ms. Debanjali Bhattacharjee	Primary eye care (PEC) is a broad concept, encompassing the prevention of potentially blinding eye diseases through primary health care (PHC). PEC includes the identification, with treatment or referral, of individuals with treatable causes of blindness; and the diagnosis and treatment of common eye diseases, particularly those causing an acute red eye.
					TDC22HS03	Concept of Health Education	Ms Pooja Mehra	The broad objectives of this course are to • Identify, assess, and implement personal wellness behaviors and individual health promotion strategies, • identify the factors influencing the multi-dimensional aspects of the health of all populations
					TDC22HS04	Understanding of Human Behavior	Ms. Richa Dwedi	The current course "Understanding of Human Behaviour" shall focus upon the basics of psychology one should know to understand himself and others better. The Course shall also help in making better responses in general and specific life situations. The course is supported with the practical understanding to enhance the exposure and experience of the students.



TDCC

Course Code: TDC22PD01
Course Title: Geographical Information System (GIS)

About the faculty:

Name : Dr. Himadri Shekhar Dey
Designation : Assistant Professor
School : School of Planning and Development
Office room no. :
Extn:

Dr. Himadri Shekhar Dey has been actively working in Geospatial industries of Spatial Planning for more than a decade and worked with various government organisations like Delhi Development Authority, NCR Planning Board in Delhi-NCR. Also, on several occasions taught GIS and Planning to School of Planning and Architecture, Delhi.


He has done Ph.D & Masters in Geography from Visva-Bharati, Santiniketan, Masters in Planning from School of Planning and Architecture, New Delhi and PG Diploma in GIS and Remote Sensing from Jadavpur University, Kolkata.

Concept Note:

A geographic information system (GIS) is a computer-based tool for mapping and analysing feature events on earth. GIS technology integrates common database operations, such as query and statistical analysis, with maps. GIS manages location-based information and provides tools for display and analysis of various statistics, including population characteristics, economic development opportunities, and vegetation types. GIS allows you to link databases and maps to create dynamic displays. Additionally, it provides tools to visualize, query, and overlay those databases in ways not possible with traditional spreadsheets. These abilities distinguish GIS from other information systems, and make it valuable to a wide range of public and private enterprises for explaining events, predicting outcomes, and planning strategies.

The very founding principle that is to be followed in this course is that empowering students with most relevant techniques in GIS. The importance of basics is to be stressed and explained thoroughly. Learning the fundamentals of GIS will help up and running in no time.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>	School of Planning and Development Detailed Teaching Plan		
Course Code: TDC22PD01	Course Title : Geographical Information System (GIS)		
Academic Year: 2021-22	Term : II	Core/Elective: Elective	Credits: 2
Course Instructor: Dr. Himadri Shekhar Dey e-mail: himadridey@sushantuniversity.edu.in			
Course Pre-requisites: None		No. of sessions: 30	

1. Course Description

Master the basics of GIS & Remote Sensing using industry leading softwares. GIS techniques become potential and indispensable tools for solving many problems w.r.t spatial planning. It co relates different kinds of spatial data and their attribute data, so as to use them in various fields. Some current uses of GIS projects are housing, sanitation, power, water supply, disposal of effluents, urban growth, irrigation project design and planning, new road alignment etc. For this GIS are used to generate development models by integrating the information on natural resources, demographic and socio -economic data in a GIS domain with satellite data.

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 a productive advanced GIS skilled person.
- Deal with expanded utilization of GIS innovation in various industries which enhanced the range of opportunities for work in GIS

3. Course Learning Outcomes

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

CO1: Understand the basics of GIS

CO2: Read a map and understand it easily.

CO3: Learn how to analyse spatial data.

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 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Overview of GIS: Introduction to GIS, definition of GIS, Components of GIS, functions and advantages of GIS, Application Areas	Presentation	
2	Georeferencing (image to image, image to ground), projection	Practical	
3	Spatial data model: Dimensions of GIS data, Conceptual (field/object) and logical (raster/vector/object oriented)	Presentation	
4	Shape file Creation, editing, Advance editing	Practical	
5	Concepts on co-ordinate system: Map, scale, coordinate systems, sphere/spheroid, datums, projection, projection, parameters	Presentation	
6	Creation of database, concept of attribute data & spatial data, external database attachment, query: spatial query, attribute query	Practical	
7	Process of GIS: Data sources, data capture (raster/vector/attribute), Raster and vector data processing	Presentation	
8	Geodatabase design, (generation/editing), Topology	Practical	
9	Thematic map, Layout generation, Annotation	Practical	
10	Geoprocessing: Buffer, Intersect, Union, Clip, Erase	Practical	

6. Course Assessment

Course Assessment Components for a TDCC



A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (25)			
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance
15	15		5
Total			
			35
Lab (15)			
Mid Semester Examination	Lab / practical performed & Lab report		Total
15	10		25

END SEMESTER EXAMINATION (40)

Theory (25)	Lab (15)
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7. Course Conduct Policy

A. Academic Honesty

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

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

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

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



Timestamp	Enter Your Roll Number	Enter Your Name	Enter Your Mobile Num	TDC Courses	Current Semester	Your Own School Name	Batch Name	Email Address
1/18/2023 13:03:13	220bca008	Tushar Sharma	9910496804	TDC22PD001-GIS and remote	2 SET	BCA 2022	BCA 2022	tushar.220bca008@sushantuniversity.edu.in
1/18/2023 13:06:08	220bca051	Aditya Ionia	9717234410	TDC22PD001-GIS and remote	2 SET	BCA 2022	BCA 2022	aditya.220bca051@sushantuniversity.edu.in
1/18/2023 13:06:14	220bca044	Ahinitav Chaudhary	9900941515	TDC22PD001-GIS and remote	2 SET	BCA 2022	BCA 2022	ahinitav.220bca044@sushantuniversity.edu.in
1/19/2023 11:50:30	220bca024	Himanshu Tripathi	8700337456	TDC22PD001-GIS and remote	2 SET	BCA 2022	BCA 2022	himanshu.220bca024@sushantuniversity.edu.in
1/19/2023 14:27:08	220bca016	Nehar Sharma	7011069713	TDC22PD001-GIS and remote	2 SOL	LLBH 2022	LLBH 2022	nehar.220bca016@sushantuniversity.edu.in
1/20/2023 17:45:45	220bca011	Neha Kumari	8709528032	TDC22PD001-GIS and remote	2 SOB	B.Com 2022-2025	B.Com 2022-2025	neha.220bcom011@sushantuniversity.edu.in
1/24/2023 8:14:40	220bca077	Akhlesh Kumar	7503057537	TDC22PD001-GIS and remote	2 SET	Bca cse	Bca cse	akhlesh.220bca077@sushantuniversity.edu.in
1/24/2023 12:21:05	220bca023	Vikram Thakur	8178252068	TDC22PD001-GIS and remote	2 SET	Bca 2022	Bca 2022	vikram.220bca023@sushantuniversity.edu.in
1/30/2023 10:36:02	220bca076	Rishabh upadhyay	9532665859	TDC22PD001-GIS and remote	2 SET	BCA 2022	BCA 2022	rishabh.220bca076@sushantuniversity.edu.in
1/30/2023 10:43:05	220bca098	Sagar Kushwaha	7317293362	TDC22PD001-GIS and remote	2 SET	BCA 2022	BCA 2022	sagar.220bca098@sushantuniversity.edu.in
1/30/2023 16:49:06	220bca070	Aayush Gaur	9560382540	TDC22PD001-GIS and remote	2 SET	Bca 2022	Bca 2022	aayush.220bca070@sushantuniversity.edu.in
1/31/2023 11:05:45	220bcom034	Rajat	9306464692	TDC22PD001-GIS and remote	2 SOB	Bcom(hons)	Bcom(hons)	rajat.220bcom034@sushantuniversity.edu.in
1/31/2023 13:58:36	220bca078	Himanshu Oia	8278630764	TDC22PD001-GIS and remote	2 SET	BCA 2022	BCA 2022	himanshu.220bca078@sushantuniversity.edu.in
1/31/2023 16:13:31	220bcom043	Tina nandi	9971432916	TDC22PD001-GIS and remote	2 SOB	Bcom(hons)	Bcom(hons)	tina.220bcom043@sushantuniversity.edu.in
1/2/2023 15:11	220bca099	Anupam Chauthan	8471018669	TDC22PD001-GIS and remote	2 SET	BCA 2021	BCA 2021	anupam.220bca099@sushantuniversity.edu.in
8/2/2023 14:38	220bca073	Aditya Singh	8799784653	TDC22PD001-GIS and remote	2 SET	Bca	Bca	aditya.220bca073@sushantuniversity.edu.in
21/06/2023 10:13	220bca013	Mitakshi Kataria	9582806543	TDC22PD001-GIS and remote	2 SOD	MDES ID 2022	MDES ID 2022	mitakshikataria.mdesg21@sushantuniversity.edu.in
21/06/2023 10:13	220bca010	Himanshu Sharma	959524675	TDC22PD001-GIS and remote	4 SOB	MBA-Warwick-2021	MBA-Warwick-2021	himanshusharma.mba21@sushantuniversity.edu.in
21/06/2023 10:13	220bca032	Raghav Arora	7838070226	TDC22PD001-GIS and remote	4 SOB	MBA-Warwick-2021	MBA-Warwick-2021	raghavarora.mba21@sushantuniversity.edu.in
21/06/2023 10:13	220bca017	Sahil Panuja	7470000300	TDC22PD001-GIS and remote	2 SOB	MBA	MBA	Sahil.220bca017@sushantuniversity.edu.in
22/06/2023 10:13	220bcom037	Belraj	8950544648	TDC22PD001-GIS and remote	2 SOB	b.com 2022	b.com 2022	Belraj.220bcom037@sushantuniversity.edu.in
22/06/2023 10:13	220bcom066	Yashraj Singh	9306365251	TDC22PD001-GIS and remote	2 SOB	b.com 2022	b.com 2022	Yashraj.220bcom066@sushantuniversity.edu.in
22/06/2023 10:13	220bcom068	Rohit	8383887016	TDC22PD001-GIS and remote	2 SOB	b.com 2022	b.com 2022	Rohit.220bcom068@sushantuniversity.edu.in
22/06/2023 10:13	220bcom075	Nikhil Dejar	99959593631	TDC22PD001-GIS and remote	2 SOB	b.com 2022	b.com 2022	Nikhil.220bcom075@sushantuniversity.edu.in
22/06/2023 10:13	220bcom080	Yash Ambawat	7035776666	TDC22PD001-GIS and remote	2 SOB	b.com 2022	b.com 2022	Yash.220bcom080@sushantuniversity.edu.in
22/06/2023 10:13	220bcom083	Yuvraj Ahuja	7011806724	TDC22PD001-GIS and remote	2 SOB	b.com 2022	b.com 2022	Yuvraj.220bcom083@sushantuniversity.edu.in
22/06/2023 10:13	220bcom031	Rahul Kumar	9508211903	TDC22PD001-GIS and remote	2 SOB	b.com 2022	b.com 2022	Rahul.220bcom031@sushantuniversity.edu.in
22/06/2023 10:13	220bba004	Lokesh	7300877675	TDC22PD001-GIS and remote	2 SOB	BBA 2022	BBA 2022	Lokesh.220bba004@sushantuniversity.edu.in
22/06/2023 10:13	220bba045	Krish Chawla	9910991901	TDC22PD001-GIS and remote	2 SOB	BBA 2022	BBA 2022	Krish.220bba045@sushantuniversity.edu.in
22/06/2023 10:13	220bba036	hasaan ansari	8527232804	TDC22PD001-GIS and remote	2 SOB	BBA 2022	BBA 2022	hasaan.220bba036@sushantuniversity.edu.in
22/06/2023 10:13	220bba034	Gaurav	9667600878	TDC22PD001-GIS and remote	2 SOB	BBA 2022	BBA 2022	Gaurav.220bba034@sushantuniversity.edu.in
22/06/2023 10:13	220bba063	Arun Jhorar	9066155011	TDC22PD001-GIS and remote	2 SOB	BBA 2022	BBA 2022	arun.220bba063@sushantuniversity.edu.in
22/06/2023 10:13	220bba047	Akash Sharma	9136892083	TDC22PD001-GIS and remote	2 SOB	BBA 2022	BBA 2022	akash.220bba047@sushantuniversity.edu.in
22/06/2023 10:13	220bba047	Eshan Amra	9999014250	TDC22PD001-GIS and remote	2 SOB	BBA 2022	BBA 2022	eshan.220bba047@sushantuniversity.edu.in
22/06/2023 10:13	220bba047	Rohan Rathee	7206865626	TDC22PD001-GIS and remote	2 SHS	BBA 2022	BBA 2022	rohan.220bba047@sushantuniversity.edu.in



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Timestamp	Enter Your Roll Number	Enter Your Name	Enter Your Mobile No	TDCC Courses	Current Semester	Your Own School Name	Batch Name	Email Address
1/18/2023 12:44:42	210BBAW003	SAURAV KUMAR	9625171062	TDC22AA03-Making Cities Re	4 SOB	BBA - finlech 2021	BDES 2021	saauravkumar.bba21@sushantuniversity.edu.in
1/18/2023 15:31:34	210BDESCD005	Khushi Dixit	7303423330	TDC22AA03-Making Cities Re	4 SOB	BDES 2021	BDES 2021	khushidixit.bdesg21@sushantuniversity.edu.in
1/18/2023 20:13:02	220MBA041	Karthikayan s	7548864633	TDC22AA03-Making Cities Re	2 SOB	MBA AVIATION (ICRI)	MBA AVIATION (ICRI)	karthikayan.220bscm011@sushantuniversity.edu.in
1/18/2023 20:13:02	220MBA036	Gaurav Anand	8826619563	TDC22AA03-Making Cities Re	2 SOB	MBA AVIATION (ICRI)	MBA AVIATION (ICRI)	gaurav.220mba036@sushantuniversity.edu.in
1/18/2023 20:13:02	220MBA040	AKSHAY M	9911156622	TDC22AA03-Making Cities Re	2 SOB	MBA AVIATION (ICRI)	MBA AVIATION (ICRI)	akshay.220mba040@sushantuniversity.edu.in
1/18/2023 20:13:03	220MBA038	Rishav Nayak	7032502673	TDC22AA03-Making Cities Re	2 SOB	MBA Aviation Manager	MBA Aviation Manager	rishav.220mba038@sushantuniversity.edu.in
1/18/2023 20:25:51	220MBA039	Vishwa Nidhi	7491042512	TDC22AA03-Making Cities Re	2 SOB	MBA Aviation 2022	MBA Aviation 2022	24 vishwanthi.220mba039@sushantuniversity.edu.in
1/18/2023 23:41:19	220MBA037	Kshilitz Sharma	9557989005	TDC22AA03-Making Cities Re	2 SOB	MBA AVIATION MANA	MBA AVIATION MANA	kskshilitz.220mba037@sushantuniversity.edu.in
1/19/2023 13:30:31	220bcom007	Naina	9643128177	TDC22AA03-Making Cities Re	2 SOB	Bcom honours 2022	Bcom honours 2022	naina.220bcom007@sushantuniversity.edu.in
1/19/2023 14:18:57	220MBA042	Shashank kumar	9910657750	TDC22AA03-Making Cities Re	2 SOB	MBA Aviation manager	MBA Aviation manager	shashank.220mba042@sushantuniversity.edu.in
1/20/2023 11:06:06	220BCOM051	Sakshi Rajput	9650822898	TDC22AA03-Making Cities Re	2 SOB	BCOM HONOURS - 2C	BCOM HONOURS - 2C	sakshi.220bcom051@sushantuniversity.edu.in
1/20/2023 13:00:17	220BBA061	Priyanshu	9910456178	TDC22AA03-Making Cities Re	2 SOB	BBA 2022	BBA 2022	priyanshu.220bba061@sushantuniversity.edu.in
1/20/2023 13:00:19	220BBA062	Manoj kaur	9980845150	TDC22AA03-Making Cities Re	2 SOB	BBA 2022	BBA 2022	yash.220bba061@sushantuniversity.edu.in
1/20/2023 13:00:19	220BBA062	Manishk Yadav	9643044232	TDC22AA03-Making Cities Re	2 SOB	BBA 2022	BBA 2022	yash.220bba061@sushantuniversity.edu.in
1/20/2023 16:41:01	220bscm005	Rahul Raj	8178738508	TDC22AA03-Making Cities Re	2 SOB	Bba 2022	Bba 2022	manoj.220bba062@sushantuniversity.edu.in
1/20/2023 19:05:07	210BSCOMH050	Aditya	9006371612	TDC22AA03-Making Cities Re	2 SHS	BSC .MLT	BSC .MLT	rahul.220bscm005@sushantuniversity.edu.in
1/20/2023 19:05:40	210BSCOM002	Devayash Jain	8826806834	TDC22AA03-Making Cities Re	4 SOB	BCOM 2021	BCOM 2021	aditya.bcom21@sushantuniversity.edu.in
1/20/2023 20:29:19	220BSCOM052	Valbhav gang	9315730620	TDC22AA03-Making Cities Re	4 SOB	BCOM HNS PROF 202	BCOM HNS PROF 202	devayashjain.bcom21@sushantuniversity.edu.in
1/20/2023 20:29:22	220bcom005	Dhiraj karnait	8826551561	TDC22AA03-Making Cities Re	2 SOB	B.com-IAF 2022	B.com-IAF 2022	valbhav.220bcom052@sushantuniversity.edu.in
1/21/2023 17:02:08	220bba030	Tushar Yadav	8920666749	TDC22AA03-Making Cities Re	2 SOB	Bcom(hons) IAF	Bcom(hons) IAF	dhiraj.220bcom005@sushantuniversity.edu.in
1/23/2023 11:43:44	210BLLB010	Shubham Goei	7701873744	TDC22AA03-Making Cities Re	4 SOL	BBA WARWICK 2022	BBA WARWICK 2022	tushar.220bba030@sushantuniversity.edu.in
1/23/2023 11:43:44	210BLLB003	Vivaan selhi	9810083056	TDC22AA03-Making Cities Re	4 SOL	BA-LLB 2021	BA-LLB 2021	shubhamgoel.balb21@sushantuniversity.edu.in
1/23/2023 11:49:18	221balb001	Serthak Debata	7982339709	TDC22AA03-Making Cities Re	4 SOL	BBALLB 21-26	BBALLB 21-26	vivaansethi.balb21@sushantuniversity.edu.in
1/23/2023 12:14:42	220BSCOM058	Saloni rathi	9289421147	TDC22AA03-Making Cities Re	2 SOB	Balb2021	Balb2021	serthak.220balb016@sushantuniversity.edu.in
1/23/2023 12:28:03	220bba049	Sakshi	8287197140	TDC22AA03-Making Cities Re	2 SOB	Bcom- 2022	Bcom- 2022	saloni.220bcom058@sushantuniversity.edu.in
1/25/2023 11:45:06	220BBA018	Parth Katal	7288651812	TDC22AA03-Making Cities Re	2 SOB	BBA(H) 2022	BBA(H) 2022	sakshi.220bba049@sushantuniversity.edu.in
1/30/2023 11:04:13	210MBAW026	Himanshi ballyan	7678684729	TDC22AA03-Making Cities Re	4 SOB	Bba(h)-2022	Bba(h)-2022	parth.220bba018@sushantuniversity.edu.in
1/30/2023 19:49:40	210MBAW018	Aruna sharma	9319105751	TDC22AA03-Making Cities Re	4 SOB	MBA 2021-2023	MBA 2021-2023	himanshiballyan.mba21@sushantuniversity.edu.in
1/30/2023 21:20:39	210MBAW016	Shikha rajput	9910301114	TDC22AA03-Making Cities Re	4 SOB	MBA	MBA	anunasharma.mba21@sushantuniversity.edu.in
1/31/2023 12:28:59	220BSCOM002	Teesha Kakra	8448813167	TDC22AA03-Making Cities Re	2 SOB	Bcom Hons 2022	Bcom Hons 2022	kanishkarajput.mba21@sushantuniversity.edu.in
1/31/2023 13:25:40	220bcom041	Piyush rana	9810518551	TDC22AA03-Making Cities Re	2 SOB	B.com(H) 2022	B.com(H) 2022	lessha.220bcom002@sushantuniversity.edu.in
2/2/2023 12:38	210MBAW030	Manpreet singh	9811991188	TDC22AA03-Making Cities Re	4 SOB	MBA	MBA	piyush.220bcom041@sushantuniversity.edu.in
2/2/2023 23:30	220bcom023	Nikhil yadav	7399999080	TDC22AA03-Making Cities Re	2 SOB	B.com (H) 2022	B.com (H) 2022	manpreetsingh.mba21@sushantuniversity.edu.in
3/2/2023 10:18	220BCA036	Aniket Shokeen	8130373793	TDC22AA03-Making Cities Re	2 SET	BCA 2022	BCA 2022	nikhil.220bcom023@sushantuniversity.edu.in
3/2/2023 10:18	220BCA059	Prince	8744007677	TDC22AA03-Making Cities Re	2 SET	BCA 2023	BCA 2023	aniket.220bca036@sushantuniversity.edu.in
								prince.220bca059@sushantuniversity.edu.in



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Timestamp	Enter Your Roll Number	Enter Your Name	Enter Your Mobile Numb	T.D.C.C. Courses	Current Semester	Your Own School Nam	Batch Name	Email Address
1/18/2023 12:47:45	220MDES008	Vipin Dillip Meshram	9167300661	TDC22AA04-Climate Change-	2 SOD	M.Des-UX Design 2022	202	vinip.220mdes008@sushantuniversity.edu.in
1/18/2023 13:00:26	220BALLB023	Harsh naraina	9310193122	TDC22AA04-Climate Change-	2 SOL	BALLB 2022	202	harsh.220ballb023@sushantuniversity.edu.in
1/18/2023 13:11:17	220bhm013	Rohan mishra	9310193122	TDC22AA04-Climate Change-	2 SHM	BHM 2022	202	rohan.220bhm013@sushantuniversity.edu.in
1/18/2023 13:30:20	210bdes011	Mishtha mangla	8585910818	TDC22AA04-Climate Change-	4 SOD	BDESIA 2021	202	mishthamangla.bdesg21@sushantuniversity.edu.in
1/18/2023 13:31:09	210BDESID008	Malika Singh	9650015336	TDC22AA04-Climate Change-	4 SOD	B.des ID 2021	202	malikasingh.bdesg21@sushantuniversity.edu.in
1/18/2023 13:31:53	210BDESCD003	Riya Soni	9540006101	TDC22AA04-Climate Change-	4 SOD	B.des - CD 2021	202	riyasoni.bdesg21@sushantuniversity.edu.in
1/18/2023 13:44:42	210bsccv018	Sunny raj	8076408890	TDC22AA04-Climate Change-	4 SHS	B.cvt-shs 2021	202	sunmyroy.bhs21@sushantuniversity.edu.in
1/18/2023 13:49:37	210BSCCVT008	Syed Kafiuddin	7488766188	TDC22AA04-Climate Change-	4 SHS	BSC.CVT 2021	202	syedkafiuddin.bhs21@sushantuniversity.edu.in
1/18/2023 13:52:36	210BBAAV019	Yudishu Bhatia	9873993939	TDC22AA04-Climate Change-	4 SOB	BBAA-W 2021	202	yudishubhatia.bba21@sushantuniversity.edu.in
1/18/2023 14:03:35	210bdes011	Jaisai Yadav	9873606570	TDC22AA04-Climate Change-	4 SOB	BBAA-W 2021	202	jaisaiyadav.bba21@sushantuniversity.edu.in
1/18/2023 14:08:40	220BDES007	Mudila Marwaha	9821924411	TDC22AA04-Climate Change-	4 SOD	B. Des CD 2021	202	mudilamarwaha.bdesg21@sushantuniversity.edu.in
1/18/2023 14:22:46	220BSCMLT004	Nilish rana	8448529951	TDC22AA04-Climate Change-	2 SOD	M.Des UX 2022	2022	nilish.220mdes007@sushantuniversity.edu.in
1/18/2023 14:33:18	220BSCMLT006	Manish Dutt	7808321877	TDC22AA04-Climate Change-	2 SHS	BSC.MLT-SHS 2022	2022	manish.220bscmlt004@sushantuniversity.edu.in
1/18/2023 14:59:20	210BSCPSY016	HARSIFT KAUR	9310018590	TDC22AA04-Climate Change-	2 SHS	BSC.MLT	2022	harsift.220bscmlt006@sushantuniversity.edu.in
1/18/2023 15:00:16	210bsccv024	Sana Ahmed	9818216706	TDC22AA04-Climate Change-	4 SHS	M.Optomery (2022-20	202	anshikagrover.bhs21@sushantuniversity.edu.in
1/18/2023 15:07:50	220bca010	Anshika Grover	8810632956	TDC22AA04-Climate Change-	2 SET	B.Sc. Psychology	202	anshikagrover.bhs21@sushantuniversity.edu.in
1/18/2023 15:10:54	210BSCPSY023	Nikhil bhardwaj	9810827445	TDC22AA04-Climate Change-	4 SHS	Bca 2022	2022	nikhil.220bca010@sushantuniversity.edu.in
1/18/2023 15:12:51	220MBA011	Krish Sharma	8595098390	TDC22AA04-Climate Change-	2 SOB	Bsc psychology 2022	2022	krishsharma.bhs21@sushantuniversity.edu.in
1/18/2023 15:16:19	210bsccv017	Sapna Thapa	9388697193	TDC22AA04-Climate Change-	4 SHS	Bsc psychology	2022	sapna.220mbsa011@sushantuniversity.edu.in
1/18/2023 18:00:25	220MBSCLM003	Preeti	9582570398	TDC22AA04-Climate Change-	2 SHS	MSc MLT 2022	2022	preeti.bhs21@sushantuniversity.edu.in
1/18/2023 18:42:14	220MBA006	ROHIT SWAMI	9555235922	TDC22AA04-Climate Change-	2 SOB	BCA 2022	2022	sakshi.220mbsa011@sushantuniversity.edu.in
1/18/2023 19:00:03	220BCA021	Sakshi Joon	8929962699	TDC22AA04-Climate Change-	2 SET	B.Com(HIAF 2021	2021	mayank.220mbsa006@sushantuniversity.edu.in
1/18/2023 22:40:00	210BSCOMSF017	Mayank Hesija	9811534586	TDC22AA04-Climate Change-	4 SOB	B.Com(HIAF 2021	2021	mayank.220mbsa006@sushantuniversity.edu.in
1/18/2023 23:49:43	220MBA001	Vineyak Kataria	8076254993	TDC22AA04-Climate Change-	2 SOB	MBA-2022	2022	vinayakataria.boom21@sushantuniversity.edu.in
1/19/2023 10:02:06	220MBA010	Harsh Sharma	9717260092	TDC22AA04-Climate Change-	2 SOB	Mba 2022	2022	harsh.220mbsa010@sushantuniversity.edu.in
1/19/2023 10:04:31	220MBA029	Mayur Kataria	9555560076	TDC22AA04-Climate Change-	2 SOB	MBA-2022	2022	mayur.220mbsa010@sushantuniversity.edu.in
1/19/2023 10:06:18	220MBA008	Yodrai khatana	8287368087	TDC22AA04-Climate Change-	2 SOB	MBA-2022	2022	yograj.220mbsa029@sushantuniversity.edu.in
1/19/2023 10:07:03	220mbsa018	Tanun Kumar Sharma	7982224241	TDC22AA04-Climate Change-	2 SOB	MBA-WAVARIK 2022	2022	sourav.220mbsa018@sushantuniversity.edu.in
1/19/2023 10:10:02	210bdes011	Sourav yadav	8826039621	TDC22AA04-Climate Change-	4 SOD	Bdesux 2021	2021	ayushyadav.bdesg21@sushantuniversity.edu.in
1/19/2023 10:20:29	220mbsa024	Ayush yadav	8800187156	TDC22AA04-Climate Change-	2 SOB	MBA 2022	2022	tanish.220mbsa024@sushantuniversity.edu.in
1/19/2023 10:51:38	220MDES003	Tanish Yadav	8860060083	TDC22AA04-Climate Change-	2 SOD	Mdes-JX-2022	2022	ayushyadav.bdesg21@sushantuniversity.edu.in
1/19/2023 11:32:12	220bsccv002	Mansi Singhal	9729497570	TDC22AA04-Climate Change-	2 SHS	Bsc cvt2022	2022	tanish.220mbsa024@sushantuniversity.edu.in
1/19/2023 11:32:12	220bsccv002	Mansi	7015221751	TDC22AA04-Climate Change-	2 SHS	Bsc cvt2022	2022	mansi.220mdes003@sushantuniversity.edu.in
1/19/2023 11:32:12	220bsccv015	Riya Paul	8076265780	TDC22AA04-Climate Change-	2 SHS	Bsc cvt2022	2022	mansi.220bsccv002@sushantuniversity.edu.in
1/19/2023 11:32:12	220bsccv018	Kashish Sharma	7834828082	TDC22AA04-Climate Change-	2 SHS	Bsc cvt2022	2022	Riya.220bsccv015@sushantuniversity.edu.in
1/19/2023 11:32:12	220bsccv018	Kashish Sharma	7834828082	TDC22AA04-Climate Change-	2 SHS	Bsc cvt2022	2022	Kashish.220bsccv018@gmail.com



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TDCC

Course Code: TDC22AA03
Course Title: Making Cities Resilient

About the faculty:

Name : Aditi Padhi
Designation: Associate Professor
School : School of Art and Architecture
Office room no.: E440

Faculty Profile:

Prof. Aditi Padhi has 20 years of multinational and multidisciplinary, industry experience as an Architect/Urban designer. Aditi is bridging GIS, BIM, financial modelling, and market analytics for **sustainable responsive architecture** and **strategic resilient city initiatives**. She explores the intersectional design spaces of technology, ecology and social architecture in her pedagogical philosophy.

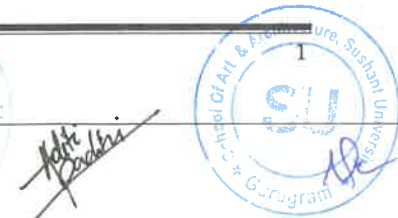
Her portfolio of projects delivered in various municipalities, communities, transit and development authorities and vast worked internationally for a decade in, Singapore, Denmark, Middle-east, S-E Asia and the U.S. She has pioneered smart city initiatives and e-governance smart Dashboard in India.


While working on 17 diverse Atal Mission for Rejuvenation and Urban Transformation (AMRUT) projects she established the groundwork to develop a first of its kind Property Tax System (PTS) online portal for Haryana State Govt. Other E-Governance and smart city initiatives include: Rajasthan Housing Development Real estate management portal, proposals for Smart city Sagar, Delhi master Plan GIS and CAMPA-Naruwa, PMAS, Rajiv Awas Yojna- Slum development (RAJ). She strives to innovate in SMART and sustainable goals for large-scale township, housing, and city level projects. Some other projects include TOD, manufacturing parks, mixed use development and urban industrial tech parks. She has established within her firm a research focused vertical on evidence-based design (EBD) called the EASE model.

She continues to contribute to architectural education and knowledge sharing globally with the smart city community.

Concept Note:

Course is completely focused on group work and promotes experience of inter disciplinary learning from a multidisciplinary approach. Students will be encouraged to recollect their experience with the Covid 19 pandemic and the knowledge of basic social science, primarily focusing on human resilience from basic social infrastructure and policy implementation into an output in the form of a model, based on a particular mechanism. Explanation of the simple mechanism is needed along with the final model. Understanding the future of urban development and cities is the basis of course since it should reflect in the final product. During the course, the student's own future aspirations and hope for a better future will be explored through continued studies in the contemporary field of: people, design, planning, digital city and sustainability.



		School of Art and Architecture Detailed Teaching Plan	
Course TDC22AA03	Code:	Course Title : Making Cities Resilient	
Academic Year: 2022-23	Term : Even	Core/Elective: Elective	Credits: 2
Course Designed by: Aditi Padhi e-mail: aditipadhi@sushantuniversity.edu.in		Course Instructor: Aditi Padhi e-mail: aditipadhi@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions: 2 sessions per week	

1. Course Description

Course focusses on people, design, planning, digital city and sustainability along with the frameworks of operations existing today. They will contribute to a more **resilient city** drawing upon their own struggles against COVID-19 pandemic, natural disasters and economic upheavals. Building knowledge base towards the **Cities Resilient 2030 (MCR2030) initiative** which is a unique cross-stakeholder initiative for improving local resilience through **advocacy, sharing knowledge and experiences, establishing mutually reinforcing city-to-city learning networks, injecting technical expertise, connecting multiple layers of government and building partnerships**. The course aims to ensure students are sensitized to ideas of cities becoming **inclusive, safe, resilient and sustainable** by 2030, contributing directly to the achievement of **Sustainable Development Goal 11 (SDG11)**, additionally also learn about other globally successful frameworks including the Sendai Framework for Disaster Risk Reduction, the Paris Agreement and the New Urban Agenda.

Employability-level: Premier 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 :

- Provides environment to collaborate on the existing knowledge of **advocacy of Resiliency** and explore it further.
- Inculcate basic understanding of existing frameworks in use.
- Combine knowledge of different fields through discussion and group meetings.
- Production of a creative output with teamwork.

3. Course Learning Outcomes

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

CO1: Understanding of mechanism of resilience in everyday objects

CO2: There should be development of a advocacy skill in student

CO3: Student should be able to show understanding and technical expertise, connecting

multiple layers of government and partnerships
C04: Understanding theories of Resilient 2030 (MCR2030)

4. Course Pedagogy

Facilitate interaction among the participants and to generate critical thinking. The primary format for this will be small group activities and nominal group discussion. Hands on experience and revision of existing knowledge of the subject. Course also gives them understanding of operations on field and theory.

5. Course Contents and Schedule

The class would meet weekly 3 hrs (1L+2P).

Week. No.	Date	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	CO
1	31/1/2023	Pandemic and Resilience	CO1
2	1/2/2023	Resilience During the COVID-19 Outbreak	CO1
3	7/2/2023	Why is resilience important in cities? Urban Systems	CO1 & CO2
4	8/2/2023	Cross Disciplinary Cross Pollination	CO1 & CO2
5	14/2/2023	Urban Resilience is defined	CO1 & CO2
6	15/2/2023	City Resilience Frameworks	CO1 & CO2
7	22/2/2023	MCR Tools and analysis	CO3
8	28/2/2023	Process Map	CO3
01/3/2023			
9	9/3/2023	What is 100 resilient cities strategy	CO3
10	14/3/2023	The TEN Essentials for Making Cities Resilient	CO3
11	15/3/2023	The TEN Essentials for Making Cities Resilient	CO3
12	21/3/2023	The TEN Essentials for Making Cities Resilient	CO3
13	22/3/2023	The TEN Essentials for Making Cities Resilient	CO3
14	28/3/2023	The TEN Essentials for Making Cities Resilient	CO3
15	29/3/2023	The SGD Targets	CO3 & CO4
16	5/4/2023	The SDG 11 targets identify key factors that must be addressed to make cities more sustainable, inclusive, resilient and safe:	CO3 & CO4
17	11/4/2023	The SDG 11,12,13 targets identify key factors that must be addressed to make cities more sustainable, inclusive, resilient and safe:	CO3 & CO4



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20/03/23



18	12/4/2023	The SDG 12 targets identify key factors that must be addressed to make cities more sustainable, inclusive, resilient and safe:	CO3 & CO4
19	18/4/2023	The SDG 14 targets identify key factors that must be addressed to make cities more sustainable, inclusive, resilient and safe:	CO3 & CO4
20	19/4/2023	The SDG 15	CO3 & CO4
21	25/4/2023	The SDG 16	CO3 & CO4
22	26/4/2023	The SDG 17-t-Matters-UNDP	CO3 & CO4
	2/5/2023	Lecture on Resilient City Modeling	Research papers reading
	3/5/2023	Pre- Review	Final Jury and Peer review

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
	35		5	40
END SEMESTER EXAMINATION (60) – 2/5/2023 Report Submission				
SEMESTER (Mid + End) = Final Semester Internal Marks				
END SEMESTER JURY – 3/5/2023 VIVA				
Internal (50%)			External (50%)	

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,



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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.



TDCC

Course Code: TDC22AA04
Course Title: Climate Change

About the faculty:

Name : Ankita Yadav
Designation: Assistant Professor
School : School of Art and Architecture
Office room no.: 3.10
Extn:

Faculty profile: Acquired and developed interest towards teaching & pursued M.Arch in Pedagogy from Jamia Millia Islamia in year 2018-2020. Along with that have worked at SPA, Delhi's Department of Architecture Conservation for HIA Research which resulted in further opening up my mind towards conservation and sustainability. I have 2 research papers published in National and International Conferences held at Apeejay Institute of Technology and CDOL, Jamia Millia Islamia respectively in year 2020. My interests lie in conservation of heritage and sustainability related topics. I have dedicated a significant amount of my time as volunteer working for a few NGOs in Muzzafarpur and Delhi to create awareness for waste management and redevelopment of small patches in slums. While I was working at Mysore School of architecture between 2020 to 2021, I got chance to play role of NSS representative where I contributed in development city through social service as a pedagogue and a designer.

Concept Note: (200 word)

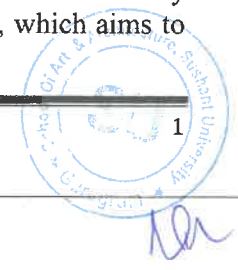
Course is completely focused on group work and promotes experience of learning from each other. Climate change, driven by human activities such as fossil fuel combustion, deforestation, and industrial processes, poses an urgent global challenge. The accumulation of greenhouse gases (GHGs) in the atmosphere has led to rising temperatures, altered weather patterns, and increased frequency of extreme events such as floods, droughts, and hurricanes. These impacts threaten ecosystems, biodiversity, and human livelihoods, particularly in vulnerable communities.

Addressing climate change requires a multifaceted approach, integrating mitigation and adaptation strategies. Mitigation involves reducing GHG emissions through transitioning to renewable energy, enhancing energy efficiency, and adopting sustainable land-use practices. Adaptation focuses on building resilience by strengthening infrastructure, conserving water resources, and promoting climate-smart agriculture.

Collaboration is key to combating climate change. Governments, private sectors, and civil society must work together to implement international agreements like the Paris Accord, which aims to




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limit global warming to well below 2°C. Equitable solutions must prioritize vulnerable populations and ensure access to technology and funding for developing nations.

Innovative policies, public awareness, and investments in green technologies are essential to accelerate progress. By taking decisive action today, we can safeguard the planet for future generations, fostering sustainable development while preserving the natural systems that sustain life.

 Sushant University <small>Erstwhile Ansal University Gurugram</small>	School of Art and Architecture Detailed Teaching Plan		
Course Code: TDC22AA04	Course Title : Climate Change		
Academic Year: 2022-23	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Ankita Yadav e-mail: ankitayadav@sushantuniversity.edu.in		Course Instructor: Ankita Yadav e-mail: ankitayadav@sushantuniversity.edu.in	
Course Pre-requisites: NA		No. of sessions: 2 sessions per week	

1. Course Description (150 words)

This course offers an in-depth exploration of the science, impacts, and solutions to climate change. Students will examine the underlying causes of global warming, including greenhouse gas emissions and human activities, and their effects on ecosystems, economies, and societies. Through case studies, students will analyze the consequences of climate change, such as extreme weather events, sea-level rise, and biodiversity loss.

The course emphasizes interdisciplinary approaches to mitigation and adaptation, integrating perspectives from science, policy, economics, and technology. Students will engage in collaborative projects, learning about renewable energy, sustainable development, and climate-resilient practices.

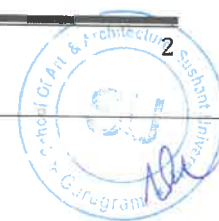
Designed to foster critical thinking and innovation, this TDCC course empowers students to assess climate policies, advocate for sustainable solutions, and contribute to global efforts toward a more sustainable future. By the end of the course, students will gain practical skills and a comprehensive understanding of climate change challenges and opportunities.

Employability-level: Foundation Skill

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



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2. Course Objectives

The broad objectives of this course are to

- Provides environment to thrive the existing knowledge of science and explore it further.
- Inculcate basic understanding of laws of physics.
- Combine knowledge of different fields through discussion and group meetings.
- Production of a creative output with teamwork.

3. Course Learning Outcomes

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

CO1: Understanding of mechanism of physics in everyday objects

CO2: There should be development of a skill in student

CO3: Student should be able to apply the knowledge in day to day life.

CO4: Understanding of design theories

4. Course Pedagogy

Facilitate interaction among the participants and to generate critical thinking. The primary format for this will be small group activities and nominal group discussion. Hands on experience and revision of existing knowledge of physics is the pedagogy of the subject. Course also gives them understanding of design field and theory.

5. Course Contents and Schedule

<https://www.livescience.com/33614-the-cool-physics-of-7-toys.html>

<http://mechanism.ucsd.edu/teaching/f08/mechanism/readings/glennan.modelingmechanisms.2005.pdf>

<https://plato.stanford.edu/entries/science-mechanisms/>

<https://www.sciencelearn.org.nz/resources/575-scientific-modelling>

<https://www.asapscience.com/>

https://www.researchgate.net/publication/272375442_Models_Mechanisms_and_Coherence

The class would meet weekly 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Lecture on existing knowledge of science behind. Designs of simple and complicated objects in different design fields and allied fields.	Readings and watching Videos and group discussions	https://www.asapscience.com/
2	Lecture on Laws of physics applied to everyday objects	watching Videos and group discussions and	https://www.asapscience.com/



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	and Science behind food. Laws of physics applied to allied fields.	watching documentaries.	
3	Theory of digital design: AR, VR and Holograms	Learning in class through Videos and watching documentaries	
4	Lecture on Design thinking and basics of Prototyping .	Videos and documentaries. Execution and representation on sheet of paper through drawings by combining existing knowledge.	https://www.asapscience.com/ https://www.popularmechanics.com
5	Theory of Kinetic design	Research papers reading	
6	Lecture on Lighting Design	Model testing and Peer review	
Mid term week			
7	Lecture on Design Theory	Group activity with materials; paper, skewers, metal wires, cutips, etc	
8	Lecture on Design thinking and role of Empathy	Producing drawings of the prototype	https://www.popularmechanics.com
9	Rivision lecture: digital design: AR, VR and Holograms. Introduction to Assignment.	Assignment: Case study documentation: Report on AR, VR, holograms. Discussion in class.	
10	Designing simple prototype of Design.	Discussion on already done model submission of Prototype	
11	Lecture on Design Thinking	Model making workshop with materials; metal, wood, stone, etc depending on design	
12	Pre- Review	Final Jury and Peer review	
13	Model testing and Jury		

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.



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MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

7. Course Conduct Policy

A. Academic Honesty

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

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

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

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

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.



A4

TDCC

Course Code: TDC22VH03
Course Title: Event Management

About the Faculty:

Name: Saif Anjum
Designation: Assistant Professor
School: Vatel Hotel & Tourism Business School
Office Room No: D-021

Mr. Saif is having a experience of 13 years in Industry & in Academics. He has worked & get trained with most renowned hotels & restaurant like The Leela, Bangalore, Olive Bar & Kitchen Pvt Ltd, Bangalore. He also worked under the position of Manager Operations at Masala Manger Pvt Ltd, Bangalore which caters a clientele like Northern Trust, LG, Deloitte before moving from the industry to academics. Mr. Saif worked as a HOD of Cordia Institute of Hotel Management at sanghol, Punjab. Which is a venture of Lord Rana foundation trust UK. Being a HOD of CIHM he is responsible for overall smooth functioning of an institution, he was also taking care of Training & placement department of the Institute which provides assistance and placement to the dynamic hospitality professionals in the industry

Concept Note:

The **Event Management Course** is designed to equip students with the essential knowledge and practical skills required to plan, execute, and manage various types of events effectively. The course provides an in-depth understanding of the event industry, covering corporate events, social gatherings, entertainment shows, exhibitions, and MICE (Meetings, Incentives, Conferences, and Exhibitions).



Course Code:	Course Title: Event Management		
Academic Year: 2022-23	Term: Even	Core/Elective: Elective	Credits: 2
Course Designed by: Saif Anjum E-mail: saifanjum@sushantuniversity.edu.in		Course Instructor: Saif Anjum E-mail: saifanjum@sushantuniversity.edu.in	
Course Pre-requisites:		No. of Sessions: 14 weeks (52 hours)	

1. Course Description

This course will provide student a comprehensive understanding of planning, organizing, and executing successful events. It covers essential aspects such as event conceptualization, budgeting, venue selection, logistics, marketing, risk management, and post-event evaluation. Through a combination of theoretical learning and practical applications, students will develop the skills needed to manage various types of events, including corporate functions, weddings, conferences, exhibitions, and entertainment events.

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

- Learn the principles, scope, and significance of event planning in various industries..
- Gain expertise in event design, scheduling, budgeting, and execution.
- Learn how to choose the right venue, manage resources, and coordinate event logistics efficiently.
- Understand event branding, sponsorship acquisition, social media marketing, and audience engagement techniques.

3. Course Learning Outcomes

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

CO1: Explain the fundamental concepts, scope, and significance of event planning in various industries.

CO2: Develop event concepts, create detailed event proposals, and execute structured event plans.

CO3: Prepare event budgets, control costs, and explore revenue generation strategies through sponsorships.

CO4: Choose appropriate venues, manage technical requirements, and oversee transportation and accommodation needs.

4. Course Pedagogy

The course will be taught in an interactive manner. The concepts shall be mostly shared through slides, video clips, hands on practical in labs 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/ e-books/ articles/ magazines pages or course material to be input this

The class would meet weekly 3 hrs. (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Definition, scope, and significance of event management Types of events: Corporate, social, entertainment, sports, and MICE (Meetings, Incentives, Conferences, and Exhibitions)	Information collection and discussion about Events	Online resources, PPT, videos of internet.
2	Event lifecycle and planning process Identifying objectives and target audience	Information collection & discussion about Event lifecycle and	Online resources, Ppt, videos of internet. E Books



	Creating event proposals and feasibility analysis	planning	
3	Preparing an event budget Cost estimation and financial forecasting Revenue generation: Sponsorships, ticketing, and fundraising	Understanding the importance & discussion on Financial Forecasting	Online resources, PPT, videos of internet.
4	Choosing the right venue based on event type and audience : Layout design, seating arrangements, and accessibility considerations Managing event logistics: Catering, transportation, and technical setup	Discussion on various Layout design, seating arrangements	Online resources, Ppt, videos of internet. E Books
5	Branding and positioning of events Social media marketing, PR, and influencer collaborations Sponsorship acquisition and partnership strategies	The students will be made aware of the various types Branding and positioning of events	Online resources, Ppt, videos of internet. E Books
6	Event permits, licenses, and contracts Safety protocols and emergency response planning Ethical considerations and contingency planning	Finding out the procedure of obtaining Event permits, licenses, and contracts	Online resources, Ppt, videos of internet. E Books
7	Scheduling and timeline management Staff roles, responsibilities, and team coordination Managing on-site event operations	Identify various factors to be considered for Scheduling and timeline management	Online resources, Ppt, videos of internet. E Books
8	Customer service and hospitality management in events Handling VIPs, guest speakers, and attendee.	The students will be made aware of how to Handling VIPs, guest speakers,	Online resources, Ppt, videos of internet. E Books
9	Identifying potential event risks and crisis scenarios Handling last-minute changes and operational disruptions	The students will be made aware of how to plan Identifying potential event risks and crisis scenarios	Online resources, Ppt, videos of internet. E Books
10	Measuring event success through KPIs and analytics	Student will understand how to measure event	Online resources, Ppt, videos of internet. E Books



	Collecting audience feedback and generating reports Post-event marketing and maintaining attendee relationships	success through KPIs and analytics	
11	Group project: Planning and executing a mock/live event Event proposal presentation and peer review Group project: Planning and executing a mock/live event Event proposal presentation and peer review Course review and final assessment	Understanding the planning and executing a mock/live event	Online resources, Ppt, videos of internet. E Books
12	Course review and final assessment		
13	Spill over week	NA	NA
14	Spill over week	NA	NA

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)			
Mid Semester Examination	Quiz(s)/ Presentation(s)	Assignment(s)	Total
15	10	10	35
Lab (25)			
Mid Semester Examination	Lab / practical performed & Lab report	Total	
15	10	25	
END SEMESTER EXAMINATION (40)			
Theory (25)		Lab (15)	

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").

E. Students with Disability/ Different-Ability

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TDCC

Course Code:

Course Title: Planning & Designing of a New Restaurant

About the Faculty:

Name: Tushar Gupta

Designation: Assistant Professor

School: Vatel Hotel & Tourism Business School

Office Room No: D-006

Mr. Tushar Gupta is a Hotel Management graduate from Delhi Institute of Hotel Management & Catering Technology, Lajpat Nagar IV, Delhi and a Hotel Management post-graduate from Institute of Hotel Management & Catering Technology, Pusa, New Delhi. He is currently pursuing his PhD from GD Goenka University, Gurugram. He has expertise of more than 5 years in the field of academics and specializes in Bakery & Confectionery. Prior to joining Sushant University, he has worked with Sunder Deep Group of Institutions in Ghaziabad, Delhi Institute of Hotel Management & Catering Technology in Lajpat Nagar Delhi & Mr. Brown Bakers in Ghaziabad.

Concept Note:

This course is all about the understanding how a planning & designing of a new restaurant is done. We are all aware that setting up a new restaurant now-a-days is not just about serving food rather it is about whole new wholesome experience of dining. In modern society, setting up a restaurant professionally is about its aesthetics, service style, tableware, service ware, upholstery, ambience, theme and most importantly, it's unique & innovative menu.

This course is for the young entrepreneurs who are planning or want to open their own setup in this field or have some experience but are looking for a simple and focused understanding in the field of restaurant planning & designing. This course will also assist them in putting their thoughts & plans in realization.



Course Code:	Course Title: Planning & Designing of a New Restaurant		
Academic Year: 2022-23	Term: Even	Core/Elective: Elective	Credits: 2
Course Designed by: Chef Tushar Gupta E-mail: tushargupta@sushantuniversity.edu.in		Course Instructor: Chef Tushar Gupta E-mail: tushargupta@sushantuniversity.edu.in	
Course Pre-requisites:		No. of Sessions: 14 weeks (52 hours)	

1. Course Description

This course will assist students in becoming an entrepreneur in the field of Food & Service as well as licences & permits required for setting up a new restaurant. This training also improves basic planning & designing skills such as identification & planning of basic service ware, crockery, cutlery, furniture, & kitchen equipment for a new restaurant.

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

- Convey an awareness of the details to be kept in mind while planning a new restaurant.
- Provide knowledge of the basic cutlery, crockery, service, furniture & equipment.
- Learn basic planning & designing skills of a restaurant such as sitting plan, space allocation, type of service, & kitchen setup.



3. Course Learning Outcomes

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

CO1: Comprehend and apply planning factors to setup a new restaurant.

CO2: Recognize numerous restaurants & kitchen equipment and tools used to open a new restaurant.

CO3: Comprehend designing & planning pre-requisites for setting up a new restaurant with kitchen.

CO4: Students will be able to apply fundamental pre-requisites to open a new restaurant.

4. Course Pedagogy

The course will be taught in an interactive manner. The concepts shall be mostly shared through slides, video clips, hands on practical in labs 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/ e-books/ articles/ magazines pages or course material to be input this

The class would meet weekly 3 hrs. (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	F&B Service Equipment <ul style="list-style-type: none">• Cutlery• Crockery• Glassware	Information collection and discussion about cutlery, crockery & glassware used in restaurants	Online resources, PPT, videos of internet.
2	Food Service Areas <ul style="list-style-type: none">• Speciality Restaurant• Coffee Shop• Quick Service Restaurants• Bar	Information collection & discussion about various food service areas	Online resources, Ppt, restaurant visit, videos of internet.
3	Ancillary Departments <ul style="list-style-type: none">• Pantry Area	Understanding the importance &	Online resources, PPT, videos of

	<ul style="list-style-type: none"> • Food Pick-up Area • Store • Kitchen Stewarding 	discussion on various ancillary departments	internet.
4	Meals & Menu Planning <ul style="list-style-type: none"> • Objectives of Menu Planning • Types of Menu • Types of Meal • Factors Affecting Menu Planning 	Discussion on various meals, types of menu and factors affecting menu planning.	Online resources, PPT, videos of internet.
5	Types of Food Service <ul style="list-style-type: none"> • Silver Service • Pre-plated Service • Buffet Service • Gueridon Service • Lounge Service 	The students will be made aware of the various types of food services done in different types of restaurants.	Online resources, PPT, restaurant visit, videos of internet.
6	<ul style="list-style-type: none"> • Physical Layout of Functional & Ancillary Areas • Objectives of a Good Layout 	Planning and designing a new restaurant by physically laying out the functional & ancillary areas.	Online resources, PPT, restaurant visit, videos of internet.
7	<ul style="list-style-type: none"> • Factors to be Considered while Planning • Various Set-ups of Seating 	Identify various factors to be considered while planning a restaurant and seating set-ups in it.	Online resources, PPT, videos of internet.
8	Planning Staff Requirement	The students will be made aware of how to plan staff requirements for a restaurant.	Online resources, PPT, videos of internet.
9	Selection & Planning of Heavy & Light Equipment	The students will be made aware of how to plan & select heavy & light equipment for a restaurant.	Online resources, PPT, restaurant visit, videos of internet.
10	<ul style="list-style-type: none"> • Requirement of quantities of Crockery, Cutlery, & Glassware 	Student will understand how to calculate quantity requirement of	Online resources, Ppt, videos of internet, case study.



	<ul style="list-style-type: none"> Suppliers & Manufacturers 	crockery, cutlery & glassware for a new restaurant and finally finalizing supplier or manufacturer for their procurement.	
11	Planning <ul style="list-style-type: none"> Décor Furnishing Fixtures 	Understanding the planning of décor, furnishings and fixtures in a new restaurant as per theme.	Online resources, Ppt, restaurant visit, videos of internet.
12	Restaurant Visit	Student will visit restaurants from various categories to observe and learn.	Restaurant Visit
13	Spill over week	NA	NA
14	Spill over week	NA	NA

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)			
Mid Semester Examination	Quiz(s)/ Presentation(s)	Assignment(s)	Total
15	10	10	35
Lab (25)			
Mid Semester Examination	Lab / practical performed & Lab report	Total	
15	10	25	
END SEMESTER EXAMINATION (40)			
Theory (25)		Lab (15)	



7. Course Conduct Policy

A. Academic Honesty

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TDCC

Course Code: TDC22ET01

Course Title: MSME Production Skillset

About the faculty:

Name : Rajan Bansal
Designation : Assistant Professor
School : School of Engineering & Technology
Office room no. : D-305
Extn: NA



I have joined this esteemed institute five years and ten months back. Prior to that I have been benefitted by working at various academic institutes and amassed a working experience of more than 21 years now.

I obtained a Master's degree in Industrial Engineering from Guru Nanak Dev Engg. College Ludhiana in the year 2010 and Bachelors in Technology in Mechanical Engineering from Beant College of Engineering and Technology Gurdaspur, Punjab in 2000. I commenced following my passion with teaching in the year 2001 with many good institutes like Maharshi Markendeshwar Engineering College Ambala, Guru Jambheshwar University, Hissar and N. C. College of Engineering Panipat.

My research area is Industrial Engineering, with special interest in Supply Chain Management, operations research, logistics and statistical analytical techniques.

I have attended workshops on Micro Electromechanical Devices, Computational Fluid Dynamics, ProE design software, Autodesk Inventor's AutoCAD and Solidworks.


Concept Note:

Manufacturing is the backbone of any industrialized nation. Manufacturing and technical staff in industry must know the various manufacturing processes, materials being processed, tools and equipment for manufacturing different components or products with optimal process plan using proper precautions and specified safety rules to avoid accidents. Beside above, all kinds of the future engineers must know the basic requirements of workshop activities in term of man, machine, material, methods, money and other infrastructure facilities needed to be positioned properly for optimal shop layouts or plant layout and other support services effectively adjusted or located in the industry or plant within a well-planned manufacturing organization.

The complete understanding of basic manufacturing processes and workshop technology is highly difficult for anyone to claim expertise over it. The study deals with several aspects of workshops practices also for imparting the basic working knowledge of the different engineering materials, tools, equipment, manufacturing processes, production criteria's, characteristics and uses of



various testing instruments and measuring or inspecting devices for checking components or products manufactured in various manufacturing shops in an industrial environment.

 Sushant University <small>Erstwhile Ansal University Gurugram</small>	School of Engineering and Technology Detailed Teaching Plan		
Course Code: TDC22ET01	Course Title : MSME Production Skillset		
Academic Year: 2021-22	Term : 1	Core/Elective: Elective	Credits: 2
Course Designed by: Rajan Bansal e-mail: rajanbansal@sushantuniversity.edu.in		Course Instructor: Rajan Bansal e-mail: rajanbansal@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 14	

Course Description

The purpose of this course is to take a novice, a person with no Machine Shop or Workshop experience, and within duration of this course teach them about various processes, like casting, fitting, machining, grinding, carpentry, fitting work, identification of tools and suitable material for a purpose, optimized techniques to be used for a task and safety measures used in industry.

Employability-level: Foundation Skill

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

1. Course Objectives

The broad objectives of this course are to

- Imparting knowledge and skill components in the field of basic MSME related production activities.
- Inculcate skills to deal with different hand and machine tools required for manufacturing simple metal components and articles.
- Acquaint with industrial safety measures.

2. Course Learning Outcomes

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

CO1: Acquire knowledge and use of simple hand tools, measuring and gauging instruments.

CO2: Acquire knowledge about fitting work, fitting tools and techniques.

CO3: Acquire the knowledge about carpentry practices, tools and wood work.

CO4: Operate various machine tools for producing simple metal components and articles in the machine shop.



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 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Fitting Work Files, Their Specifications And Uses, Marking Schemes For A Fitting Job, Surface Plates, Vee Blocks, Marking Block, Steel Scale, Punch, Vernier Caliper, Micrometer, Hammers, Scrapers,	Identification of measuring and gauging instruments.	T1, T2, T3
2	Chisels, Angle Plates, Bench Vice, Spanners, Their Specifications And Uses, Pipe And Chain Wrenches, Hacksaws	To prepare a perfect square out of a piece of MS specimen.	T1, T2, R1, R3
3	Carpentry Work Types of wood, seasoning of wood, Marking and measuring tools, holding tools, cutting tools, striking tools, planning tools, drilling tools, sharpening tools.	Identification of carpentry tools. To prepare a ‘T’ lap joint as per the specifications out of a piece of wood ingot.	T1, T2, R2
4	Common wood joints, wood working lathe, safety measures in carpentry shop.	To prepare a ‘cross’ lap joint as per the specifications out of a piece of wood ingot.	T1, T2, R1, R3
5	Lathes Types Of Lathes, construction of lathe machine, various components of lathe: Head stock, Tail stock, Bed, Carriage, feed mechanism.	Identification of various parts of Lathe and its working	T1, T2
6	Accessories and Attachments of lathe, specification of lathe, Lathe operations.	To “turn” a piece of MS specimen as per the given specifications	T1, T2



7	Taper turning, thread cutting	Perform operations: step turning, grooving, facing and knurling on a specimen given.	T1, T2
8	Drilling on a lathe, Cutting speed, feed etc.	Drill a hole M5, deep 20mm in a MS specimen of M20 at one end.	T1, T2
9	Sheet metal work: Metals used in sheet metal work; Sheet metal tools, measuring and marking tools	Identification of sheet metal tools and materials.	T1, T2
10	Folding terminology and sheet metal joints, seam, notches, sheet metal operations,	Learning how to make a pattern for a given design.	T1, T2
11	Development of pattern layout, machines and presses used in sheet metal work	To prepare a rectangular tray using a tin sheet as per the given specifications.	T1, T2, T3, R1
12	Metal casting: Pattern and core making, Types of patterns, pattern materials, pattern allowances, tools used in casting of metals, moulding box preparation	Identification of tools and equipment used in foundry shop for metal casting.	T1, T2, R2
13	Mould making: moulding sand constituents, types of moulding sands, additives, casting defects.		T1, T2, R1, R3
14	Industrial safety: Safety concepts, objectives of safety, accidents and their types, effects and causes of accidents, common sources of accidents, preventive measures. Fire prevention, First aid		R3

Text Book(s):

- T1. Workshop Technology by S. K. Hazra Chaudhry & A K Hazra Chaudhry; Media Promoters and Publishers
- T2. A text book of workshop technology by B. S. Raghuvamshi
- T3. A text book of workshop technology by R. S. Khurmi & J K Gupta; S. Chand Publishers



Reference Book(s):

- R1. Workshop Technology by W A J Chapman; CBS publishers
- R2. Mechanical engineering and Workshop practices by G. H. Sawhney; I K International Publishing house
- R3. Introduction of basic manufacturing processes and workshop technology by Rajender singh; New age publications.

5. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)				
Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

6. Course Conduct Policy

A. Academic Honesty

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TDCC

Course Code: TDC22ET02

Course Title: Emerging Technology Automation in Industry

About the faculty:

Name : Dr. Bindu Thakral

Designation : Assistant Professor

School : School of Engineering and Technology

Office room no. : D-214

Extn: 0124-4750512


Dr. Bindu Thakral is a seasoned professional with around 15 years of working experience with institutes of repute. She is currently serving Sushant University as Assistant Professor – SET (School of Engineering & Technology) and has been there with them for over 11 years. Earlier she has been associated with Dronacharya College – Gurgaon and JIET – Jind. Her expertise is in Neural Networks, IoT, Microprocessors, Analog Electronics, VHDL & Digital Systems and communication Systems. She has always endeavored to introduce novel teaching ideas and methodologies so that learning becomes interesting for students and they understand their subjects comprehensively. Sushant University is at the forefront of nurturing talent with focus on emerging technologies. This focus translates into significant exposure for teachers and students alike. It has helped me grow as a teacher and as a good professional.

Concept Note:

Robomotion is a robotic process automation tool that can automate web and desktop applications to streamline your workflow. Robomotion also lets you run multiple tasks within one automation project.

To enable scheduling on your RPA bot using the cloud-based admin, then you're ready to manage schedules with a few clicks. Robotic process automation (RPA) is a software technology that makes it easy to build, deploy, and manage software robots that emulate human's actions interacting with digital systems and software. Just like people, software robots can do things like understand what's on a screen, complete the right keystrokes, navigate systems, identify and extract data, and perform a wide range of defined actions. But software robots can do it faster and more consistently than people.



 Erstwhile Ansal University Gurugram	School of Management Studies Detailed Teaching Plan		
Course Code:	Course Title :		
Academic Year: 2022-23	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Bindu Thakral e-mail: binduthakral@ansaluniversity.edu.in		Course Instructor: Dr. Bindu Thakral e-mail: binduthakral@ansaluniversity.edu.in	
Course Pre-requisites: NIL		No. of sessions: 10	

1. Course Description

The Robotic Process Automation (RPA) specialization offers comprehensive knowledge and professional-level skills focused on developing and deploying software robots. It starts with the basic concepts of Robotic Process Automation.

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

- To Provide automation knowledge.
- Inculcate and automate the repeatable tasks.
- To reduce the human efforts by using BOTS for various business.

3. Course Learning Outcomes

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

- CO1: Recognize the RPA
- CO2: Identify processes suitable for RPA.
- CO3: Indicate the business value of RPA.
- CO4: Identify key considerations in getting started with RPA.

4. Course Pedagogy



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

5. Course Contents and Schedule

The class would meet weekly 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Scope and techniques of automation, Robotic process automation - What can RPA do?		
2	Benefits of RPA, Components of RPA, RPA platforms, The future of automation		
3	RPA BASICS: History of Automation - What is RPA - RPA vs Automation		
4	Processes & Flowcharts - Programming Constructs in RPA		
5	What Processes can be Automated		
6	Types of Bots - Workloads which can be automated		
7	Risks & Challenges with RPA - RPA and emerging ecosystem.		
8	Quiz		
9	The User Interface - Variables - Managing Variables-Introduction of UIPATH	BOT1	
10	Naming Best Practices - The Variables Panel - Generic Value Variables		
11	Text Variables - True or False Variables - Number Variables - Array Variables		
12	- Date and Time Variables - Data Table Variables		
13	Managing Arguments - Naming Best Practices - The Arguments Panel - Using Arguments		
14	About Imported Namespaces - Importing New Namespaces- Control Flow		
15	Control Flow Introduction - If Else Statements - Loops - Advanced Control Flow - Sequences - Flowcharts	BOT2	
16	Control Flow - Control Flow Activities -		
17	The Assign Activity - The Delay Activity		
18	The Do While Activity - The If Activity - The Switch Activity		

19	The While Activity - The For Each Activity - The Break Activity	BOT3	
20	Data Manipulation - Data Manipulation Introduction		
21	Scalar variables, collections and Tables		
22	Text Manipulation - Data Manipulation - Gathering and Assembling Data		
23	Creation of Server		
24	Using Server to control the bots -		
25	Creating a provision Robot from the Server	BOT4	
26	Deploy the Robot to Server		
27	Connecting a Robot to Server	BOT5	
28	Type of workflows in UiPath		
29	Automation anywhere		
30	Bluprism		
31	Comparison between automation tools		
32	Dynamic Calculator	BOT6	
33	Revision		
34	Quiz		
35	Image Automation	BOT6	
36	Text Automation	BOT7	
37	Screen Recording	BOT8	
38	Data Scrapping	BOT9	
39	PDF Extraction	BOT10	
40	Email Automation	BOT11	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.



MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	

END SEMESTER EXAMINATION (40)	
Theory (25)	Lab (15)

7. Course Conduct Policy

A. Academic Honesty

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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.
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TDCC

Course Code: TDC22ET05

Course Title: Microsoft Project: Beginner to Expert

About the faculty:

Name: Anand Sharma

Designation: Assistant Professor

School: School of Engineering & Technology

Office room no.: D-305

Extn: None

Faculty profile:

Anand Sharma is working as Assistant Professor in School of Engineering & Technology at Sushant University and pursuing Ph.D. at Delhi Technological University, (formerly Delhi College of Engineering), New Delhi. He has a total teaching experience of more than 10 years. He has published 7 papers in peer-reviewed International Journals and 3 papers in International Conferences. His areas of interest are Nano-Finishing, Non-Traditional machining processes, Characterization of Metal Matrix Composites, Machining of difficult to machine materials.


Concept Note:

Microsoft Project is a project management software product, developed and sold by Microsoft. It is designed to assist a project manager in developing a schedule, assigning resources to tasks, tracking progress, managing the budget, and analyzing workloads. The project creates budgets based on assignment work and resource rates. As resources are assigned to tasks and assignment work estimated, the program calculates the cost, equal to the work times the rate, which rolls up



to the task level and then to any summary tasks and finally to the project level. The application creates critical path schedules, and critical chain and event chain methodology third-party additions are also available. Schedules can be resource leveled, and chains are visualized in a Gantt chart.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Management Studies Detailed Teaching Plan	
Course Code: TDC22ET05		Course Title: Microsoft Project: Beginner to Expert	
Academic Year: 2023-24	Term: Odd	Core/Elective: Elective	Credits: 2
Course Designed by: Anand Sharma e-mail: anandsharma@sushantuniversity.edu.in		Course Instructor: Anand Sharma e-mail: anandsharma@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of sessions: 28	

1. Course Description

Microsoft Project is a project management application that gives managers the ability to track tasks, resources, reports and timelines for small and enterprise projects. Just one mistake during project management can destroy project budgets and deadlines. MS Project helps you avoid common pitfalls by giving you a complete overview of every component of a project, and this course explains each one of these components to get you started.

Employability-level: Foundation Skill

1. Foundation 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

- Provide insight of Microsoft Project application



- Create, manage and schedule tasks.
- Troubleshoot problems related to project management.

3. Course Learning Outcomes

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

CO1: Describe what MS Project is and what are its capabilities. Demonstrate entering and scheduling tasks.

CO2: Describe calendar and how to organize tasks.

CO3: Define dependencies, define resources and resource management.

CO4: Demonstrate defining and creating projects.

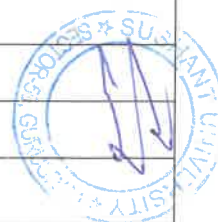
4. Course Pedagogy

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

5. Course Contents and Schedule

The class would meet weekly for 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Microsoft Project and Project Management.		
2	Methods of Planning		
3	Create and Save a Project	Activity	
4	Define the work calendar	Activity	
5	Assignment – 1	Assignment	
6	Create and Modify Tasks,	Activity	
7	Organize project with summary	Activity	



	tasks		
8	Task dependencies and its applications	Activity	
9	Assignment – 2	Assignment	
10	Mid-Term Evaluation		
11	Resource Management: Create and Assign Resources	Activity	
12	Milestone Tasks and Reoccurring Tasks	Activity	
13	Tracking Progress of Project	Activity	
14	Internal Assessment		

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60

END SEMESTER EXAMINATION (40)
Presentation (20) + Viva-voce (20)

7. Course Conduct Policy

A. Academic Honesty



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TDCC

Course Code: TDC22ET Course Title: Renewable Energy Plant Set Up

About the faculty:

Name : Dr. Somya Tiwari
Designation : Assistant Professor
School : School of Engineering and Technology
Office room no. : D-214
Extn: 0124-4750512


Dr. Somya Tiwari is a seasoned professional with around 20 years of working experience with institutes of repute. She is currently serving Sushant University as Assistant Professor – SET (School of Engineering & Technology) and has been there with them for over 12 years. Earlier she has been associated with MANIT and BIST BHOPAL. Her expertise is in Renewable energy, Mechanics of materials, Production Technology and many more. She has always endeavored to introduce novel teaching ideas and methodologies so that learning becomes interesting for students and they understand their subjects comprehensively. Sushant University is at the forefront of nurturing talent with focus on emerging technologies. This focus translates into significant exposure for teachers and students alike.

Concept Note:

Renewable power is booming, as innovation brings down costs and starts to deliver on the promise of a clean energy future. At present solar and wind generation are breaking records and being integrated into the national electricity grid without compromising reliability in most of the countries.

This means that renewables are increasingly displacing fossil fuels in the power sector, offering the benefit of lower emissions of carbon and other types of pollution. But not all sources of energy marketed as “renewable” are beneficial to the environment. Biomass and large hydroelectric dams create difficult trade-offs when considering the impact on wildlife, climate change, and other issues. Here’s what you should know about the different types of renewable energy sources and how you can use these emerging technologies in your own home. Solar and Wind power plants are now in demand in the industries so learning about set up renewable plant will definitely helped in future to reduce carbon footprint.



 Sushant University Erstwhile Ansal University Gurugram		School of Management Studies Detailed Teaching Plan	
Course Code:		Course Title :	
Academic Year: 2022-23		Term :	Core/Elective: Elective
Course Designed by: Dr. Somya Tiwari e-mail:somyatiwari@sushantuniversity.edu.in		Credits: 2	
		Course Instructor: Dr. Somya Tiwari e-mail: somyatiwari@sushantuniversity.edu.in	
Course Pre-requisites: Fundamentals of Maths		No. of sessions: 10	

1. Course Description

The course Renewable Energy Plant set Up offers comprehensive knowledge and professional-level skills focused on developing a power plant set up using Solar and Wind power. It starts with the basic concepts and types of different available renewable energy.

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

- To Provide different renewable energy knowledge.
- Solar and wind Power calculations along with size of plant.
- To reduce the carbon foot print by using energy from renewable plant.

3. Course Learning Outcomes

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

CO1: Recognize the types of renewable energy.

CO2: Identify suitable energy type for plant.

CO3: Calculation related to plant size.

CO4: Identify key considerations in getting started with renewable plant set up.

4. Course Pedagogy



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

5. Course Contents and Schedule

The class would meet weekly 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Fundamentals of renewable energy		
2	Benefits of renewable energy		
3	History of Solar energy used as power		
4	Different terminology related to solar energy		
5	Study of Solar Radiation: solar system .		
6	Sun, earth and earth-sun angles, time, derived solar angles	Experiment 1	
7	Solar thermal system		
8	Calculations of solar energy on a whole day.	Experiment 2	
9	Quiz		
10	Shading effect on solar panel and its calculations.	Experiment 3	
11	Different types of solar equipment study		
12	Solar position and site survey.	Experiment 4	
13	properties of surfaces, shading of surfaces, periodic heat transfer through walls and roofs		
14	Set up of Solar PV Plant to produce electricity.	Experiment 5	
15	History of wind energy used as power		
16	Different terminology related to solar energy		
17	Calculation of cut in Speed of wind turbine	Experiment 6	
18	Principal of wind energy conversion		



19	Terminology of wind power		
20	Evaluate the efficiency of charge controller	Experiment 7	
21	Calculation of wind power		
22	Calculation of tip speed ration at different wind speed	Experiment 8	
23	Working of wind turbine		
24	Evaluate the coefficient of performance of wind turbine	Experiment 9	
25	Different parts of wind turbine		
26	Wind turbine power and wind speed curve plotting	Experiment 10	
27	Revision/ file submission		
28	Quiz		

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	

END SEMESTER EXAMINATION (40)

Theory (25)	Lab (15)
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7. Course Conduct Policy

A. Academic Honesty

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TDCC

Course Code: -----

Course Title: Indian Craft

About the faculty:

Name : Mr. Sombit Mukherjee

Designation : Assistant Professor

School : School of Design

Office room no. : E-105

Faculty profile


Mr. Sombit Mukherjee is a Textile Designer who completed his Master's degree in Textile designing from Mewar University, Rajasthan. He completed his Bachelor's in Textile designing from Kala Bhavana, Visva-Bharati University, Santiniketan, West Bengal. Mr. Sombit has built skills in Weaving, Tie and Dye, Fabric surface ornamentation (Printing), Manual and Digital prints development and Photography. He has hands on skill in Photoshop for designing and editing works.

His area of interest in research is Upliftment of handmade textiles, art and craft, Fabric surface ornamentation techniques, Digital Prints (Mix media) and Photography to prints.

Concept Note:

India has a rich and diverse craft heritage that reflects its cultural, historical, and socio-economic fabric. This course explores the traditional and contemporary craft practices across various regions of India, examining their materials, techniques, symbolism, and evolving relevance in the modern world. It aims to bridge the gap between craft traditions and design innovations while emphasizing sustainability and ethical practices in craft-based industries.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Design Detailed Teaching Plan	
Course Code:		Course Title : Indian Craft	
Academic Year: 2023-24	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Sombit Mukherjee e-mail: sombitmukherjee@sushantuniversity.edu.in		Course Instructor: Sombit Mukherjee e-mail: mannatabrol@sushantuniversity.edu.in	
Course Pre-requisites: practical		No. of sessions: 10	

1. Course Description

This course provides an in-depth study of Indian crafts, covering their historical significance, regional diversity, and evolving role in contemporary design. Students will explore traditional techniques, materials, and processes while critically analyzing the impact of modernization, globalization, and policy changes on craft communities. Through field research, case studies, and hands-on engagement, learners will gain a holistic understanding of India's craft ecosystem and its relevance in sustainable design and entrepreneurship.

Employability-level: Premier Skill

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

2. Course Objectives

By the end of this course, students will:

1. Understand the historical and cultural significance of crafts in India.
2. Identify and analyze regional craft traditions, materials, and techniques.
3. Examine the socio-economic impact of craft industries on artisans and communities.
4. Explore contemporary innovations and sustainability in craft-based design.
5. Develop critical insights into craft revival, preservation, and entrepreneurship.

3. Course Learning Outcomes

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



CO1: Demonstrate knowledge of diverse Indian craft traditions and their evolution.

CO2: Critically evaluate the impact of globalization and technology on craft industries.

CO3: Apply research methodologies to document and analyze craft practices.

CO4: Engage in hands-on craft explorations and propose innovative design interventions.

4. Course Pedagogy

The course follows the pedagogy of “learning by doing” so as to understand the impact of the practices.

5. Course Contents and Schedule

The class would meet weekly 2 hrs (1L+1P).

Week No.	Session Topic/ Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Indian Crafts	Class Discussion	Importance of crafts in cultural identity and economy
2	Historical and Cultural Context of Craft Traditions		Influence of dynasties, trade, and colonialism on crafts
3	Regional Craft Traditions – Textiles		Role of textiles in rituals and everyday life
4	Regional Craft Traditions – Handicrafts	Assignment 1	Stone and terracotta crafts (Madhubani pottery, Jaipur blue pottery).
5	Regional Craft Traditions – Painting and Folk Arts	Assignments	Evolution of folk arts in



			contemporary practice
6	Craft Communities and Artisan Livelihoods	Class Discussion	Role of craft in rural and urban economies
7	Innovation and Technology in Crafts	Class Discussion	Digital interventions in craft production and marketing
8	Sustainable and Ethical Craft Practices		Natural materials and eco-friendly production methods
9	Fieldwork and Documentation	Case Study	Conducting interviews and field visits with artisans
10	Project Presentations and Reflection	Case Study	Presentation of research findings and design proposals

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Assignment/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60

END SEMESTER EXAMINATION (40)	
Presentation (20) + Viva-voce (20)	



7. Course Conduct Policy

A. Academic Honesty

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**Course Title: ART and SCIENCE of QUESTIONING
TDCC**

About the faculty:


Dr. Sachin Datt
Assistant Professor
Room no: A102
Extn:

Dr. Sachin Datt, Ph.D and Masters in Design from Industrial Design Centre, IIT Bombay, with specialization in Communication Design. He did his Bachelor in Fine Arts (applied art) from College of Art Delhi. He Has more than 10 years of experience in Industry, teaching & research, academic administration and considerable experience in the social responsibility sector. He has national and international publications to his credit. Dr. Sachin has presented papers in national and international conferences. His interest areas include Visual Narratives, Branding, Information Graphics, Animation, Value Centered Design and Affective Education.

Concept Note:

This course is designed to inculcate the ability to critically analyze and evaluate information through the art of questioning. By understanding the significance of good questioning in decision-making, learning, and problem-solving, students will enhance their inquiry skills to effectively navigate complex scenarios. Emphasis will be on fostering curiosity and applying questioning techniques in professional and personal contexts.



 Sushant University Eastwhile Ansal University Gurugram		School of Design	
Detailed Course Plan			
Course Code and Title: XXX, The art and science of questioning			
Term: I	Academic Year: 2022-23	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

This course is designed to inculcate the ability to critically analyze and evaluate information through the art of questioning. By understanding the significance of good questioning in decision-making, learning, and problem-solving, students will enhance their inquiry skills to effectively navigate complex scenarios. Emphasis will be on fostering curiosity and applying questioning techniques in professional and personal contexts.

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:

- Foster critical thinking and curiosity through questioning.
- Understand the role of effective questioning in analyzing information and driving solutions.
- Learn to distinguish between various types of questions and their applications.
- Develop practical skills to apply questioning in real-world scenarios.



3. Course Learning Outcomes

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

CO1: Identify and categorize different types of questions.

CO2: Analyze problems or scenarios using questioning techniques.

CO3: Formulate impactful and relevant questions for problem-solving and innovation.

CO4: Apply questioning frameworks in both academic and professional contexts.

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 Questioning	Explore the importance of questioning and its impact on learning and problem-solving.	
2	Types of Questions	Differentiate between open, closed, leading, and probing questions. Practice identifying each.	
3	Critical Thinking through Questions	Analyze case studies to identify knowledge gaps and assumptions.	
4	Building Effective Questioning Strategies	Group activities to create questioning frameworks for specific scenarios.	
5	Final Project on Questioning Frameworks	Develop and present a detailed questioning strategy for a chosen topic or problem.	
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 (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.

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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

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.

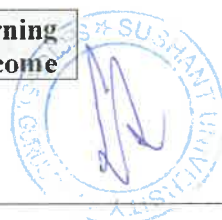
12. Program Learning Outcomes (PLOs) to Course Learning Outcomes (CLOs) Mapping Matrix

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	Learning Outcome	Learning Outcome	Learning Outcome
----------------	------------------	------------------	------------------	------------------



	1	2	3	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	-





**SCHOOL OF BUSINESS,
SUSHANT UNIVERSITY, GURUGRAM**

TDCC

Course Title: Latest Trend in Marketing

Academic Year:

2022-23

Core/Elective:

Elective

Credits:

02

Course instructor:

Dr. Priyanka Pradhan

e-mail: priyankapradhan@sushantuniversity.edu.in



ABOUT THE FACULTY

DR. PRIYANKA PRADHAN

Assistant Professor- Marketing
School of Business
Sushant University, Gurugram

Areas: Marketing, Media Planning,
Advertising, Digital Marketing,
Entrepreneurship, Campaign Management



Dr. Priyanka Pradhan is an Assistant Professor at Sushant University's School of Business in Gurugram, having over six years of teaching and research experience. Recently earned Ph.D. from AKTU University, Lucknow, and that was based on "Usage of Digital Marketing by SMEs". She has associated with some reputed government organizations for teaching and research like CSJM University, Kanpur. She has a keen interest in reading and writing, her work has been published in Scopus and UGC indexed journals. She was involved in a major research project administered by the University Grants Commission since 2015, based on rural marketing and information and communication technology. Various jobs aided her in developing leadership skills as well as knowledge of the most recent market innovations. She is now upskilling herself in digital marketing through courses such as UpGrad- MICA professional and consulting businesses on the best digital strategy.


Concept Note:

Keeping up with new technologies and fads may be difficult, this course demonstrates an understanding of new marketing trends and techniques with their application by industry players.

Participants will develop their understanding of the elements of digital marketing and its impact of it on traditional marketing models and strategies. Participants are exposed to web-based marketing tools with the view of incorporating new media into traditional media and marketing planning. This course is also to serve as a basic course for learners who wish to further study in the domain of Digital Media. This course is designed in such a manner that it can be opted by students of any stream under the Generic Electives of TDCC.



DETAILED TEACHING PLAN (DTP)

 Sushant University <small>Firstwhile Apsal University Gurugram</small>		School of Business, Sushant University, Gurgaon	
Course Title: Latest Trend in Marketing		Course Code: TDC22BS01	
Term: II	Academic Year: 2021-22	Core/Elective: Elective	Credits: 02
Course Designed by: Dr. Priyanka Pradhan e-mail: privankapradhan@sushantuniversity.edu.in		Course Instructor: Dr. Priyanka Pradhan e-mail: privankapradhan@sushantuniversity.edu.in	
Pre-requisites: Basic Course on Digital Marketing and Media Planning			

I. Course Description

This course is being offered to students who have taken the latest trends in marketing as a specialization in TDCC. In this competitive environment, Companies are not dependent on traditional media. This paper gives a flavor of the marketing practices to get the competitive edge. The Course is designed for students to understand the basics of the new jargon of marketing management and its advantage over traditional marketing. To develop critical insights within the marketing domain, case studies and projects will be included.

II. Employability-level*: Professional Skill

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

III. Course Objectives

The broad objectives of this course are to

- Familiarize students with new marketing terminology that has recently been embraced by businesses.
- Develop the key insights required for brand building, better relationships with their target audience.

IV. Course Learning Outcomes



After fully completion of the course the student should be able to:

CO1: Understand the latest concept of marketing trends with its principles.

CO2: Demonstrate a clear understanding of consumers' journey and designing effective marketing strategies for each stage

CO3: Apply various dimensions of the modern marketing mix in the marketing environment.

CO4: Develop critical thinking skills for digital marketing campaigns that help in enhanced performance in management positions.

V. Course Pedagogy

A blended learning pedagogy will be used to deliver the course. Case studies, articles and blogs will be discussed that helps the student to develop a multi-faced understanding of marketing in the real-life context.



VI. Course Content and Schedule

The class would meet weekly 3 hrs (1L+2P).

Session No.	Session Topic / Sub-topic Description/Overview of Course	Case/Assignment	Required Readings/ Course Outline
1	Introduction to marketing, Importance of marketing, Traditional versus digital marketing, 4's P of Marketing	-PPT: Introduction to marketing - Case: Starbucks Digital Journey	Blog: Core elements of the marketing mix https://neilpatel.com/blog/4-ps-of-marketing/ <u>Statistics</u>
2	Internet age marketing mix: SIVA Model, Consumer funnel	-Assignment: Mapping of marketing techniques at consumer funnel stages B2C Assignment 1: Take a company of your choice and explain how they have altered the 4P's in digital era	<u>Consumer Journey Mapping</u>
3	STP in the Digital Era: Hyperlocal targeting & brand building through digital tools.	-Case: Maruti Suzuki, Hyperlocal Strategy	Blog: STP https://www.smartinsights.com/digital-marketing-strategy/customer-segmentation-targeting/segmentation-targeting-and-positioning/
4	Green Marketing; Meaning, importance, examples, Green Marketing Myopia	- Written Assignment on Green Marketing	Video: Sony Ericsson Elm and Hazel "Greenheart" Phones Hands-On



			https://youtu.be/hAGEkB21mas
5	Social Marketing; Meaning, Importance, advantages	Case Study: World Wide Foundation	Blog: https://ctb.ku.edu/en/table-of-contents/sustain/social-marketing/conduct-campaign/main
6	Event Based Marketing; Strategies, Ideas, and Examples	Case study: Google	Notes
7	Digital Marketing; Meaning, Importance, Types of campaigns	Demonstration of <i>Case study: Dunkin Donuts</i> Case: HDFC social media strategy https://www.digitalvidya.com/blog/why-hdfc-is-no-1-among-indian-banks-for-social-media-practice/	Notes https://ostmarketing.com/5-outstanding-social-media-marketing-case-studies/ Video- Insights by Phillip Kotler https://youtu.be/brbYZ6uWeMc
8	Social Media Marketing, Designing the social media campaign	Facebook Ads manager Dashboard <i>Case of Social samosa</i> Assignment of SMM Campaign	Notes
9	Content Marketing? Definition, Types, Best Practices, Benefits, and Examples	Assignment on content marketing Case: Yatra.com https://www.business-standard.com/article/press-releases/yatra-com-to-increase-	Blog: Content Marketing https://neilpatel.com/what-is-content-marketing/



		focus-on-the-affiliate-marketing-programme-109111200122_1.html	
10	PROJECT PRESENTATION		

VII. Description of Course Assessment Components (Each course to have at least four assessment components and a project work component. The project work should be a group work and for subjects where presentation can be done please have the rubrics of the presentation in this document)

Course Assessment Components for a TDCC

A TDCC 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.

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Theory (25)				
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Lab (15)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

VIII Course Conduct Policy

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

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X. Texts

- Bottom of the pyramid marketing – C K Prahalad
- Data-driven Marketing Today – By Ruth Stevens
- Digital Marketing, Seema Gupta, Tata McGraw Hill, 2018 ed.
- The Art of Digital Marketing, Ion Dodson, Wiley Publications, 2018 Ed.

Reference Books:

- Chaffey, D; Chadwick, F E; Johnston, K and Mayer, R (2009) Internet Marketing, Pearson, UK
- Strauss, J and Frost, R (2012), E-Marketing, 6th Edition, PHI, New Delhi
- Barker, M; Barker, D, Bormann, N and Neher, K (2013) Social Media Marketing: A strategic approach, Cengage learning, New Delhi



- Gay, Richard; Charlesworth, Alan and Esen, Rita (2007), Online Marketing a customer-led approach, Oxford University Press, New York
- Ahuja, Vandana (2018) Digital Marketing, Oxford University Press, New Delhi
- Digital Marketing for Dummies, Ryan Deiss and Russ Hennesberry, 2017

Helpful Web sites/e-books/Journals / Magazines:

The Internet can provide several sources of information:

- (1) Corporate web sites.
- (2) Newspapers and news agencies, such as *The Economic Times* at www.economic times.com
- (3) Journal articles from Journals like
 - Journal of Marketing,
 - Journal of Market research,
 - Journal of Brand Management,
 - Journal of Sales,
 - Journal of Retail Management,
 - Harvard business review,
 - European Journal of Marketing etc.
 - International Journal of Research in Marketing
 - Journal of Consumer Research
 - Journal of the Academy of Marketing Science
- (4) Online course like Googler ad words certification from <https://support.google.com/partners/answer/3154326?hl=en>
- (5) Marketing 4.0: Moving from Traditional to Digital| Kindle eBook by Philip Kotler and Hermawan Kartajaya
- (6) Digital Marketing For Dummies Kindle eBook by Ryan Deiss and Russ Henneberry

Extra reading

Web Business Models:

<http://digitalenterprise.org> An online “open courseware resource” from Professor Michael Rappa at North Carolina State University



CASES

CASE #1: Case Study: BMW South Africa

BMW South Africa has been innovative in its use of online campaigns to complement its offline activities. When it came to marketing the new BMW 1 Series, BMW knew that drivers of the BMW 1 Series are generally slightly younger and at a different lifestyle age from the average BMW driver. So BMW looked at new and innovative ways as well as traditional and tested methods to reach this target market. Over July and August 2007, they ran an online campaign aimed at raising awareness of the new 1 Series BMW, generating test-drive bookings and, ultimately, driving sales leads.

The entire campaign was integrated, from print advertisements to the Internet, and aimed at driving people to the Web site <http://bmw.co.za/1>, where they were encouraged to engage with the campaign. Here, the campaign was an invitation to individuals to share their interpretation of "one" by creating a video or photo. As two different BMW 1 Series models were promoted, a two-door and a four-door, the payoff line across all channels of the campaign hinged on the difficulty to focus on "just one."

BMW targeted individuals utilizing a variety of different ad formats, both online and on mobile phones. These included standard banners as well as banners that expanded over competitor images.

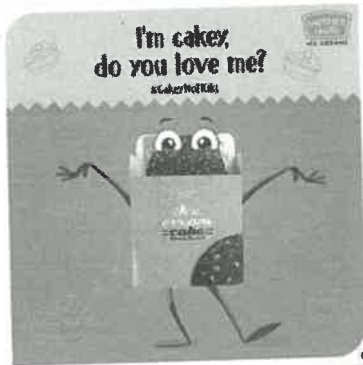
The target market was reached through driving and lifestyle associations and advertisements were placed in competitive environments on driving Web sites and on corporate blogs. As well as using mobizines (branded mobile phone content), BMW partnered with Zoopy, a South African video-sharing Web site, to tap into an existing community and invite them to interact with the brand. The digital media campaign reached over 450,000 individuals and drove over 11 percent of the test-drive bookings concluded on the BMW Web site over the campaign period.



CASE #2: Mother Dairy's Content strategy

Challenges

With time it was observed that Facebook is witnessing a decline in organic reach which in return is, somewhere, increasing the difficulty to grasp the attention of millennials – the core target group of Mother Dairy Ice Creams. It was also seen that until and unless a brand has a real-time connect with the desired group of audience it is a bit tough to achieve the required results.



WHO SAID SRI KANTH DO IT?



Brief/Objective

The brief was to mark the presence of the brand among the millennials, who avoid watching ads, with limited ad spends and at the same time, develop and implement ways to improve organic numbers with the audience on Facebook too.

Creative Idea

The brand analyzed current topics that the targeted group was interested in talking/reading about and created some real time posts that could develop the connect well. These 'moments' revolved around some trendy memes, international shows, popular TV Series and a lot more.

The thought and tonality of each creative was designed keeping in mind the synchronization between the brand and the viewers, thus striking the right chord. Considering time is of an essence in moment marketing, the turnaround time was crucial and bang on.



To summarize, the approach behind this route of moment marketing is to build a Connect with the audience, strengthen that Community and curate content with Fun Quotient because of course, it's Ice Creams! With simple art, some copy and limited but precise ad spends!

Examples:

Mother Dairy Ice Creams came up with a minimal visual using the cone and built the whole visual from scratch. Since the visual was the hero, the brand focussed on keeping the copy simple and to the point.



Nun Movie: The creative was made to look like the poster of the movie and copy stating that nobody likes it when an ice cream is finished. The product, The Chillz Premium Bar was also used here.

Kiki Challenge The brand created a pun on Kiki and asked people to love their Ice Cream Cake. While this would go on to catch the attention of the audience, Mother Dairy Ice Creams integrated a subtle but clear message in the form of a Hashtag, exactly in the centre of the creative so nobody would miss it. The message being, #SayNoToKiki





Fathers never stopped loving ice creams. They may not eat them as much as their kids, but when they do, they really enjoy it. Based on this insight the brand created a copy stating that ice creams always brought alive the child in the father.

**I Scream, You Scream,
We All Scream for
INDIA!**

#AsianGames2018



TDCC

Course Code: TDC22BS02

Course Title: Introduction to Business Analytics



About the faculty:

Name: Dr. Pooja Nanda

Designation: Associate Professor

School: SOB

Office room no. :D-414

Extn: -

Dr. Pooja Nanda is associated as Associate Professor with Sushant University. She has been in the education sector for more than 17 years. She has done her Ph.D. in management. Her area of specialization includes Social Media Analytics. She received her Master's in Business Administration in Information technology from Punjab Technical University, Punjab, India. She has published 5 research papers in Scopus indexed international journals, 1 chapter and presented many research papers in various national and international conferences. She has delivered many guest lectures as an invited guest. She is a regular reviewer for a number of International Journals (International Journal of Rough Sets and Data Analysis (IJRSDA) and International Journal of Curriculum Development and Learning Measurement (IJCDLM)). She is a life time member of Centre for Education Growth and Research (CEGR), Society for Education and Research Development (SERD) and Computer Society of India (CSI). Her areas of interest include: Business Analytics, Information systems, web technologies, Big Data and Analytics, Database management systems, data sciences, social media analytics, and business analytics.


Concept Note:

The proliferation of internet and information technology has made analytics very relevant in the current age. The problems faced by decision makers in today's competitive business environment are often extremely complex and can be addressed by numerous possible courses of action. Evaluating these alternatives and gaining insight from past performance is the essence of business analytics. Analytics is a field which combines data, information, technology statistical methods and tools for analyzing data in order to gain new insight and improve strategic decision-making. This field ensures that decision makers are able to see performance of decisions under various scenarios.

This course is designed as an introduction to business analytics, an area of business administration that considers the extensive use of data, methods, and fact-based management to support and improve decision making. This course discusses the benefits of employing analytics and a structured approach



to problem-solving in management situations. The course will serve as basic course for learners who wish to further study in the domain of business analytics. The course is designed in such a manner that it can be opted by students of any stream under Generic Electives of TDCC.

		School of Business	
		Detailed Teaching Plan	
Course Code: TDC22BS02		Course Title: Introduction to Business Analytics	
Academic Year: 2022-23	Term: II	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. POOJA NANDA E-mail: poojananda@sushantuniversity.edu.in		Course Instructor: Dr. Pooja Nanda Email: poojananda@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of Sessions: 10	

1. Course Description

The problems faced by decision makers in today's competitive business environment are often extremely complex and can be addressed by numerous possible courses of action. Evaluating these alternatives and gaining insight from past performance is the essence of business analytics. This course is designed as an introduction to Business Analytics, an area of business administration that considers the extensive use of data, methods, and fact-based management to support and improve decision making. This course discusses the benefits of employing analytics and a structured approach to problem-solving in management situations.

Employability-level: Foundation Skill

5. Foundation Core	5. Foundation Skill	5. Professional Core	4. Professional Skill	5. Premier Skill
	✓			

2. Course Objectives

The main objectives of the course include:

- To develop the understanding of the basics, intermediate and advanced concepts of data analysis.
- To apply data analysis techniques with R and Microsoft Excel.
- To demonstrate knowledge of data analysis techniques utilized in business decision making.
- To apply principles of Data Science to the analysis of business problems.



3. Course Learning Outcomes

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

CO1	The student will be able to recognize the concept of Business Analytics
CO2	The student will be able to analyze using simple statistical formulas
CO3	The course equips the students with ability to solve the mathematical and statistical problems using Excel
CO4	It also inculcates creating visualization of data

4. Course Pedagogy

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

5. Course Contents and Schedule

The class would meet weekly 3 hrs. (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Analytics, Difference between Analysis and Analytics, Evolution and Applications of business analytics.	PPT and Lecture	Business Analytics by James R Evans, Pearson Education “R In Action” by Robert I. Kabacoff, Dreamtech Press; Second edition.
2	Scope of Business Analytics Categories of Business Analytics (Descriptive, Predictive and Prescriptive) Tools for Business Analytics - R, Python, Excel	PPT and Lecture	Business Analytics by James R Evans, Pearson Education “R In Action” by Robert I. Kabacoff, Dreamtech Press; Second edition



3	Excel as an Analytics tool, functions and formulas. Using Excel as an Analytics Tool, Variables and Data Mathematical and statistical functions in Excel (mean, median, mode)	Demo and Hands on Session	Excel 2019 All-In-One: Master The New Features Of Excel 2019 / Office 365 by Lokesh Lalwani by BPB Publications
4	Excel as an Analytics tool (Regression, correlation, graphs in excel)	Demo and Hands on	Excel 2019 All-In-One: Master The New Features Of Excel 2019 / Office 365 by Lokesh Lalwani by BPB publications
5	Some Basic Mathematical Calculations using R Features that make R a powerful tool, Overview about components of R studio , Difference between R Programming and R studio.	Hands on	https://www.udemy.com/course/rprogram
6	Some short programs in R mean, media, correlation, std deviation, basic graphs in R	Hands on	https://www.udemy.com/course/rprogram



7	Graphical Analysis in R: Bar Chart, Pie Charts, Histograms, Line Charts		
8	Getting Started with Tableau working with Tableau <ul style="list-style-type: none"> • Tableau Introduction and Products • Tableau Features & Advantages • Installation of Tableau Desktop/Public • Interface of Tableau (Layout, Toolbars, Data pane, Analytics pane etc) • Working with workbook data and Worksheet • How to create data visualization using Tableau feature “show me” 	Exercises, Hands-On Labs, Assignments	https://www.youtube.com/watch?v=gWZtNdMkolk
9	Basic Data Visualization charts in Tableau – Bar, Line, Histogram, Pie, Stacked Bar chart etc.	Exercises, Hands-On Labs, Assignments	https://www.youtube.com/watch?v=XUALIrP7MYk



			ntcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false
10	Revision and Presentation		

6. Course Assessment

7. Description of Course Assessment Components (Each course to have at least four assessment components and a project work component. The project work should be a group work and for subjects where presentation can be done please have the rubrics of the presentation in this document)

Course Assessment Components for a TDCC. A TDCC 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.

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END SEMESTER EXAMINATION (40)				
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8. Course Conduct Policy

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-



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TDCC

Course Code: TDC22BS06
Course Title: Intricacies of Law in Business

About the faculty:

Name : Ms. Neetu Jora
Designation : Asst. Professor
School : School of Business
Office room no. : D-509




Dr. Neetu Jora has over 18+ years of teaching experience and other than teaching, she has been involved in guiding various research projects and grooming MBA students. She is the Program Director, MBA and Admissions Incharge, School of Business. Till date she has guided over 100 students in their research and dissertation. She has also conducted various finance programs for Corporates. She has presented papers in various national and international conferences and has publications in various reputed journals and proceedings. She is an extremely hardworking and persevering individual who works with a high degree of energy, enthusiasm and motivation.

Concept Note:

This course is designed to enhance the legal literacy of students by developing a body of legal knowledge and honing legal instincts that will help them attain a competitive edge and promote long-term success. Avoiding legal problems in the first place is usually the best (and least expensive) course of action.



	School of Business		
	Detailed Teaching Plan		
Course Code: TDC22BS06	Course Title : Intricacies of Law in Business		
Academic Year: 2022-23	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Ms. Neetu Jora		Course Instructor	e-mail: neetujora@sushantuniversity.edu.in
Course Pre-requisites: NIL		No. of sessions: 12	

1. Course Description

This course is designed to enhance the legal literacy of students by developing a body of legal knowledge and honing legal instincts that will help them attain a competitive edge and promote long-term success. Avoiding legal problems in the first place is usually the best (and least expensive) course of action.

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

- Develop an understanding of key legal principles relevant to business
- Recognize the importance of legal compliance in business operations.
- Analyze real-world business scenarios through a legal lens.
- Learn strategies to avoid and mitigate legal risks in business.

3. Course Learning Outcomes

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

- CO1:** Demonstrate an understanding of fundamental legal concepts in business.
CO2: Apply legal principles to real-world business situations and problem-solving.
CO3: Develop strategies to mitigate legal risks in business operations
CO4: Engage in legal decision-making

4. Course Pedagogy

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

5. Course Contents and Schedule



Week No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Browsing/ Course Outline	Readings/ Watching/
1	Introduction to Business Law: Scope, Importance, and Application	Class Discussion	Cheeseman, Chapter 1	
2	Contract Law: Elements, Formation, and Breach	Case Study Analysis	Miller, Chapter 2	
3	Corporate Law: Types of Business Entities and Their Legal Framework	Group Presentation	Additional readings provided	
4	Intellectual Property Rights: Patents, Copyrights, and Trademarks	Workshop	Cheeseman, Chapter 3	
5	Employment Law: Employee Rights, Workplace Policies, and Dispute Resolution	Debate	Miller, Chapter 4	
6	Consumer Protection Laws and Liability	Role-Playing Activity	Research Articles on Consumer Protection Laws	
7	Regulatory Compliance and Business Ethics	Group Assignment	Cheeseman, Chapter 5	
8	International Business Law: Trade Agreements and Global Legal Challenges	Case Study Discussion	Online resources and articles	
9	Dispute Resolution: Litigation, Arbitration, and Mediation	Research Presentation	Global Legal Trends Reports	
10	Cyber Law: Data Protection and Privacy in Business	Workshop	Miller, Chapter 6	
11	Case Studies on Legal Issues in Business	Class Discussion	Case Studies provided	
12	Future Trends in Business Law and Compliance	Final Project Submission	Articles on Emerging Business Law Trends	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.



MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

7. 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:

- 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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TDCC



Course Code: TDC22BS07

Course Title: Business Ethics & Corporate Governance


About the faculty:

Name : Dr. Richa Aggarwal
Designation : Associate Professor
School : School Of Business
Office room no. : D-410.

Concept Note:

The course "Business ethics" will help students understand appropriate business policies and practices regarding corporate governance, discrimination, corporate social responsibility, fiduciary responsibilities, and much more. The law often guides business ethics, but at other times business ethics provide a basic guideline that businesses can follow to gain public approval and create a sustainable development.



	School of Business		
	Detailed Teaching Plan		
Course Code: TDC22BS07	Course Title : Business Ethics & Corporate Governance		
Academic Year: 2022-23	Term : II	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Richa Agarwal		Course Instructor: Dr. Richa Agarwal	
Course Pre-requisites: NIL		No. of sessions: 12	

1. Course Description

The course "Business Ethics" will help students understand appropriate business policies and practices regarding corporate governance, discrimination, corporate social responsibility, fiduciary responsibilities, and much more. The law often guides business ethics, but at other times business ethics provide a basic guideline that businesses can follow to gain public approval and create sustainable development

Employability-level: Foundation Skill

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

2. Course Objectives

- Understand the significance of business ethics in corporate decision-making.
- Analyze corporate governance frameworks and their importance.
- Evaluate ethical dilemmas in business and explore resolution strategies.
- Examine the role of corporate social responsibility in sustainability.

3. Course Learning Outcomes

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

CO1: Demonstrate an understanding of ethical business practices.

CO2: - Analyze corporate governance structures and their impact

CO3: Apply ethical principles to resolve business dilemmas.



CO4: Assess the role of CSR in business sustainability.

4. Course Pedagogy

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

5. Course Contents and Schedule

Week No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Business Ethics: Concepts and Importance	Class Discussion	Carroll & Buchholtz, Chapter 1
2	Ethical Theories and their Application in Business	Case Study Analysis	Fernando, Chapter 2
3	Corporate Governance: Definition, Principles, and Frameworks	Group Presentation	Additional readings provided
4	Ethical Issues in Business: Case Studies and Real-world Examples	Workshop	Carroll & Buchholtz, Chapter 3
5	Corporate Social Responsibility (CSR): Models and Impact	Debate	Fernando, Chapter 4
6	Ethical Decision Making and Leadership	Role-Playing Activity	Research Articles on Ethical Leadership
7	Role of Law in Business Ethics and Corporate Governance	Group Assignment	Carroll & Buchholtz, Chapter 5
8	Whistleblowing and Ethical Challenges in Organizations	Case Study Discussion	Online resources and articles
9	Sustainability and Ethical Business Practices	Research Presentation	Sustainability Reports and Guidelines
10	Global Corporate Governance Practices	Workshop	Fernando, Chapter 6
11	Ethical Audits and Compliance	Class Discussion	Case Studies provided
12	Contemporary Issues in Business Ethics and Governance	Final Project Submission	Articles on Emerging Trends in Business Ethics

6. Course Assessment

Course Assessment Components for a TDCC



A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

7. Course Conduct Policy

A. Academic Honesty

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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.

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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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TDCC



Course Code: TDC22BS08

Course Title: Latest Trends in Retailing

About the faculty:

Name : Ms. Chakshu Mehta
Designation : Asst. professor
School : School of Business
Office room no. : D-414




Ms Chakshu Mehta is working as Assistant Professor at Sushant University. She has over 10 years of Teaching experience. She has done MBA in Finance and Marketing from Kurukshetra university and is currently pursuing PhD in Management. In her quest for knowledge and development, she had been part of various faculty development programs and conferences. Her area of specialization is Finance and Accounting.

Concept Note:

The prime objective of the subject is to give an in-depth understanding of all aspects of the retail business. This subject will also provide an understanding of Retailing as an Economic and Social process, the Concept of Retailing, various types of retailers, and the formats. Students will also get an insight into the Retail Mix and the entire retail environment. The subject will also highlight the latest trends in retailing.



	School of Business		
	Detailed Teaching Plan		
	Course Title : Latest Trends in Retailing		
	Term : II	Core/Elective: Elective	Credits: 2
	Course Instructor e-mail: chakshu@sushantuniversity.edu.in		
Course Pre-requisites: Nil		No. of sessions: 12	

1. Course Description

The prime objective of the subject is to give an in-depth understanding of all aspects of retail business. This subject will also provide an understanding of Retailing as an Economic and Social process, the Concept of Retailing, various types of retailers, and the formats. Students will also get an insight into the Retail Mix and the entire retail environment. The subject will also highlight the latest trends in retailing.

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 economic and social aspects of retailing.
- Explore different types of retailers and retail formats.
- Gain insights into the Retail Mix and the retail environment.
- Analyze the latest trends in the retail industry.

3. Course Learning Outcomes

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

CO1: Analyze various retail formats and strategies

CO2: Demonstrate an understanding of retail business concepts and processes

CO3: Apply knowledge of the Retail Mix to real-world scenarios

CO4: Evaluate the impact of trends and technology on retailing

4. Course Pedagogy



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

5. Course Contents and Schedule

Week No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Retailing: Definition, Importance, and Scope	Class Discussion	Levy & Weitz, Chapter 1
2	Retailing as an Economic and Social Process	Group Presentation	Berman & Evans, Chapter 2
3	Types of Retailers and Retail Formats	Case Study Analysis	Additional readings provided
4	Retail Mix: Product, Price, Place, Promotion, People, Process, Physical Evidence	Class Exercise	Levy & Weitz, Chapter 3
5	Understanding the Retail Environment	Debate	Berman & Evans, Chapter 4
6	Consumer Behavior in Retailing	Role-Playing Activity	Research Articles on Consumer Behavior
7	Retail Operations and Supply Chain Management	Group Assignment	Levy & Weitz, Chapter 5
8	E-Retailing and Technology in Retail	Case Study Discussion	Online resources and articles
9	Trends in Global Retailing	Research Presentation	Global Retail Trends Reports
10	Retail Marketing Strategies	Workshop	Berman & Evans, Chapter 6
11	Sustainability and Ethics in Retailing	Class Discussion	Articles on Sustainability in Retail
12	Case Studies and Contemporary Issues in Retailing	Final Project Submission	Case Studies provided

Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.



MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

6. Course Conduct Policy

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TDCC

Sushant
University

Course Code: TDC22BS09

Course Title: Basics of Human Resource Management (HRM)

About the faculty:


Name : Dr. Naveen Nandal
Designation : Asst. Professor
School : School of Business
Office room no. : D-414



Concept Note:

This course provides an introduction to the fundamental concepts and practices of Human Resource Management (HRM). It covers key HR functions such as recruitment, selection, training, development, performance management, compensation, and employee relations. The course aims to equip students with the knowledge and skills necessary to manage human resources effectively in various organizational settings.



	<p style="text-align: center;">School of Business</p> <p style="text-align: center;">Detailed Teaching Plan</p>		
Course Code: TDC22BS09	Course Title : Basics of Human Resource Management (HRM)		
Academic Year: 2022-23	Term : II	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Naveen Nandal		Course Instructor e-mail: naveennandal@sushantuniversity.edu.in	
Course Pre-requisites: NA		No. of sessions: 12	

1. Course Description

Give course description in approx. 150 words.

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 core principles and functions of HRM.
- Analyze the role of HR in strategic management.
- Develop skills for effective recruitment, selection, and employee development.
- Evaluate performance management systems and compensation strategies.

3. Course Learning Outcomes

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

CO1: Demonstrate understanding of HRM principles and practices.

CO2: Apply HRM concepts to real-world organizational issues.

CO3: Develop HR strategies that support business objectives.

CO4: Critically analyze HR policies and practices.

4. Course Pedagogy

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



5. Course Contents and Schedule

Week No.	Session Topic / Sub-topic	Description/Overview of Course Structure and Significance	Activity/Assignment	Required Readings/Browsing/Watching/Course Outline
1	Introduction to HRM	Understanding HRM basics, functions, and significance in organizations.	Class Discussion on HR Functions	<i>Dessler (2019)</i> - Chapter 1
2	Human Resource Planning	Concepts, process, and techniques of HR planning.	Group Activity: HR Planning Exercise	<i>Armstrong (2020)</i> - Chapter 2
3	Recruitment and Selection	Exploring recruitment methods, selection strategies, and legal considerations.	Case Study Analysis: Recruitment Strategies	<i>Dessler (2019)</i> - Chapter 3
4	Employee Training & Development	Importance, methods, and evaluation of employee training programs.	Presentation: Training Program Design	<i>Armstrong (2020)</i> - Chapter 4
5	Performance Management	Objectives, appraisal methods, and feedback mechanisms.	Role Play: Performance Appraisal Meeting	<i>Dessler (2019)</i> - Chapter 5
6	Compensation Management	Wage structures, incentive plans, and employee benefits.	Assignment: Compensation Plan Design	<i>Armstrong (2020)</i> - Chapter 6
7	Employee Relations	Conflict management, grievance handling, and labor laws.	Debate: Labor Law Impact on Employee Relations	<i>Dessler (2019)</i> - Chapter 7
8	HRM in Global Context	Trends, challenges, and best practices in international HRM.	Group Discussion: Global HR Challenges	<i>Armstrong (2020)</i> - Chapter 8

9	Ethical Issues in HRM	Diversity, equity, inclusion, and ethical HR practices.	Reflection Paper: Ethical Dilemmas in HR	<i>Dessler (2019) - Chapter 9</i>
10	HR Technology	Role of information systems in HR management.	Tech Demo: HRIS Tools	<i>Armstrong (2020) - Chapter 10</i>
11	Strategic HRM	Aligning HR strategies with organizational goals.	Case Study: HR Strategy Alignment	<i>Dessler (2019) - Chapter 11</i>
12	Contemporary Issues in HRM	Analyzing current trends and case studies in HRM.	Group Presentation: Contemporary HRM Issue	<i>Armstrong (2020) - Chapter 12</i>

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

7. Course Conduct Policy

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TDCC

Course Code: TDCC

Course Title: Health Law

About the Faculty:

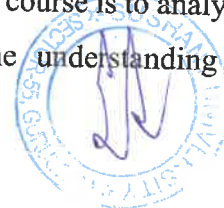
Name: Amit Kumar Singh
Designation: Assistant Professor
School: School of Law
Office room no.: Room No. 8
Extn: 01244750464


An academician of multiple interest Amit Kumar Singh is a passionate and dedicated academician with a pleasing personality. His effective communication and interpersonal skills make it easy to work with him in a team. Mr. Amit is LL.B., M.B.A and M.A in History He has qualified UGC NET (Law) in Dec 2005. he has over 15years teaching and industry experience.

Concept Note:

Health Law is a study of the legal framework regarding different aspects of Health and Medication. The syllabus covers different areas ranging from the Right to Health enshrined under Indian constitution to National Health policy, covers legal aspects of Private medical practice, Mental Health, Pregnancy Act etc.

The Transplantation of Human Organs Act, 1994: Authority for the Removal of Human organs, Removal of organs in case of unclaimed bodies in hospital or prison, Restrictions on removal of Human organs, Offences and Penalties, Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994. The course covers various important aspects related to the issues of Health and covers major Acts with their amendments. The objective of this course is to analyze certain emerging and critical issues in Health Law to equip students with the understanding of the various aspects of corporate Law.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Law Detailed Teaching Plan	
Course Code: TDC		Course Title: Health Law	
Academic Year: 2021-22	Term: II	Core/Elective: Elective	Credits: 2
Course Designed by: Amit Kumar Singh e-mail: amitsingh@sushantuniversity.edu.in		Course Instructor: Amit Kumar Singh e-mail: amitsingh@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 13	

1. Course Description

Health law is a vast area which covers diverse areas related to the Health, Health Law is a study of the legal framework regarding different aspects of Health and Medication. The syllabus covers different areas ranging from the Right to Health enshrined under Indian constitution to National Health policy, covers legal aspects of Private medical practice, Mental Health, Pregnancy Act etc. The objective of this course is to analyze certain emerging and critical issues in Health Law to equip students with the understanding of the various aspects of corporate Law.

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 Health Law
- Highlight the important laws of Health law
- Discuss these areas in detail
- Analyze the case studies in context of these issues



3. Course Learning Outcomes

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

CO1: Understand what is Health Law

CO2: Identify the emerging issues related to Health sector

CO3: Discuss the relevance of these issues in light of the pandemic

CO4: Analyze the case studies with reference to these issues

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 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1.	Basics of Health Law <ul style="list-style-type: none">• Right to Health and Indian Constitution• National Health Policy	Discussion	Cases: (i) Rakesh Chandra Narayan V. State Of Bihar on 27 September, 1988 (ii) Suo Motu Writ Petition (Civil) No(s). 7/2020IN RE THE PROPER TREATMENT OF COVID 19 PATIENTS AND DIGNIFIED HANDLING OF DEAD BODIES IN THE HOSPITALS

			ETC. Date: 12-06-2020 (iii) Vincent V. UOI (IV) Paschim Bangal Khet Mazdoor Samity & Others V State of West Bengal & Other
2.	Legal aspect of Private medical practice	Discussion	(IV) Paschim Bangal Khet Mazdoor Samity & Others V State of West Bengal & Other
3.	The Mental Health Act, 1987: Mental Health Authorities, Admission and detention in psychiatric, Hospitals or Psychiatric Nursing Homes, Protection of Human Rights of Mentally ill person	Discussion	Accused X V. State of Mharashtra, 2007 SC (ii) Nand Kishore v. UO
4.	Medical Termination of Pregnancy Act, 1971 (2021 Amendment)	Discussion	Nikita Mehra case (iv) S.P Mittal V. UO
5.	The Transplantation of Human Organs Act, 1994:	Discussion	Centre for Enquiry into Health and Allied AIR 2001 SC 2007, Themes (CEHAT) and others - Vs- Union of India and other
6.	Authority for the Removal of Human organs	Assignment	Centre for Enquiry into Health and Allied AIR 2001 SC 2007, Themes (CEHAT) and others - Vs- Union of India and other
7.	Removal of organs in case of unclaimed bodies in hospital or prison, Restrictions on removal of	Discussion	IN THE HIGH COURT OF BOMBAY 17/09/2004 AIR 2005 Bom 26,

	Human organs, Offences and Penalties		44 Writ Petition No. 5295 of 2003. 2005(1) BomCR 595
8.	Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994	Assignment	M/s Malpani Infertility Clinic Pvt. Ltd. (2005)107BOMLR and Others -Vs- Appropriate Authority, 737PNDT Act and Others UNIT IV • Medical Negligence and Malpractices • Health Insurance in India • Role of Law in prevention of AIDS • Duties of Hospitals regarding Medico-legal cases Case: (i) Jacob Mathew v. State of Punjab & Another (ii) Achutrao Haribhau Khodwa & Others v. State of Maharashtra & Other
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10.	Health Insurance in India	Discussion	Jacob Mathew v. State of Punjab & Another (ii) Achutrao Haribhau Khodwa & Others v. State of Maharashtra & Others (iii) Indian Medical Association v. V.P. Shantha & Other
11.	Role of Law in prevention of AIDS	Discussion	Jacob Mathew v. State of Punjab & Another (ii) Achutrao Haribhau

			Khodwa & Others v. State of Maharashtra & Others (iii) Indian Medical Association v. V.P. Shantha & Other
12.	Duties of Hospitals regarding Medico-legal cases	Activity/Assignment	Jacob Mathew v. State of Punjab & Another (ii) Achutrao Haribhau Khodwa & Others v. State of Maharashtra & Others (iii) Indian Medical Association v. V.P. Shantha & Other
13.	Case studies	Assignment	

6. Course Assessment

Course Assessment Components for a TDCC

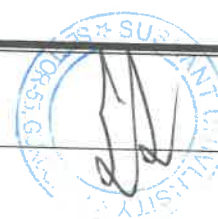
A TDCC is of 100 marks and will have the following assessment components. Final Grades will be based on the relative performance of a student in the class.

MID SEMESTER EVALUATION (60)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
30	25		5	60
END SEMESTER EXAMINATION (40)				
Theory (40)				

7. Course Conduct Policy

A. Academic Honesty

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a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.

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

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

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.



TDCC

Course Code: TDCC

Course Title: Health Law

About the Faculty:

Name: Amit Kumar Singh
Designation: Assistant Professor
School: School of Law
Office room no : Room No. 8
Extn. 01244750464


An academician of multiple interest Amit Kumar Singh is a passionate and dedicated academician with a pleasing personality. His effective communication and interpersonal skills make it easy to work with him in a team. Mr. Amit is LL.B., M.B.A and M.A in History He has qualified UGC NET (Law) in Dec 2005. he has over 15years teaching and industry experience.

Concept Note:

Health Law is a study of the legal framework regarding different aspects of Health and Medication. The syllabus covers different areas ranging from the Right to Health enshrined under Indian constitution to National Health policy, covers legal aspects of Private medical practice, Mental Health, Pregnancy Act etc.

The Transplantation of Human Organs Act, 1994: Authority for the Removal of Human organs, Removal of organs in case of unclaimed bodies in hospital or prison, Restrictions on removal of Human organs, Offences and Penalties, Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994. The course covers various important aspects related to the issues of Health and covers major Acts with their amendments. The objective of this course is to analyze certain emerging and critical issues in Health Law to equip students with the understanding of the various aspects of corporate Law.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Law Detailed Teaching Plan	
Course Code: TDC		Course Title: Health Law	
Academic Year: 2021-22		Term: II	Credits: 2
Course Designed by: Amit Kumar Singh e-mail: amitsingh@sushantuniversity.edu.in		Course Instructor: Amit Kumar Singh e-mail: amitsingh@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 13	

1. Course Description

Health law is a vast area which covers diverse areas related to the Health, Health Law is a study of the legal framework regarding different aspects of Health and Medication. The syllabus covers different areas ranging from the Right to Health enshrined under Indian constitution to National Health policy, covers legal aspects of Private medical practice, Mental Health, Pregnancy Act etc. The objective of this course is to analyze certain emerging and critical issues in Health Law to equip students with the understanding of the various aspects of corporate Law.

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 Health Law
- Highlight the important laws of Health law
- Discuss these areas in detail
- Analyze the case studies in context of these issues



3. Course Learning Outcomes

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

CO1: Understand what is Health Law

CO2: Identify the emerging issues related to Health sector

CO3: Discuss the relevance of these issues in light of the pandemic

CO4: Analyze the case studies with reference to these issues

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 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1.	Basics of Health Law <ul style="list-style-type: none">• Right to Health and Indian Constitution• National Health Policy	Discussion	Cases: (i) Rakesh Chandra Narayan V. State Of Bihar on 27 September, 1988 (ii) Suo Motu Writ Petition (Civil) No(s). 7/2020IN RE THE PROPER TREATMENT OF COVID 19 PATIENTS AND DIGNIFIED HANDLING OF DEAD BODIES IN THE HOSPITALS

			ETC. Date: 12-06-2020 (iii) Vincent V. UOI (IV) Paschim Bangal Khet Mazdoor Samity & Others V State of West Bengal & Other
2.	Legal aspect of Private medical practice	Discussion	(IV) Paschim Bangal Khet Mazdoor Samity & Others V State of West Bengal & Other
3.	The Mental Health Act, 1987: Mental Health Authorities, Admission and detention in psychiatric, Hospitals or Psychiatric Nursing Homes, Protection of Human Rights of Mentally ill person	Discussion	Accused X V. State of Mharashtra, 2007 SC (ii) Nand Kishore v. UO
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9.	Medical Negligence and Malpractices	Discussion	Jacob Mathew v. State of Punjab & Another (ii) Achutrao Haribhau Khodwa & Others v. State of Maharashtra & Others (iii) Indian Medical Association v. V.P. Shantha & Other
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12.	Duties of Hospitals regarding Medico-legal cases	Activity/Assignment	Jacob Mathew v. State of Punjab & Another (ii) Achutrao Haribhau Khodwa & Others v. State of Maharashtra & Others (iii) Indian Medical Association v. V.P. Shantha & Other
13.	Case studies	Assignment	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

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Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
30	25		5	60
END SEMESTER EXAMINATION (40)				
Theory (40)				

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TDCC
Course Title: Women and Law

About the faculty:


Ms. Kirty Lamba 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 has secured her B.A.-LL.B. (Hons) with first division from B.P.S Women University (first women's only state university of North India) Sonapat. Subsequently, she pursued her LL.M. in Human Rights and Humanitarian Law with first division from Indian Law Institute, New Delhi. She has qualified for National Eligibility Test offered by University Grant Commission in December 2018. She has participated in teaching assignment at Campus Law Centre II, Faculty of Law, Delhi University. She has four years of experience as a legal practitioner. She is deeply involved in facilitating internships and recruitment for students across prestigious law firms and MNCs in the country, being one of the members for Internship & Recruitment Committee. She has been awarded with Class I Commendation Certificate by the Inspector General of Police, Rohtak Range with a cash prize.

She has presented numerous papers in various National and International Conferences and Seminars. Also, she has couple of research papers to her credit published in leading journals. Her teaching areas include Humanitarian Law, Property Law, Family Law, Women Law and Policy.

Concept Note:

Law affords special protection to women, in order to ensure equality, dignity, and freedom from discrimination. This course would give an understanding of the law relating to women in the second part, with emphasis on position in India. The course touches upon the important legal maxims, legal and judicial systems in India. Apart from this, the law relating to women in the light of the Indian Constitution, Criminal Laws and Personal Laws are explained in detail in this course. Further, the law regulating, prohibiting social evils faced by women in India, issues regarding reproductive rights, dowry and domestic violence are also dealt with extensively.



 Sushant University <small>Bestwide Ansat University Gurugram</small>	SCHOOL OF LAW COURSE OUTLINE		
Course Title: Women and Law (TDCC)		Course Code: TDC22LWO6	
Term:	Academic Year:	Core/Elective: ELECTIVE	Credits: 2
Course Designed by: Kirty Lamba E-mail: kirtylamba@sushantuniversity.edu.in		Course Designed by: Kirty Lamba E-mail: kirtylamba@sushantuniversity.edu.in	

1. Course Introduction

The Course will be able to –

- Give an understanding of the current status of women in India along with the main privileges granted to women by Constitution of India.
- Give an understanding of the legislative and policy initiatives taken at national level for the welfare of women.
- Build awareness of the women centric laws and their importance.

Employability-level: Foundation Skill

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

2. Course Objectives:

The course in terms of importance, versatility and practicality incorporates almost all important issues and concepts of Women and Law including the legislative and policy initiatives taken at national level. The course also highlights the legislative and statutory framework on live-in relationship, dowry prohibition and domestic violence, sexual harassment of women and other important issues relating to women in the most detailed and systematic manner for providing a crystal-clear knowledge to the students about Women and Law.

The paper aims at creating awareness as to importance and role of women in society through the medium of law. It also focuses on women welfare laws.



3. Course Learning Outcomes

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

- **CLO1:** Comprehend the status of Women in India along with the main privileges granted to women by Constitution of India.
- **CLO2:** Understand the provisions for marriage and divorce under Hindu Law along with the comparison of maintenance provision under CrPC and Special Marriage Act.
- **CLO3:** Understand the provisions relating to offences against Women under Criminal Law and to apply and appraise the legal provisions enacted to ameliorate the situations with special emphasis on Indian Criminal Law.
- **CLO4:** Understand the national evolution and importance of women centric laws.

2. Course Pedagogy

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

3. 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 Status of Women in India and Constitution of India and Women.		Discussion and Watching Documentaries
2	Protection and Safeguard of Women under Personal Laws.		Newspaper Reading, Discussion and Watching Documentaries
3	Criminal Laws and Women		Newspaper Reading, Discussion and Watching Documentaries



4	Women Welfare Laws		Newspaper Reading, Discussion and Watching Documentaries
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Status of Women in India.	Essay writing	Newspaper Reading, Discussion and Watching Documentaries
6	Provisions of Marriage and Divorce under HMA,1955.	Case studies	Newspaper Reading, Discussion and Watching Documentaries
7	Maintenance to Women	Legal Provisions	Newspaper Reading, Discussion and Watching Documentaries
8	Live-in relationships	Case Studies	Newspaper Reading; Discussion and Watching Documentaries
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Criminal Laws and Women	Assignment	Newspaper Reading, Discussion and Watching Documentaries
10	Women Welfare Laws	A short project work	
FINAL ASSESSMENT POINT III (MM=40)			

4. Course Assessment

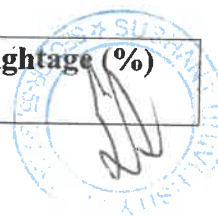
Assessment Scheme

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

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 4)	30
2	Assessment 2 (After Week 8)	30
3	(Final) Assessment 3 (After Week 10)	40
Total Marks		100

Guidelines for Research Paper:

Each student would make a research paper on the topics allocated in the classroom keeping in mind the format of writing a paper discussed in the classroom and making sure that their work is original and not plagiarized and adhering to the ILI Citation style and a set of jury members on the day of the final assessment (in groups of two/three/as decided by the school) will give the grades. Students would narrate their work done in the research paper and also their learnings from it.

5. Course Conduct Policy

A. Academic Honesty

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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.

6. 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

7. 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

8. 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.

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

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

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

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



11. 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	✓	✓	✓	✓

12. 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	2
T12	Industry Visit/Field Visit	-
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ SU-level November 28th	-



TDCC

Course Code: TDC22HS02

Course Title: Primary Eye Care & Ocular Emergencies

About the faculty:

Name : Ms. Debanjali Bhattacharjee

Designation : Assistant Professor

School : School of Health Sciences

Office room no. : C102

Extn:

Faculty profile in approx. (100 words)

I am currently serving as an Assistant Professor, Department of Optometry. I have 2.5 years of academic experience and 1.5 years of clinical practice. My area of interest includes Cornea and Contact Lens, Binocular Vision, and Low Vision. A dedicated member of IACLE. Being a PhD Scholar, I have published research papers and several informative blogs, while also being sought after as a guest speaker in webinars, sharing my knowledge and expertise.


Concept Note:

Write about course and its significance in approx. (200 word)

The Primary Eye Care & Ocular Emergencies course is designed to provide students with comprehensive knowledge and skills related to managing primary eye care and handling ocular emergencies. The course covers a wide range of topics, including the Anatomy of human eye, basics of eye examination, refractive errors, common eye conditions, and ocular emergencies such as acute injuries, infections, and sudden vision changes.

Primary Eye Care & Ocular Emergencies course holds significant value for students. It equips them with the necessary skills to deliver comprehensive eye care, handle emergencies efficiently, and make a positive impact on the eye health and well-being of their patients. The course's emphasis on early detection, prompt intervention, and emergency preparedness ensures that students are well aware of common eye disorder and how could we handle it.



		School of Health Sciences	
Course Code: TDC22HS02		Detailed Teaching Plan	
Course Title : Primary Eye Care & Ocular Emergencies			
Academic Year: 2022-23	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Ms. Debanjali Bhattacharjee e-mail: debanjalibhattacharjee@sushantuniversity.edu.in		Course Instructor: Ms. Debanjali Bhattacharjee e-mail: debanjalibhattacharjee@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions: 24	

1. Course Description

Give course description in approx. (150 words)

The Primary Eye Care & Ocular Emergencies course is designed to equip healthcare professionals, particularly optometrists, ophthalmologists, and primary care providers, with the essential knowledge and skills to effectively manage common eye conditions and emergencies. This comprehensive course combines theoretical concepts with practical hands-on training, enabling participants to provide prompt and competent eye care services to patients of all ages.

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



- To equip participants with the knowledge and skills required to identify and respond to ocular emergencies promptly and effectively, ensuring optimal patient outcomes.
- To familiarize participants with the latest advancements in primary eye care and ocular emergency management, enabling them to stay updated with the evolving field of optometry.
- To emphasize the importance of early detection and intervention in primary eye care, with a focus on preventing vision loss and promoting overall eye health.
- To develop critical thinking and problem-solving abilities among participants, allowing them to diagnose and manage complex cases encountered in primary eye care and ocular emergencies.

3. Course Learning Outcomes

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

CO1: participants will demonstrate a comprehensive understanding of the principles and practices of primary eye care, including the evaluation of visual acuity, refraction, and common eye examinations.

CO2: Participants will be able to identify and differentiate various ocular emergencies, such as corneal injuries, acute infections, sudden vision changes,

CO3: Participants will be able to create effective and individualized treatment plans for common eye conditions encountered in primary eye care

CO4: Participants will be knowledgeable about the latest advancements in primary eye care and ocular emergency management.

4. Course Pedagogy

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

5. Course Contents and Schedule

Module 1: Introduction to Primary Eye Care

- Overview of primary eye care and its importance in healthcare
- Anatomy and physiology of the eye
- Common refractive errors and their impact on vision
- Principles of primary eye care and vision correction



Module 2: Comprehensive Eye Examination

- Techniques for accurate visual acuity assessment
- Pupil examination and responses
- Assessment of ocular motility and binocular vision
- Use of ophthalmoscopes and slit lamps for eye examinations

Module 3: Diagnosis and Management of Ocular Conditions

- Digital Eye strain
- Conjunctivitis: Infectious and allergic types
- Blepharitis: Causes, symptoms, and treatment
- Dry Eye Syndrome: Evaluation and management
- Allergic Reactions and Eye Irritations: Identification and remedies

Module 4: Identification and Management of Ocular Emergencies

- Corneal Abrasions and Foreign Body Removal
- Chemical Burns: Assessment and immediate first aid
- Sudden Vision Loss: Causes and immediate actions
- Acute Angle-Closure Glaucoma: Recognizing signs and managing the emergency

Module 5: Introduction to Non strabismic BV anomalies

- Common non strabismic BV Anomalies
- Vision Therapy

Module 6: Introduction to Contact Lens

- Types of Contact Lenses and their indications
- Proper Contact Lens Insertion and Removal Techniques
- Therapeutic use of Contact lens
- Contact Lens-Related Complications and Troubleshooting
- Patient Education and Care for Contact Lens Wearers



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

The class would meet weekly 2hrs (1L+1P).

Course Title: Primary Eye Care & Ocular Emergencies

Week No.	Session Topic / Sub-topic Description / Overview of Course Structure and its Significance	Activity / Assignment	Required Readings / Browsing / Watching / Course Outline
1	Introduction to Primary Eye Care - Importance, Scope, and Role of Pharmacists in Eye Care	Case study discussion on common eye complaints	WHO guidelines on primary eye care, articles on eye health awareness
2	Basic Anatomy & Physiology of the Eye - Structure, Functions, and Common Disorders	Diagram labeling activity, quiz	Standard textbooks on ocular anatomy, online anatomy models
3	Common Refractive Errors & Their Management - Myopia, Hyperopia, Astigmatism, Presbyopia	Group discussion on spectacle & contact lens prescriptions	Journal articles on refractive error correction
4	Red Eye: Causes & Diagnosis - Conjunctivitis, Uveitis, Episcleritis, and Keratitis	Case scenario analysis	Ophthalmology textbooks, online lectures on red eye differentials
5	Ocular Allergies & Dry Eye Syndrome - Pathophysiology, Symptoms, Management	Research-based assignment on artificial tears and antihistamines	Clinical studies on ocular allergies, videos on Schirmer's test
6	Ocular Infections: Bacterial, Viral & Fungal - Symptoms, Diagnosis, Treatment	Discussion on antibiotic & antiviral eye drops	Review papers on microbial keratitis and endophthalmitis
7	Glaucoma & Cataract: Early Detection & Management	Debate: Medical vs. Surgical management	WHO reports on blindness prevention, articles on glaucoma screening
8	Ocular Trauma & Emergencies: Foreign Bodies, Chemical Burns, Blunt Trauma	Hands-on workshop: First aid for eye injuries	Emergency ophthalmology protocols, first aid manuals
9	Retinal Disorders: Diabetic Retinopathy, Hypertensive Retinopathy, AMD	Case study presentations on diabetic eye care	Review articles, videos on fundus examination
10	Neuro-ophthalmology & Systemic Diseases Affecting the Eye - Optic Neuritis, Stroke, Thyroid Eye Disease	Report on eye involvement in systemic diseases	Medical case reports, neurological studies on vision
11	Ocular Pharmacology & Drug-Induced Eye Disorders - ADRs of Common Systemic & Ocular Medications	Drug chart preparation on ophthalmic medications	Pharmacology textbooks, adverse drug reaction databases
12	Community-Based Eye Care & Preventive Strategies - Vision Screening, Eye Camps, Public Awareness	Project: Organizing an Eye Health Awareness Campaign	WHO guidelines on community eye health, reports on eye care programs

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

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.



TDCC

Course Code: TDC22HS03
Course Title: Concept of Health Education

About the faculty:

Name : Ms Pooja Mehra
Designation : Assistant Professor
School : School of Health Sciences
Office room no. : D- 505

Faculty profile: He is working in Sushant University as Assistant professor in Department of Pharmacy. He has completed his D. Pharm, B. Pharma from DIPSAR (University of Delhi) and M. Pharma from Delhi Pharmaceutical Sciences & Research University (DPSRU).

He has completed his research work of M. Pharma, Project Title with **PREVALENCE OF COMORBIDITIES & ECONOMIC BURDEN IN COVID-19 PATIENTS; AN EXPLORATORY STUDY** from National Heart Institute (NHI) New Delhi.

Concept Note:

Real wealth of a country is its human resource. A healthy and happy community wherein a healthy person is an asset to the society and a sick person is a liability is an index of national health.

Community health and social services do provide medical and counseling cover against disease and trauma, maternity and child welfare, school medical services, hospital and medical research institutions.



School health has been a great concern for a long time. The health of the nation depends on the health of its children. School health has also been a subject of international concern.


The need for successful health education programme is widely acknowledge for which careful planning is being undertaken. The most important planning occurs between the teacher and the pupil, to begin with.

World confederation of teaching profession has stated that “health education in school should, as a general rule, be the responsibility of the school teachers.”

Health is primary and enjoys the most important place in the hierarchy of human values, which has a special role in the development of nation. In a democratic set-up human life and its prestige has been given an important privilege.

Every citizen of a country is encouraged to develop his fullest potential of work and prestige so that he may contribute towards the prosperity and peace of the society. This is possible only when every individual citizen enjoys high standard of health.



		School of Health Sciences Detailed Teaching Plan	
Course Code: TDC22HS03		Course Title : Concept Of Health Education	
Academic Year: 2022-23		Term :	Core/Elective: Elective Credits: 2
Course Designed by: Ms Pooja Mehra e-mail: poojamehra@sushantuniversity.edu.in		Course Instructor: Ms Pooja Mehra e-mail: poojamehra@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions: 24	

1. 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

- Identify, assess, and implement personal wellness behaviors and individual health promotion strategies,
- identify the factors influencing the multi-dimensional aspects of the health of all populations

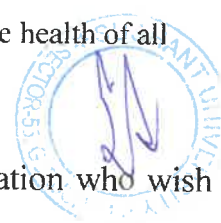
3. Course Learning Outcomes

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

CO1: Identify, assess, and implement personal wellness behaviors and individual health promotion strategies.

CO2: Identify the factors influencing the multi-dimensional aspects of the health of all populations

CO3: Transfer students interested in specializing in Health Education who wish to qualify for an Associate in Science Degree



CO4:Identify, assess, and implement personal wellness behaviors and individual health promotion strategies.

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 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Concept of health: Definition of physical health, mental health, social health, spiritual health determinants of health, indicator of health,	Group discussion	
2	concept of disease, natural history of diseases, the disease agents, concept of prevention of diseases.	Lecture	
3	Nutrition and health: Classification of foods, requirements, diseases induced due to deficiency of proteins, vitamins and minerals-treatment and prevention.	Assignment	
4	Demography and family planning: Demography cycle, fertility, family planning, contraceptive methods, behavioral methods,	Lecture	
5	natural family planning methods, chemical methods, mechanical methods, hormonal contraceptives, population problem of India.	Group discussion	
6	First aid: Emergency treatment in shock, snake-bite, burns, poisoning, heart disease, fractures and resuscitation methods, Elements of minor surgery and dressings.	Lecture	
7	Environment and health: Source of water supply, water pollution, purification of water, health and air, noise, light-solid waste disposal and control-medical entomology, arthropod borne diseases and their control. rodents, animals and diseases.	Assignment	
8	Fundamental principles of microbiology: Classification of microbes, isolation, staining techniques of organisms of common diseases.	Lecture	



9	Communicable diseases: Causative agents, mode of transmission and prevention. Respiratory infections-chicken pox, measles, influenza, diphtheria, whooping cough and tuberculosis.	Group discussion	
10	Intestinal infection-poliomyelitis, Hepatitis, cholera, Typhoid, food poisoning, Hookworm infection.	Lecture	
11	Arthropod borne infections-plague, Malaria, filariases. prevention and control. Disinfection, types of disinfection procedures	Assignment	
12	Non-communicable diseases: causative agents, prevention, care and control.	Lecture	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

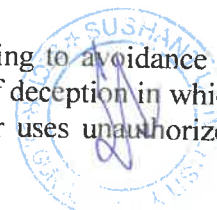
MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

7. Course Conduct Policy

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- Represent the work of others as their own; i.e. plagiarism.
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Course Title: Understanding of Human Behaviour

Course Code: TDC22SH04

Academic Year: 2022-23

Term: Even

Core/Elective: Elective

Credits: 2

Course Designed by: Ms. Richa Dwivedi

Email: richadwivedi@sushantuniversity.edu.in

Course Pre-requisites: None

No. of Sessions: 24

1. Course Description

This course explores the psychological and social factors that influence human behavior. It provides insights into cognitive processes, emotions, motivation, personality, and social interactions. The subject will help students understand individual and group behaviors in different settings, including personal, social, and professional environments.

Employability-Level: Foundation Skill

- ✓ **Foundation Core**
- ✓ **Foundation Skill**

2. Course Objectives

By the end of this course, students will:

- Understand key psychological theories and their applications in daily life.
 - Analyze the impact of emotions, motivation, and personality on behavior.
 - Learn how social and cultural influences shape human actions and decision-making.
-



3. Course Learning Outcomes (CLOs)

Upon successful completion, students should be able to:

- **CO1:** Explain fundamental psychological concepts related to cognition, motivation, and emotions.
- **CO2:** Assess the role of personality in influencing human behavior.
- **CO3:** Evaluate social and cultural influences on individual and group behavior.
- **CO4:** Apply behavioral concepts in real-life scenarios, including workplace and interpersonal relationships.

4. Course Pedagogy

This course follows the “**learning by doing**” approach through case studies, role-playing, group discussions, and real-life application exercises.

5. Course Contents and Schedule

Session Plan (2 Hours per Week | 1L + 1P)

Week	Topic / Sub-topic	Activities	Readings / Resources
1	Introduction to Human Behaviour	Overview of psychology, history of behavioral studies	Recommended textbook
2	Cognition and Perception	How we process information and make decisions	Case Study
3	Motivation and Emotions	Theories of motivation, impact of emotions on decisions	Group Discussion
4	Personality Theories	Freud, Jung, Big Five Personality Traits	Self-Assessment Test
5	Social Influence and Group Behaviour	Conformity, obedience, and peer influence	Role-playing Activity
6	Cultural and Environmental Influences	How culture shapes behavior	Case Study
7	Behavioral Disorders and Mental Health Awareness	Understanding psychological disorders	Lecture
8	Assignment I	Submission & Evaluation	
9	Behavioral Economics	Decision-making and biases	Group Discussion



Week	Topic / Sub-topic	Activities	Readings / Resources
10	Workplace Behavior and Communication	Psychology in professional settings	Practical Activity
11	Leadership and Emotional Intelligence	Impact of EQ in leadership	Workshop
12	Conflict Resolution and Negotiation	Managing interpersonal conflicts	Role-playing Exercise
13	Consumer Behavior and Marketing Psychology	How psychology affects consumer decisions	Case Study
14	Future Trends in Behavioral Studies	AI, psychology, and behavior prediction	Discussion Forum

6. Course Assessment

Total Marks: 100

Mid-Semester Evaluation (60 Marks)

- **Quiz(s) / Presentation(s): 20**
- **Assignment 1: 20**
- **Assignment 2: 20**

End-Semester Evaluation (40 Marks)

- **Presentation (20) + Viva-voce (20)**

7. Course Conduct Policy

Academic Honesty

Students are expected to maintain integrity and avoid plagiarism, cheating, and unauthorized assistance in assignments, quizzes, and exams. Any violations will result in disciplinary actions.

Students with Disabilities

The university ensures accessibility and support for students with different abilities. Modifications in assessments and class participation will be provided as per requirement.



TDCC Courses to be offered in Aug 2022

S.No	Course Code	Title	Faculty	Emp Code	School
1	TDC22PD02	Development of Public Place through People's Participation	Dr. Himadri Shekhar Dey		SPD
2	TDC22AA02	Kinetic Design	Ms. Yashika Ashish	SU0852	SAA
3	TDC22VH02	Workplace safety, food safety and fundamental skills in the kitchen	Mr. Tushar Gupta		VHTBS
4	TDC22ET01	MSME Production Skillset	Mr. Rajan Bansal	AU0339	SET
5	TDC22ET02	Emerging Technology : Automation in Industry	Dr. Bindu Thakral	AU0043	
6	TDC22DN02	Basics of Fashion	Ms. Shalini Sharma	SU0791	SOD
7	TDC22BS04	Social Media Marketing	Ms. Suman Dahiya		GOB
8	TDC22BS05	Basics of SPSS Software	Dr. Naveen Nandal		
9	TDC22LW04	Fundamentals of Health Law	Mr. Amit Singh		SOL
10	TDC22LW03	Sensitisation of Youth on social Issues	Dr. Anjali Dabas	AU0303	
11	TDC22HS02	Primary Eye Care & Ocular Emergencies	Ms. Debanjali Bhattacharjee	SU0733	SHS
12	TDC22HS03	Concept of Health Education	Mr Aakash Gupta	SU0819	



Subject Name: Development of Public Place through People's Participation

Subject Code: TDC22PD02

Year and Semester: 2022, TDCC Odd Semester

Name of Faculty: Dr. Himadri Shekhar Dey

Contact Days / Hours – 3hrs/ week



Subject Outline

Aim

To classify & illustrate the placemaking process through public participation.

Description of course

The course will explore—in theory, policy, and practice—community arts-based, participatory methods, and cultural practices taking place in India and internationally. Students will critically analyse how different actors (non-for-profit organizations, grassroots movements, socially engaged artists, community activists, and public planners) are using, both formally and informally, the arts and creative practices to engage and build communities, to shape the physical environment, and to address persistent societal problems, including issues of economic, social, and environmental injustice, as well as inequities in civil and human rights. It will also discuss the “dark side” of established methods of creative placemaking as a process that frequently fuels gentrification, displacement, and spatial violence and reflect how can we fight against that outcomes. As part of the class, students will learn and articulate potentials, values, and ethical principles unique to arts-based and cultural engagement for social change involving diverse populations and contexts. The course will promote a reflexive practice and the need to develop cultural competencies to work with art and communities. Students will also learn different ethnographic, creative and participatory tools to bring people together and effect change in their environments. The course will offer a hands-on approach to placemaking, community and participatory art, public art, and collaborative cultural projects that promote social change, particularly in low-income and culturally diverse environments.

Teaching Method

Studio based collaborative learning and exercises, site visits and engagement in empirical exercises. Each student is required to submit the required outcomes in terms of report and sheet presentation on a defined schedule.

Learning Outcomes

Please list the Learning Outcomes as (a) Knowledge (b) Skills (c) Values, Orientations and Awareness (d) Design

(a) **Knowledge (Remember + Understand):** Understand placemaking objectives and goal towards creating sustainable and welcoming environment. Develop a basic understanding of

A handwritten signature in blue ink, likely belonging to Dr. Himadri Shekhar Dey, the faculty member mentioned in the document.



how to represent in two and three-dimensions, the basic physical components of an urban landscape

(b) **Skills (Apply +Analyse):** Develop a basic understanding of how to represent in two and three-dimensions, the basic physical components of an urban landscape – from trees to building typologies – and how to depict them. Create awareness on various contemporary methods for reading the built environment

(c) **Values, Orientations and Awareness (Evaluate):** Be able to estimate the need-based infrastructure and sensitize it as per the local aspiration of the neighbourhood.

(d) **Design (Create):** Engage in basic place-making exercises that analyse conditions towards proposing transformation and change. Be able to create ideas for innovative public open spaces which appear welcoming and convivial.

Approach

The teaching of placemaking through public participation is primarily a hands-on exercise where students are given the liberty to choose and define the area based on the conceptual theories. The course will be conducted in a manner to give students the experience to devise methods to formulate a plan where they identify, classify, examine a public open space and produce a final outcome in terms of a concept plan.

Weekly Schedule

(Refer to academic calendar for dates)

WEEK DATE	LECTURE	TASK
Week 1	What makes a place public? What qualities does an effective public space possess, and what values does it embody? What functions does urban space serve, in the minds of its inhabitants/users and its developers? What symbolic, or representative, functions does place serve? What does such space represent, and for whom?	Reading articles on public places and write up for the same.
Week 2	Placemaking strategies: Stakeholder's mapping and Participatory tools.	Participatory interaction and introduction to assignment 1
Week 3	Informal placemaking: Street art and public space, art as a mechanism of critique, artists as social change agents, memory and monumentality	Site visit for assignment 1
Week 4	How do we involve the public in design projects? What can we expect the public to contribute, and how do we encourage them to participate to their fullest potential? What are the limits of public involvement?	Public and perception surveys

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Week 5	Placemaking strategies: Planning a creative placemaking project	Discussion and review of assignment 1
Week 6	How can we make participatory design work? What tools do we have at our disposal? How do we access the multiple publics impacted by this project, and encourage their involvement in the planning process?	Discussion on proposal for assignment 1
Week 7 and 8	MID-TERM ASSESSMENT	Final presentation of assignment 1
Week 9	Design, social justice, gender and queer perspectives, Critical race perspective and activism	Introduction to assignment 2
Week 10	This lecture will overview the various scales of city design – from the region to the street and their respective anatomies.	Assignment discussion
Week 11 and 12	How do we talk about design? Why does it matter how we talk about design? What are the processes of negotiation through which a design is conceived and developed?	Presentations on assignment 2

Deliverables

Summative Assessment Components and Criteria

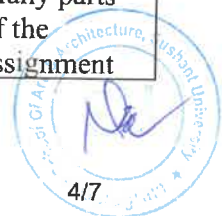
Assignment No.	Assignment Type	Specifications	Weightage	Submission Date	Learning Outcomes
Assessment 1	Group	Placemaking at a campus public open space	50 percent of total mark	Due week 7	Learning Outcome 1 and 2
Assessment 2	Individual	Prepare a 10-minute presentation of an placemaking project, anywhere in the world. Please include pictures and video, if available.	50 percent of total mark	Due week 12	Learning Outcomes 3 & 4



Grading Criteria

Assessment Rubrics

Criteria	Excellent	Competent	Needs work	Exemplary
<p>Knowledge/ Understanding</p> <p>35%</p>	<p>Assignments are in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided..</p>
<p>Thinking/ Inquiry/Research</p> <p>35%</p>	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are</p>	<p>Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment</p>



	included, as required.		assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	are addressed minimally, inadequately, and/or not at all.
Presentation skills and Context 30%	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable. Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable. Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable. Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable. Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.



Plagiarism

What is Plagiarism?

The theft of ideas (such as the plots of narrative or dramatic works) or of written passages or works, where these are passed off as one's own work without acknowledgement of their true origin; or a piece of writing thus stolen.

-- The Oxford Dictionary of Literary Terms. 2008. Oxford University Press.

Common Forms of Plagiarism

- Copying directly from others without acknowledgement of the original source
- Using ideas or rephrasing text from without acknowledgement of the original source
- Using charts, tables, pictures or diagrams from others without referencing
- Reusing some parts of your previous work
- Submitting other people's work as your own

How to avoid plagiarism?

- Use your own ideas.
- Paraphrase + give proper credit to the original source.
- Use quotation marks when using exact words from other authors + give proper credit to the original source.
- Organise and track your sources and materials

Recommended Text (Reference Book)

- Bansal, V., & Sen, J. (2016). Developing an approach for urban regeneration through indigenous pattern based placemaking-Case of Indian traditional cities. International Conference on Sustainable Built Environment, December.
- Ganis, M. (2015). Planning Urban Places.
- Gehl, J. (2010). Cities for People. Island Press.
- Hamidi, N. (2010). The placemaker's guide to building community. In Progetto SISMI-DTC Lazio. Earthscan.
- Sepe, M. (2009). Placemaker method: Planning "walkability" by mapping place identity. Journal of Urban Design, 14(4), 463-487.
<https://doi.org/10.1080/13574800903265504>
- Tng Serene. (2021). Placemakingbook_How-to-make-a-great-place.
- What is placemaking? (2007). <https://www.pps.org/article/what-is-placemaking>
- Wycoff, M. (2014). Definition of Placemaking: Four Different Types. Planning & Zoning News, 1.
- Buzz Yudell. "Building Community through Participation." Places 7.4 (1992): 22-9.
- Roberta Feldman. "Participatory Design at the Grass Roots." In Joan Rothschild, Ed. Design and Feminism. New Brunswick: Rutgers University Press, 1999: pp. 135-48.
- Lynda H. Schneekloth & Robert G. Shibley, "Implacing Architecture Into the Practice of Placemaking." Journal of Architectural Education 53:3 (February 2000): 130-40.
- Patsy Eubanks Owens, "That Same Old Participation?" Places 13:1 (Winter 2000): 34-6.



- W. Arthur Mehrhoff, "Action Research: The Foundation of Community Design," "Community in the Third Dimension," & "Gauging Community Opinion." Community Design: A Team Approach to Dynamic Community Systems. Thousand Oaks, CA: Sage Publications, 1999: pp. 43-91.
- SKIM John Zeisel, "Focused Interviews," "Standardized Questionnaires" & "Asking Questions: Topics and Format." Inquiry by Design: Tools for Environment Behavior Research. New York: Cambridge University Press, 1981: pp. 89-196.
- Kheir Al-Kodmany, "Public Participation: Technology and Democracy." Journal of Architectural Education 53:4 (May 2000): 220-8. Jonathan Cohen, "Participatory Design With the Internet," Architectural Record (August 2003): 157-8.

Recommended Databases

JSTOR Full Text

Web of Science Full Text

Oxford Art Online (trial till October)

These and other databases can be found in <http://libguides.lib.xjtlu.edu.cn/architecture>



TDCC

Course Code: TDC22AA02
Course Title: Kinetic Design

About the faculty:

Name : Yashika Ashish
Designation: Assistant Professor
School : School of Art and Architecture
Office room no.: 3.10
Extn:

Faculty profile: Acquired and developed interest towards teaching & pursued M.Arch in Pedagogy from Jamia Millia Islamia in year 2018-2020. Along with that have worked at SPA, Delhi's Department of Architecture Conservation for HIA Research which resulted in further opening up my mind towards conservation and sustainability. I have 2 research papers published in National and International Conferences held at Apeejay Institute of Technology and CDOL, Jamia Millia Islamia respectively in year 2020. My interests lie in conservation of heritage and sustainability related topics. I have dedicated a significant amount of my time as volunteer working for a few NGOs in Muzzafarpur and Delhi to create awareness for waste management and redevelopment of small patches in slums. While I was working at Mysore School of architecture between 2020 to 2021, I got chance to play role of NSS representative where I contributed in development city through social service as a pedagogue and a designer.


Concept Note: (200 word)

Course is completely focused on group work and promotes experience of learning from each other. Students will be encouraged to recollect their knowledge of basic science, primarily physics and its implementation into an output in the form of a model, based on a particular mechanism. Explanation of the simple mechanism is needed along with the final model. Understanding of laws of physics is the basis of course since it should reflect in the final product. There should be a working mechanism applied to the model produced should be necessarily based on a working mechanism. During the course, the student's memory of childhood doing science projects or science exhibitions or watching informative science based documentaries on Television will get retrieved.



Yashika



 Sushant University Erstwhile Ansal University Gurugram		School of Art and Architecture Detailed Teaching Plan		
Course Code:		Course Title : Kinetic Design		
Academic Year: 2022-23		Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Yashika Ashish e-mail: yashikaashish@sushantuniversity.edu.in		Course Instructor: Yashika Ashish e-mail: yashikaashish@sushantuniversity.edu.in		
Course Pre-requisites:		No. of sessions: 2 sessions per week		

1. Course Description (150 words)

Course focusses on building strong foundational of basic laws of physics which one encounters during early days of education while schooling. Revision of existing knowledge of physics and exposure to terminologies behind it to make a student capable of executing life in more interesting way is the crux of course. The basic Understanding of laws of physics is there in everyone's mind as all of us get chance to study physics during preliminary education. But, the knowledge gets diluted with time. The course is intended to put one more vision towards those simple laws of physics and execute it in the form of a working model while applying a mechanism to it. subject for the students to rejuvenate the spirit of workmanship and model making. Introduction to basic science, course is designed to encourage the creative aspect of their personality. Majorly focused on model making, course also encourages in establishing bonding between students through teamwork and discussions.

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

- Provides environment to thrive the existing knowledge of science and explore it further.
- Inculcate basic understanding of laws of physics.
- Combine knowledge of different fields through discussion and group meetings.
- Production of a creative output with teamwork.

3. Course Learning Outcomes

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

CO1: Understanding of mechanism of physics in everyday objects

CO2: There should be development of a skill in student



Yashika Ashish



C03: Student should be able to apply the knowledge in day to day life.

C04: Understanding of design theories

4. Course Pedagogy

Facilitate interaction among the participants and to generate critical thinking. The primary format for this will be small group activities and nominal group discussion. Hands on experience and revision of existing knowledge of physics id the pedagogy of the subject. Course also gives them understanding of design field and theory.

5. Course Contents and Schedule

<https://www.livescience.com/33614-the-cool-physics-of-7-toys.html>

<http://mechanism.ucsd.edu/teaching/f08/mechanism/readings/glennan.modelingmechanisms.2005.pdf>

<https://plato.stanford.edu/entries/science-mechanisms/>

<https://www.sciencelearn.org.nz/resources/575-scientific-modelling>

<https://www.asapscience.com/>

https://www.researchgate.net/publication/272375442_Models_Mechanisms_and_Coherence

The class would meet weekly 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Lecture on existing knowledge of science behind. Designs of simple and complicated objects in different design fields and allied fields.	Readings and watching Videos and group discussions	https://www.asapscience.com/
2	Lecture on Laws of physics applied to everyday objects and Science behind food. Laws of physics applied to allied fields.	watching Videos and group discussions and watching documentaries.	https://www.asapscience.com/
3	Theory of digital design: AR, VR and Holograms	Learning in class through Videos and watching documentaries	
4	Lecture on Design thinking and basics of Prototyping .	Videos and documentaries. Execution and representation on sheet of paper through drawings	https://www.asapscience.com/ https://www.popularmechanics.com



		by combining existing knowledge.	
5	Theory of Kinetic design	Research papers reading	
6	Lecture on Lighting Design	Model testing and Peer review	
	Mid term week		
7	Lecture on Design Theory	Group activity with materials; paper, skewers, metal wires, cutips, etc	
8	Lecture on Design thinking and role of Empathy	Producing drawings of the prototype	https://www.popularmechanics.com
9	Rivision lecture: digital design: AR, VR and Holograms. Introduction to Assignment.	Assignment: Case study documentation: Report on AR, VR, holograms. Discussion in class.	
10	Designing simple prototype of Design.	Discussion on already done model submission of Prototype	
11	Lecture on Design Thinking	Model making workshop with materials; metal, wood, stone, etc depending on design	
12	Pre- Review	Final Jury and Peer review	
13	Model testing and Jury		

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)			
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance
15	15		5
35			
Lab (25)			
Mid Semester Examination	Lab / practical performed & Lab report		Total



15	10	25
END SEMESTER EXAMINATION (40)		
Theory (25)		Lab (15)

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:



Yadav



- **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.



Yashika



[Signature]

TDCC

Course Code:

Course Title: Workplace safety, food safety and fundamental skills in kitchen

About the faculty:

Name: Amit Kumar
Designation: Assistant Professor
School: Vatel Hotel & Tourism Business School
Office room no: D-012


Mr. Amit Kumar is a B.Sc. in Hotel Management graduate of the Institute of Hotel Management in Gwalior and a student at the I.K. Gujral Punjab Technical University. has more than 10 years of expertise in the academic field as well as the hospitality industry. He has extensive experience working for companies like The Taj Group of Hotels, The Oberoi Group of Hotels, and The Sheraton Dubai as an excellent chef in baking and patisserie. Prior to joining Sushant University, he worked as an academican with The Lalit Suri Hospitality School in Faridabad and IICA New Delhi.

Concept Note:

This course is all about the understanding of safely working procedures in commercial kitchen. We are all aware that a kitchen is a dangerous environment, yet on the other hand, working necessities require suitable safe working procedures to produce safe food to consume. In their daily lives, everyone is a food handler; they must be aware of safe working methods to avoid mishaps, as well as mandated measures to create safe food for consumption.

This course is for the beginners or have some experience but are looking for a simple and focused understanding in the field of kitchen operations. This course will also assist them in putting what they've learned into practice in their everyday operations.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>	School of Management Studies Detailed Teaching Plan		
Course Code:	Course Title : Workplace safety, food safety and fundamental skills in kitchen		
Academic Year:	Term Even 2021-22	Core/Elective: Elective	Credits: 2
Course Designed by: Chef Amit Kumar e-mail: amitkumar@sushantuniversity.edu.in		Course Instructor: Chef Amit Kumar e-mail: amitkumar@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions: 14 weeks (52 hours)	

1. Course Description

This course will assist students in becoming aware of safe working methods in commercial kitchens, as well as the procedures and regulations for producing safe food for human consumption. They will be familiar with the HACCP principles, which are a legal necessity in five-star hotels. This training also improves basic kitchen skills such as basic cutting techniques, safe kitchen equipment handling, recognising basic cooking methods, and familiarisation with commercial kitchen wares, tools, and equipment.

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

- Convey an awareness of how to work safely in a commercial kitchen to prevent accidents while working.
- Provide knowledge of the techniques used in commercial kitchens to generate safe food for consumption according to HACCP.
- to learn basic culinary skills such as knife handling, color-coding chopping boards, basic cooking methods and identification and familiarisation with commercial kitchen products and equipment



3. Course Learning Outcomes

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

CO1: Comprehend and apply safe working procedures in the kitchen to avoid accidents.

CO2: Recognize numerous kitchen hazards and how to minimize the risk of accidents while working.

CO3: Comprehend HACCP safety measures for producing safe food and can also be able to create awareness to others for safe food handling.

CO4: Students will be able to comprehend and practice fundamental skills such as knife handling, identifying cooking methods and procedures, securely handling equipment, and chopping board colour coding.

4. Course Pedagogy

The course will be taught in an interactive manner. The concepts shall be mostly shared through slides, video clips, hands on practical in labs 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 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to kitchen and its sections and other operational areas.	Information collection and discussion about Commercial Kitchen and its operational areas.	Online resources, Ppt, lab visit, videos of internet. Lab Practical.
2	<ul style="list-style-type: none">Introduction to hazards, list causes of slips, trips and falls in the workplace.state the steps to minimize the risk of slips, trips and	Understand Safe working procedures in kitchen, hazards, and how to produce safe food in safe	Online resources, Ppt, lab visit, videos of internet. Lab Practical



	falls. <ul style="list-style-type: none"> state the ways to reduce the risk of injury from lifting, carrying and handling. identify the correct lifting procedure. 	environment.	
3	<ul style="list-style-type: none"> Familiarization with kitchen, tools and equipments. Identify ways machinery/equipment can cause injuries. Control measures to avoid accidents from machinery/equipment. Safely handling of kitchen equipments 	The students will be made aware of the various commercial equipments and tools used in commercial kitchen also with stand of safely handling them.	Online resources, Ppt, lab visit, videos of internet. Lab Practical
4	<ul style="list-style-type: none"> State types of hazardous substances found in the workplace. List control methods for hazardous substances to prevent Exposure and for protection of employees. Introduction PPE and functions of PPE (Personal Protective Equipment). 	Identify hazardous substance present in kitchen, How to use them by using PPE personal protective equipments, Role of PPE.	Online resources, Ppt, lab visit, videos of internet. Lab Practical
5	<ul style="list-style-type: none"> Explain the purpose of safety signs Indicate the main causes of fire and explosions. State the ways in which elements of the fire triangle can be used to extinguish a fire. Firefighting equipment. Identify dangers associated with electricity 	Identify various safety signs, fire break down hazards, firefighting equipments, electricity danger.	Online resources, Ppt, lab visit, videos of internet. Lab Practical



	<ul style="list-style-type: none"> Identify the measures to prevent electricity dangers State methods to deal with electrical dangers 		
6	<ul style="list-style-type: none"> Identify the features in the working areas which will affect safe working practices Define incident reporting Outline the recording and control procedures to be followed when an accident occurs State the methods of reporting an emergency situation Describe the emergency procedure to be followed in the event of a serious accident or incident. 	Student will understand how to record incident, role of incident recording, emergency procedures in kitchen.	Online resources, Ppt, lab visit, videos of internet. Lab Practical, Case study.
7	<ul style="list-style-type: none"> Introduction to HACCP Personal and Food hygiene Food poisoning, causes and prevention. Storing, receiving, and serving Temperatures Food handling principles- (Handwashing procedure, glove usage and open cuts and wounds). 	Understand Hazard analysis critical control point, how to prevent food poisoning, Procedures and temperatures of storing, receiving and serving of food, food handling	Online resources, Ppt, lab visit, videos of internet. Lab Practical
8	<ul style="list-style-type: none"> Microorganism High risk foods Contamination and food allergens Temperature zones Heat treatment process 	Student will identify high risk foods, temperature zones to keep food safe, pasteurization techniques.	Online resources, Ppt, lab visit, videos of internet. Lab Practical



	<ul style="list-style-type: none"> • Best practice for chilling and holding food 		
9	<ul style="list-style-type: none"> • Knife holding techniques. • Cutting and chopping • Identification of colour code chopping boards and their uses. 	Student will learn how to safely use chef knife, knife holding techniques, basic cutting techniques, identify different colour code chopping boards and their uses.	Online resources, Ppt, lab visit, videos of internet. Lab hands on Practical
10	Familiarization with basic cooking methods. <ul style="list-style-type: none"> • Boiling • Frying • Baking • Ban-Marie • Roasting 	Identify different cooking methods, tips and techniques.	Online resources, Ppt, lab visit, videos of internet. Lab Practical
11	Familiarization with basic techniques. <ul style="list-style-type: none"> • Kneading • Whipping • Tempering • Blanching • Glazing 	Identify different techniques used in cooking food, and tips.	Online resources, Ppt, lab visit, videos of internet. Lab Practical
12	Group Assessment on Identification of kitchen hazards present in Su kitchen and their preventive measures for safe use.	Student will be given by a task to identify the possible hazards in Vatel kitchen lab and their preventive measures.	Online resources, Ppt, lab visit, videos of internet. Lab Practical
13	Spill over week	NA	NA
14	Spill over week	NA	NA



6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

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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- 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.



TDCC

Course Code: TDC22ET01
Course Title: MSME Production Skillset

About the faculty:

Name : Rajan Bansal
Designation : Assistant Professor
School : School of Engineering & Technology
Office room no. : D-305
Extn: NA



I have joined this esteemed institute five years and ten months back. Prior to that I have been benefitted by working at various academic institutes and amassed a working experience of more than 21 years now.

I obtained a Master's degree in Industrial Engineering from Guru Nanak Dev Engg. College Ludhiana in the year 2010 and Bachelors in Technology in Mechanical Engineering from Beant College of Engineering and Technology Gurdaspur, Punjab in 2000. I commenced following my passion with teaching in the year 2001 with many good institutes like Maharshi Markendeshwar Engineering College Ambala, Guru Jambheshwar University, Hissar and N. C. College of Engineering Panipat.

My research area is Industrial Engineering, with special interest in Supply Chain Management, operations research, logistics and statistical analytical techniques.

I have attended workshops on Micro Electromechanical Devices, Computational Fluid Dynamics, ProE design software, Autodesk Inventor's AutoCAD and Solidworks.


Concept Note:

Manufacturing is the backbone of any industrialized nation. Manufacturing and technical staff in industry must know the various manufacturing processes, materials being processed, tools and equipment for manufacturing different components or products with optimal process plan using proper precautions and specified safety rules to avoid accidents. Beside above, all kinds of the future engineers must know the basic requirements of workshop activities in term of man, machine, material, methods, money and other infrastructure facilities needed to be positioned properly for optimal shop layouts or plant layout and other support services effectively adjusted or located in the industry or plant within a well-planned manufacturing organization.

The complete understanding of basic manufacturing processes and workshop technology is highly difficult for anyone to claim expertise over it. The study deals with several aspects of workshops practices also for imparting the basic working knowledge of the different engineering materials, tools, equipment, manufacturing processes, production criteria's, characteristics and uses of



various testing instruments, and measuring or inspecting devices for checking components or products manufactured in various manufacturing shops in an industrial environment.

 Sushant University <small>Erstwhile Ansal University Gurugram</small>	School of Engineering and Technology Detailed Teaching Plan		
Course Code: TDC22ET01	Course Title : MSME Production Skillset		
Academic Year: 2021-22	Term : 1	Core/Elective: Elective	Credits: 2
Course Designed by: Rajan Bansal		Course Instructor: Rajan Bansal	
e-mail: rajanbansal@sushantuniversity.edu.in		e-mail: rajanbansal@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 14	

Course Description

The purpose of this course is to take a novice, a person with no Machine Shop or Workshop experience, and within duration of this course teach them about various processes, like casting, fitting, machining, grinding, carpentry, fitting work, identification of tools and suitable material for a purpose, optimized techniques to be used for a task and safety measures used in industry.

Employability-level: Foundation Skill

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

1. Course Objectives

The broad objectives of this course are to

- Imparting knowledge and skill components in the field of basic MSME related production activities.
- Inculcate skills to deal with different hand and machine tools required for manufacturing simple metal components and articles.
- Acquaint with industrial safety measures.

2. Course Learning Outcomes

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

- CO1:** Acquire knowledge and use of simple hand tools, measuring and gauging instruments.
CO2: Acquire knowledge about fitting work, fitting tools and techniques.
CO3: Acquire the knowledge about carpentry practices, tools and wood work.
CO4: Operate various machine tools for producing simple metal components and articles in the machine shop.



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 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Fitting Work Files, Their Specifications And Uses, Marking Schemes For A Fitting Job, Surface Plates, Vee Blocks, Marking Block, Steel Scale, Punch, Vernier Caliper, Micrometer, Hammers, Scrapers,	Identification of measuring and gauging instruments.	T1, T2, T3
2	Chisels, Angle Plates, Bench Vice, Spanners, Their Specifications And Uses, Pipe And Chain Wrenches, Hacksaws	To prepare a perfect square out of a piece of MS specimen.	T1, T2, R1, R3
3	Carpentry Work Types of wood, seasoning of wood, Marking and measuring tools, holding tools, cutting tools, striking tools, planning tools, drilling tools, sharpening tools.	Identification of carpentry tools. To prepare a ‘T’ lap joint as per the specifications out of a piece of wood ingot.	T1, T2, R2
4	Common wood joints, wood working lathe, safety measures in carpentry shop.	To prepare a ‘cross’ lap joint as per the specifications out of a piece of wood ingot.	T1, T2, R1, R3
5	Lathes Types Of Lathes, construction of lathe machine, various components of lathe: Head stock, Tail stock, Bed, Carriage, feed mechanism.	Identification of various parts of Lathe and its working	T1, T2
6	Accessories and Attachments of lathe, specification of lathe, Lathe operations.	To “turn” a piece of MS specimen as per the given specifications	T1, T2

7	Taper turning, thread cutting	Perform operations: step turning, grooving, facing and knurling on a specimen given	T1, T2
8	Drilling on a lathe, Cutting speed, feed etc.	Drill a hole M5, deep 20mm in a MS specimen of M20 at one end.	T1, T2
9	Sheet metal work: Metals used in sheet metal work, Sheet metal tools, measuring and marking tools	Identification of sheet metal tools and materials.	T1, T2
10	Folding terminology and sheet metal joints, seam, notches, sheet metal operations,	Learning how to make a pattern for a given design.	T1, T2
11	Development of pattern layout, machines and presses used in sheet metal work	To prepare a rectangular tray using a tin sheet as per the given specifications.	T1, T2, T3, R1
12	Metal casting: Pattern and core making, Types of patterns, pattern materials, pattern allowances, tools used in casting of metals, moulding box preparation	Identification of tools and equipment used in foundry shop for metal casting.	T1, T2, R2
13	Mould making: moulding sand constituents, types of moulding sands, additives, casting defects.		T1, T2, R1, R3
14	Industrial safety: Safety concepts, objectives of safety, accidents and their types, effects and causes of accidents, common sources of accidents, preventive measures. Fire prevention, First aid		R3

Text Book(s):

- T1.** Workshop Technology by S. K. Hazra Chaudhry & A K Hazra Chaudhry; Media Promoters and Publishers
- T2.** A text book of workshop technology by B. S. Raghuvamshi
- T3.** A text book of workshop technology by R. S. Khurmi & J K Gupta; S. Chand Publishers



Reference Book(s):

- R1. Workshop Technology by W A J Chapman; CBS publishers
- R2. Mechanical engineering and Workshop practices by G. H. Sawhney; I K International Publishing house
- R3. Introduction of basic manufacturing processes and workshop technology by Rajender singh; New age publications.

5. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Mid Semester Examination (60) – Theory (35 Marks) + Lab (25 Marks)				
Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

6. Course Conduct Policy

A. Academic Honesty

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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.

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TDCC

Course Code: TDC22ET02

Course Title: Emerging Technology Automation in Industry

About the faculty:

Name : Dr. Bindu Thakral

Designation : Assistant Professor

School : School of Engineering and Technology

Office room no. : D-214

Extn: 0124-4750512


Dr. Bindu Thakral is a seasoned professional with around 15 years of working experience with institutes of repute. She is currently serving Sushant University as Assistant Professor – SET (School of Engineering & Technology) and has been there with them for over 11 years. Earlier she has been associated with Dronacharya College – Gurgaon and JIET – Jind. Her expertise is in Neural Networks, IoT, Microprocessors, Analog Electronics, VHDL & Digital Systems and communication Systems. She has always endeavored to introduce novel teaching ideas and methodologies so that learning becomes interesting for students and they understand their subjects comprehensively. Sushant University is at the forefront of nurturing talent with focus on emerging technologies. This focus translates into significant exposure for teachers and students alike. It has helped me grow as a teacher and as a good professional.

Concept Note:

Robomotion is a robotic process automation tool that can automate web and desktop applications to streamline your workflow. Robomotion also lets you run multiple tasks within one automation project.

To enable scheduling on your RPA bot using the cloud-based admin, then you're ready to manage schedules with a few clicks. Robotic process automation (RPA) is a software technology that makes it easy to build, deploy, and manage software robots that emulate human's actions interacting with digital systems and software. Just like people, software robots can do things like understand what's on a screen, complete the right keystrokes, navigate systems, identify and extract data, and perform a wide range of defined actions. But software robots can do it faster and more consistently than people.



 Sushant University Erstwhile Ansal University Gurugram		School of Management Studies Detailed Teaching Plan		
Course Code:		Course Title :		
Academic Year: 2022-23		Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Bindu Thakral e-mail: binduthakral@ansaluniversity.edu.in		Course Instructor: Dr. Bindu Thakral e-mail: binduthakral@ansaluniversity.edu.in		
Course Pre-requisites: NIL		No. of sessions: 10		

1. Course Description

The Robotic Process Automation (RPA) specialization offers comprehensive knowledge and professional-level skills focused on developing and deploying software robots. It starts with the basic concepts of Robotic Process Automation.

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

- To Provide automation knowledge.
- Inculcate and automate the repeatable tasks.
- To reduce the human efforts by using BOTS for various business.

3. Course Learning Outcomes

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

- CO1:** Recognize the RPA
- CO2:** Identify processes suitable for RPA.
- CO3:** Indicate the business value of RPA.
- CO4:** Identify key considerations in getting started with RPA.



4. Course Pedagogy

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

5. Course Contents and Schedule

The class would meet weekly 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Scope and techniques of automation, Robotic process automation - What can RPA do?		
2	Benefits of RPA, Components of RPA, RPA platforms, The future of automation		
3	RPA BASICS: History of Automation - What is RPA - RPA vs Automation		
4	Processes & Flowcharts - Programming Constructs in RPA		
5	What Processes can be Automated		
6	Types of Bots - Workloads which can be automated		
7	Risks & Challenges with RPA - RPA and emerging ecosystem.		
8	Quiz		
9	The User Interface - Variables - Managing Variables-Introduction of UIPATH	BOT1	
10	Naming Best Practices - The Variables Panel - Generic Value Variables		
11	Text Variables - True or False Variables - Number Variables - Array Variables		
12	- Date and Time Variables - Data Table Variables		
13	Managing Arguments - Naming Best Practices - The Arguments Panel - Using Arguments		
14	About Imported Namespaces - Importing New Namespaces- Control Flow		
15	Control Flow Introduction - If Else Statements - Loops - Advanced Control Flow - Sequences - Flowcharts	BOT2	
16	Control Flow - Control Flow Activities -		
17	The Assign Activity - The Delay Activity		
18	The Do While Activity - The If Activity - The Switch Activity		

19	The While Activity - The For Each Activity - The Break Activity	BOT3	
20	Data Manipulation - Data Manipulation Introduction		
21	Scalar variables, collections and Tables		
22	Text Manipulation - Data Manipulation - Gathering and Assembling Data		
23	Creation of Server		
24	Using Server to control the bots -		
25	Creating a provision Robot from the Server	BOT4	
26	Deploy the Robot to Server		
27	Connecting a Robot to Server	BOT5	
28	Type of workflows in UiPath		
29	Automation anywhere		
30	Bluprism		
31	Comparison between automation tools		
32	Dynamic Calculator	BOT6	
33	Revision		
34	Quiz		
35	Image Automation	BOT6	
36	Text Automation	BOT7	
37	Screen Recording	BOT8	
38	Data Scrapping	BOT9	
39	PDF Extraction	BOT10	
40	Email Automation	BOT11	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)				
Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	

END SEMESTER EXAMINATION (40)

Theory (25)		Lab (15)
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7. Course Conduct Policy**A. Academic Honesty**

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B. Students with Disability/ Different-Ability

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TDCC

Course Code:

Course Title: Basics of Fashion

About the faculty:

Name : Shalini Sharma

Designation : Associate Professor

School : SOD


Office room no. : E105

Extn:

Mrs. Shalini Sharma, Masters in Leathers. Holding an experience of 6 years as an Educator in Fashion industry. Expertise in core subjects of fashion design like Design development, Fashion design development.

Concept Note:

Fashion is a powerful form of self-expression, deeply rooted in culture, history, and innovation. This **10-session foundation course** introduces students to the fundamentals of fashion design, textile science, styling, and the business of fashion. It aims to provide a structured yet creative approach to understanding how fashion is conceptualized, designed, and brought to life.

 Erstwhile Ansal University Gurugram		School of Design	
Detailed Course Plan			
Course Code and Title: Basics of Fashion			
Term: I	Academic Year: 2025-26	Core/Elective: Elective	Credits: 2
Course Designed by: Mrs. Tajinder Kaur Anand e-mail: tajinderanand@sushantuniversity.edu.in		Course Instructor: Mrs. Tajinder Kaur anand e-mail: tajinderanand@sushantuniversity.edu.in	

Course Pre-requisites: None

No. of sessions:

1. Course Description

This course blends **theory with hands-on activities**, ensuring students engage in both conceptual learning and practical execution. Key teaching methods include:

- **Visual Presentations & Case Studies** – Learning from iconic designers and fashion movements.
- **Hands-on Sketching & Textile Exploration** – Encouraging creativity and material awareness.
- **Collaborative Workshops & Styling Sessions** – Enhancing teamwork and fashion sensibility.
- **Industry Insights & Practical Assignments** – Preparing students for future careers in fashion.

Employability-level: Foundation Skill

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

2. Course Objectives

The course is designed to:

- Develop a foundational understanding of **fashion design principles**.
- Introduce students to **fashion illustration, textiles, and garment construction**.
- Explore **fashion history, color theory, and sustainability** in design.
- Provide insights into **fashion styling, branding, and marketing**.
- Encourage creative expression through practical assignments and projects.

3. Course Learning Outcomes

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

- CO1: Foundational Understanding of Fashion Design
- CO2: Technical Skills in Fashion Illustration and Textiles
- CO3: Application of Fashion Concepts in Styling & Branding

4. Course Pedagogy

The course follows the pedagogy of attentive to visual and auditory sense.

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



The class would meet weekly 2 hrs (1L+1P).

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 Fashion & Design Process	Lecture & Discussion	PPT
2	Fashion Sketching & Illustration	Physical Task	Outdoor Activity
3	Elements & Principles of Fashion Design	Discussion	
4	Fabrics & Textiles Basics	Physical task and discussion	
5	Color Theory & Fashion Forecasting	Discussion	
6	Garment Construction Basics	Physical Task	Outdoor Activity
7	Sustainable Fashion & Ethical Practices	Physical Task	
8	Fashion Styling & Personal Branding	Discussion	
9	Fashion Marketing & Branding	Discussion	
10	Final Project & Presentation	Presentation	PPT

5. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.



MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60

END SEMESTER EXAMINATION (40)	
Presentation (20) + Viva-voce (20)	

6. Course Conduct Policy

A. Academic Honesty

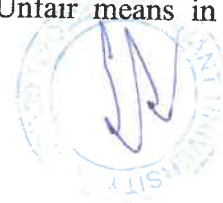
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TDL
Course Title: “Social Media and Censorship”

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



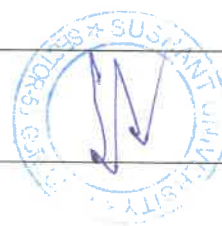
4. Course Pedagogy

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			
5	Discuss whether censorship should be there or not	Discussions	
6	Analyzing the cases of censorship which have happened in India till now.	Discussions/Assignment	
7	Analyze the relevance of draft regulations in place for social media platforms	Discussions	
8	Discuss whether censorship should be there at all on social media platforms or not	Discussions/Assignment	
INTERNAL ASSESSMENT POINT II			
9	Comparison between Social media platforms and other media platforms	Discussions	



10	Issue 9 as discussed in class	Discussions/Assignment	
FINAL ASSESSMENT POINT III			

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.

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For Faculty Version of Course Outline Only

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

8. Graduate Attributes

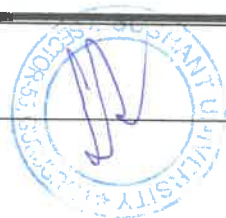
Ansal University seeks to foster the following qualities in students through its various programs and the students' broader experience at the University. The University provides opportunities for students to be

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

9. Programme Educational Objectives (PEOs)

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

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



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

10. Programme Learning Outcomes

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

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

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

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

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

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

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



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

13. Course Learning Outcomes to Assessment Components Mapping Matrix

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

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

14. Teaching Method Utilization Map

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

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



Teaching Method (Secondary)											
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- 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	-





TDCC

Course Title: "Basics of SPSS software"

Name: Dr. Naveen Nandal
Designation: Assistant Professor
School: School of Business

About the faculty:

Dr. Naveen Nandal, is a Ph.D. in Business Management from Bharati vidyapeeth university, Pune holds Masters in Marketing from GGSIPU Delhi. She has more than 8 years of experience in the academics. She possesses national and international publications to her credit. Dr. Naveen has presented several papers in national and international conferences. she has also completed a major UGC project. Her interest and research areas include Marketing and HRM. Dr. Naveen is acknowledged for her interactive and effective teaching pedagogy as well as for her student centric approach of teaching.

Concept Note:

This course begins with an introduction to IBM SPSS. It covers all of the basics so that even beginners will feel at ease and quickly progress. You'll tackle creating value labels, manipulating variables, modifying default options, and more. Once ready, you'll move on to learn how to create charts and graphs, such as histograms, stem and leaf plots, and more. You'll be able to clearly organize and read data that you've collected. Then you'll master central tendency, which includes finding the mean, median, and mode. You'll also learn how to measure the standard deviation and variance, as well as how to find the z-score. The course ends with introductory statistics lectures that dive deeper into graphs, central tendency, normal distribution, variability, and z-scores. Upon completion of this course, you'll be ready to apply what you've learned to excel in your statistics classes and make smarter business decisions. You'll be able to use the many features in SPSS to gather and interpret data more effectively, as well as plan strategies that will yield the best results as well as the highest profit margins.



Course Title: Basics of SPSS

Term: I

Academic Year: 2022-23

Core/Elective: Elective

Credits: 2

Course Designed by: Dr. Naveen Nandal
e-mail: naveennandal@ansaluniversity.edu.in

Course Instructor: Dr. Naveen Nandal
email: Naveennandal@ansaluniversity.edu.in

Course Pre-requisites: None

No. of sessions: 30

1. Course Introduction

This SPSS data analysis course was created for one reason, which is to help anyone without statistics or mathematics background to analyze data in SPSS, choose the right descriptive statistics technique and write up the result of the findings with confidence. The course covers everything from entering data into SPSS to interpreting the result and offers easy step-by-step guide to mastering descriptive statistics in SPSS. Firstly, we will take you through the SPSS interface, how to work the system and avoid some of the mistakes people make when choosing variable types and format in SPSS. After that, we will dive into entering data into SPSS, sorting, editing and removing data, and most importantly how to transform any variable into a new variable with recode functions. We will then focus on descriptive statistics in SPSS and you will learn how to run the major descriptive statistics like Mean, Median, Mode, Standard Deviation and One-Samples t-test etc. You will learn how to create graphs, plots and charts in SPSS and how to manipulate them to suit your needs.

Employability-level: Foundation Skill

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

2. Course Objectives

The goal of the course is to increase knowledge and requisite skills of participants on the use of SPSS and to enable them make the most of this powerful software package while allowing



them to work independently with SPSS on their own data and provide a solid foundation for advanced data analysis work.

3. Course Learning Outcomes

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

CLO1: Learn how to write the results of statistical

CLO2: To learn how to interpret the output of a number of different statistical tests

CLO3: To gain proficiency in how to analyze a number of statistical procedures in SPSS.

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
1-3	Describe the SPSS interface	LECTURE	
4-5	Enter and save data	Lab Activity	
6	Import data from Excel	Lab Activity	
7	Explore data analysis	Lab Activity	
8-10	Create charts, histograms, and box plots	Lab Activity	
10-12	T-test	Lab Activity	
13-14	Chi-squared	Lab Activity	
15-16	Correlation	Lab Activity	



17-20	Regression,	Lab Activity	
21-23	ANOVA	Lab Activity	
24-25	Kruskal-wallis	Lab Activity	
26-28	Reliability	Lab Activity	
29-30	Presentations		

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				



Theory (25)	Lab (15)
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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:



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		School of Law Detailed Course Plan	
Course Title: SENSITISATION OF YOUTH ON SOCIAL ISSUES			
Term: II	Academic Year: 2019-2020	Core/Elective: Elective	Credit: 1
Course Designer/ Instructor: Dr. Anjali Sehrawat e-mail: anjalidabas@ansaluniversity.edu.in		Office: Room No. 8, SOL Contact #: 9910106040 Office hours: 3:45-4:45 PM or by prior appointment	
Course Pre-requisites: None		No. of sessions: 10	

About the Faculty

An alumna of JNU, Dr. Anjali Sehrawat is a dynamic personality who teaches Politics and International Relations to law students. She also heads the Cultural Committee of School of Law 'Darpan'. As the coordinator of the committee she has immensely facilitated students to commence various programs for the disadvantaged and underprivileged making them more solicitous about the welfare of the society. Ms Sehrawat has completed her M.A from Centre for Political Studies (CPS/JNU) and M.Phil and Ph.D. from School of International Studies (SIS/JNU). She has qualified UGC Net exam (Political Science) in 2010. Her Ph.D. Thesis is titled "Ethno-Regional Divide and Political Transformation in Kyrgyzstan, 1991-2011" (CIAS/SIS/JNU). She worked for almost 4 years as a Senior Researcher for the QUIP (Qatar Unified Imaging Project) funded by Qatar Foundation in association with University of Exeter, UK.

1. Course Introduction

We live in an era of complex and modern world, where social issues tend to be complex and fused, in the context of an increasingly globalized world. The course is designed to sensitize the students to the contemporary social issues. The course objective is to understand and analyze the governmental rubrics and programmes undertaken to overcome and challenge these issues, the role of various governmental institutions, NGOs and Individuals will also be studied and analyzed. The aim of the paper is to induce in students the ability to work for the social causes. The course is introduced to encourage students to adopt Social Work as a



Employability-level: Foundation core

2. Course Objectives

- Outline and discuss the role of individuals, state actors and non- state actors in sensitizing with the complex social issues of contemporary times.
- Contrast the various policy instruments and service mechanisms adopted in resolving the social issues.
- Comment on the factors shaping the possibility of resolution of the problem.
- Familiarizing the students with the rewarding experience of social work.

CLO4: To work as a social worker and experience the rewarding experience for the same.

The course follows the pedagogy of “learning by doing”. Instructional design is based on creating situations in which the students have opportunities “to do things”. The course would be delivered primarily through student projects for active learning. The course facilitator would execute the same either by organizing in-class activities or out-of-class projects. A topic would be introduced to the class by the facilitator. Next the students would break off into groups. Group discussions would be conducted to bring in various perspectives on the topic followed by hands-on projects/ activities carefully designed around the given theme to achieve the course learning outcomes (CLOs) (details given in points 5 & 6 below). Performance of and learning demonstrated through the same activities/ projects would be used for assessment. Students are required to maintain a record of each of the projects after completing each project. Throughout as well as at the end of the course they would be required to submit and present the record of their work on the projects.

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

SENSITISATION OF YOUTH ON SOCIAL ISSUES

Dr. Anjali Sehwat

	Overview of Course Structure and its Significance, Assessment Plan, Course Flow Chart		Course Outline
1	Introduction of various social issues concerning Youth	Documentary will be shown, followed by discussion	Newspaper Discussion and Documentaries Reading, Watching
2	Issues concerning Old Aged Persons	Visit /Old Age Home.	Newspaper Discussion and Documentaries Reading, Watching
3	Drug Abuse	Preparing questionnaire and interviewing rehabilitated drug survivors and prepare a report.	Newspaper Discussion and Documentaries Reading, Watching
4	Poverty	Collect and donate to the underprivileged.	Newspaper Discussion and Documentaries Reading, Watching
INTERNAL ASSESSMENT POINT I (MM=30)			
5	Unemployment	Case study of Md. Yunus on microfinance to submitted	Newspaper Discussion and Documentaries Reading, Watching
6	Gender Discrimination	Essay writing/ poster making on gender discrimination	Newspaper Discussion and Documentaries Reading, Watching
7	Environment degradation	Tree-plantation drive	Newspaper Discussion and Documentaries Reading, Watching
8	Parent – Child Matrix	Present some original experience regarding emotional intelligence in parent child matrix	Newspaper Discussion and Documentaries Reading, Watching
INTERNAL ASSESSMENT POINT II (MM=30)			
9	Teacher – student Matrix	Present in class a short story on Teacher – student relationship with appraisal and suggestions	Newspaper Discussion and Documentaries Reading, Watching
10	Learning Outcome	Research and synthesize coping mechanisms used by individuals and create own repertoire of (short-term & long-term) coping skills.	
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 in point 5 and the deliverables described in this section. Course assessment is based on a student's activity/ project deliverables (records/ evidence of his/her performing and learning). They could be in the form of PowerPoint Presentations; Written Records of Project completed, Videos watched, Drawings made, Records of Service rendered, and any other specified way of demonstrating outcomes achieved and end-term jury / portfolio presentation. While all projects/ activities are performed in teams and/or individually, assessment is individual and based on each teammate's contribution and presentation. 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.

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

A project will be assessed on the following parameters:

S. No.	Individual Project (IP) Parameters	Weightage %
a	Inter and 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 for Presentation:

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)

Evidence of auditing/ completing a MOOC relevant to the course

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

- Newspaper reading and Original experiences
- **Online Resources:**
MOOC Courses- edX, SWAYAM Course etc

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

For Faculty Version of Course Outline Only

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

8. 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

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
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*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	M
CLO2	S	S	S	M	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, 8-10	1-10	5-6	7-8
Assessment 1	✓	✓	✓	✓
Assessment 2	✓	✓	✓	✓
Final Assessment	✓	✓	✓	✓

14. Teaching Method Utilization Map

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



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

Teaching Methods/Sessions	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
Teaching Methods (Primary)	T10	T8	T9	T7	T4	T2	T10	T8	T6	T8
Teaching Method (Secondary)	T7	T5		T6	T5	T7			T5	

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

Teaching Method	Special / Extra Session(s)	No. of Sessions
T5/T6	Team Presentations/ Role Plays/ Acts for Assessment	-
T11	Tutoring/ problem solving	-
T12	Industry Visit/Field Visit	1
T13	Networking Events: Conference/Conclave/Workshop (School-level in October/ AU-level November 28th)	-



TDCC

Course Code: TDC22HS02
Course Title: Primary Eye Care & Ocular Emergencies

About the faculty:

Name : Ms. Debanjali Bhattacharjee
Designation : Assistant Professor
School : School of Health Sciences
Office room no. : C102
Extn:

Faculty profile in approx. (100 words)

I am currently serving as an Assistant Professor, Department of Optometry. I have 2.5 years of academic experience and 1.5 years of clinical practice. My area of interest includes Cornea and Contact Lens, Binocular Vision, and Low Vision. A dedicated member of IACLE. Being a PhD Scholar, I have published research papers and several informative blogs, while also being sought after as a guest speaker in webinars, sharing my knowledge and expertise.

Concept Note:

Write about course and its significance in approx. (200 word)

The Primary Eye Care & Ocular Emergencies course is designed to provide students with comprehensive knowledge and skills related to managing primary eye care and handling ocular emergencies. The course covers a wide range of topics, including the Anatomy of human eye, basics of eye examination, refractive errors, common eye conditions, and ocular emergencies such as acute injuries, infections, and sudden vision changes. Primary Eye Care & Ocular Emergencies course holds significant value for students. It equips them with the necessary skills to deliver comprehensive eye care, handle emergencies efficiently, and make a positive impact on the eye health and well-being of their patients. The course's emphasis on early detection, prompt intervention, and emergency preparedness ensures that students are well aware of common eye disorder and how could we handle it.



Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Management Studies	
Course Code: TDC22HS02		Detailed Teaching Plan	
Academic Year: 2022-23		Course Title : Primary Eye Care & Ocular Emergencies	
Course Designed by: Ms. Debanjali Bhattacharjee e-mail: debanjali.bhattacharjee@sushantuniversity.edu.in		Term :	Core/Elective: Elective
Course Pre-requisites:		Course Instructor: Ms. Debanjali Bhattacharjee e-mail: debanjali.bhattacharjee@sushantuniversity.edu.in	Credits: 2
		No. of sessions:	

1. Course Description

Give course description in approx. (150 words)

The Primary Eye Care & Ocular Emergencies course is designed to equip healthcare professionals, particularly optometrists, ophthalmologists, and primary care providers, with the essential knowledge and skills to effectively manage common eye conditions and emergencies. This comprehensive course combines theoretical concepts with practical hands-on training, enabling participants to provide prompt and competent eye care services to patients of all ages.

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

- To equip participants with the knowledge and skills required to identify and respond to ocular emergencies promptly and effectively, ensuring optimal patient outcomes.



- To familiarize participants with the latest advancements in primary eye care and ocular emergency management, enabling them to stay updated with the evolving field of optometry.
- To emphasize the importance of early detection and intervention in primary eye care, with a focus on preventing vision loss and promoting overall eye health.
- To develop critical thinking and problem-solving abilities among participants, allowing them to diagnose and manage complex cases encountered in primary eye care and ocular emergencies.

3. Course Learning Outcomes

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

- CO1: participants will demonstrate a comprehensive understanding of the principles and practices of primary eye care, including the evaluation of visual acuity, refraction, and common eye examinations.
- CO2: Participants will be able to identify and differentiate various ocular emergencies, such as corneal injuries, acute infections, sudden vision changes,
- CO3: Participants will be able to create effective and individualized treatment plans for common eye conditions encountered in primary eye care
- CO4: Participants will be knowledgeable about the latest advancements in primary eye care and ocular emergency management.

4. Course Pedagogy

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

5. Course Contents and Schedule

Module 1: Introduction to Primary Eye Care

- Overview of primary eye care and its importance in healthcare
- Anatomy and physiology of the eye
- Common refractive errors and their impact on vision
- Principles of primary eye care and vision correction

Module 2: Comprehensive Eye Examination

- Techniques for accurate visual acuity assessment



- Pupil examination and responses
- Assessment of ocular motility and binocular vision
- Use of ophthalmoscopes and slit lamps for eye examinations

Module 3: Diagnosis and Management of Ocular Conditions

- Digital Eye strain
- Conjunctivitis: Infectious and allergic types
- Blepharitis: Causes, symptoms, and treatment
- Dry Eye Syndrome: Evaluation and management
- Allergic Reactions and Eye Irritations: Identification and remedies

Module 4: Identification and Management of Ocular Emergencies

- Corneal Abrasions and Foreign Body Removal
- Chemical Burns: Assessment and immediate first aid
- Sudden Vision Loss: Causes and immediate actions
- Acute Angle-Closure Glaucoma: Recognizing signs and managing the emergency

Module 5: Introduction to Non strabismic BV anomalies

- Common non strabismic BV Anomalies
- Vision Therapy

Module 6: Introduction to Contact Lens

- Types of Contact Lenses and their indications
- Proper Contact Lens Insertion and Removal Techniques
- Therapeutic use of Contact lens
- Contact Lens-Related Complications and Troubleshooting
- Patient Education and Care for Contact Lens Wearers



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

The class would meet weekly 2hrs (1L+1P).

Course Title: Primary Eye Care & Ocular Emergencies

Week No.	Session Topic / Sub-topic Description / Overview of Course Structure and its Significance	Activity / Assignment	Required Readings / Browsing / Watching / Course Outline
1	Introduction to Primary Eye Care - Importance, Scope, and Role of Pharmacists in Eye Care	Case study discussion on common eye complaints	WHO guidelines on primary eye care, articles on eye health awareness
2	Basic Anatomy & Physiology of the Eye - Structure, Functions, and Common Disorders	Diagram labeling activity, quiz	Standard textbooks on ocular anatomy, online anatomy models
3	Common Refractive Errors & Their Management - Myopia, Hyperopia, Astigmatism, Presbyopia	Group discussion on spectacle & contact lens prescriptions	Journal articles on refractive error correction
4	Red Eye: Causes & Diagnosis - Conjunctivitis, Uveitis, Episcleritis, and Keratitis	Case scenario analysis	Ophthalmology textbooks, online lectures on red eye differentials
5	Ocular Allergies & Dry Eye Syndrome - Pathophysiology, Symptoms, Management	Research-based assignment on artificial tears and antihistamines	Clinical studies on ocular allergies, videos on Schirmer's test
6	Ocular Infections: Bacterial, Viral & Fungal - Symptoms, Diagnosis, Treatment	Discussion on antibiotic & antiviral eye drops	Review papers on microbial keratitis and endophthalmitis
7	Glaucoma & Cataract: Early Detection & Management	Debate: Medical vs. Surgical management	WHO reports on blindness prevention, articles on glaucoma screening
8	Ocular Trauma & Emergencies: Foreign Bodies, Chemical Burns, Blunt Trauma	Hands-on workshop: First aid for eye injuries	Emergency ophthalmology protocols, first aid manuals
9	Retinal Disorders: Diabetic Retinopathy, Hypertensive Retinopathy, AMD	Case study presentations on diabetic eye care	Review articles, videos on fundus examination
10	Neuro-ophthalmology & Systemic Diseases Affecting the Eye - Optic Neuritis, Stroke, Thyroid Eye Disease	Report on eye involvement in systemic diseases	Medical case reports, neurological studies on vision
11	Ocular Pharmacology & Drug-Induced Eye Disorders - ADRs of Common Systemic & Ocular Medications	Drug chart preparation on ophthalmic medications	Pharmacology textbooks, adverse drug reaction databases
12	Community-Based Eye Care & Preventive Strategies - Vision Screening, Eye Camps, Public Awareness	Project: Organizing an Eye Health Awareness Campaign	WHO guidelines on community eye health, reports on eye care programs



6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			

7. Course Conduct Policy

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TDCC

Course Code: TDC22HS03
Course Title: Concept of Health Education

About the faculty:

Name :Aakash Gupta
Designation :Assistant Professor
School :School of Health Sciences
Office room no. : D- 505
Mob. 8700949184

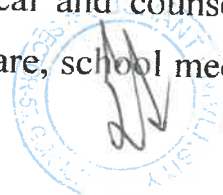
Faculty profile: He is working in Sushant University as Assistant professor in Department of Pharmacy. He has completed his D. Pharm, B. Pharma from DIPSAR (University of Delhi) and M. Pharma from Delhi Pharmaceutical Sciences & Research University (DPSRU).

He has completed his research work of M. Pharma, Project Title with **PREVALENCE OF COMORBIDITIES & ECONOMIC BURDEN IN COVID-19 PATIENTS; AN EXPLORATORY STUDY** from National Heart Institute (NHI) New Delhi.

Concept Note:

Real wealth of a country is its human resource. A healthy and happy community wherein a healthy person is an asset to the society and a sick person is a liability is an index of national health.

Community health and social services do provide medical and counseling cover against disease and trauma, maternity and child welfare, school medical services, hospital and medical research institutions.



School health has been a great concern for a long time. The health of the nation depends on the health of its children. School health has also been a subject of international concern.


The need for successful health education programme is widely acknowledge for which careful planning is being undertaken. The most important planning occurs between the teacher and the pupil, to begin with.

World confederation of teaching profession has stated that "health education in school should, as a general rule, be the responsibility of the school teachers."

Health is primary and enjoys the most important place in the hierarchy of human values, which has a special role in the development of nation. In a democratic set-up human life and its prestige has been given an important privilege.

Every citizen of a country is encouraged to develop his fullest potential of work and prestige so that he may contribute towards the prosperity and peace of the society. This is possible only when every individual citizen enjoys high standard of health.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>	School of Health Sciences Detailed Teaching Plan		
Course Code: TDC22HS03	Course Title : Concept Of Health Education		
Academic Year: 2022-23	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Aakash Gupta e-mail: aakashgupta@sushantuniversity.edu.in		Course Instructor: Dr. Usman Khan e-mail:	
Course Pre-requisites:		No. of sessions: 24	

1. 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

- Identify, assess, and implement personal wellness behaviors and individual health promotion strategies,
- identify the factors influencing the multi-dimensional aspects of the health of all populations

3. Course Learning Outcomes

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

CO1: Identify, assess, and implement personal wellness behaviors and individual health promotion strategies.

CO2: Identify the factors influencing the multi-dimensional aspects of the health of all populations

CO3: Transfer students interested in specializing in Health Education who wish to qualify for an Associate in Science Degree



CO4:Identify, assess, and implement personal wellness behaviors and individual health promotion strategies.

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 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Concept of health: Definition of physical health, mental health, social health, spiritual health determinants of health, indicator of health,		
2	concept of disease, natural history of diseases, the disease agents, concept of prevention of diseases.		
3	Nutrition and health: Classification of foods, requirements, diseases induced due to deficiency of proteins, vitamins and minerals-treatment and prevention.		
4	Demography and family planning: Demography cycle, fertility, family planning, contraceptive methods, behavioral methods,		
5	natural family planning methods, chemical methods, mechanical methods, hormonal contraceptives, population problem of India.		
6	First aid: Emergency treatment in shock, snake-bite, burns, poisoning, heart disease, fractures and resuscitation methods, Elements of minor surgery and dressings.		
7	Environment and health: Source of water supply, water pollution, purification of water, health and air, noise, light-solid waste disposal and control-medical entomology, arthropod borne diseases and their control. rodents, animals and diseases.		
8	Fundamental principles of microbiology: Classification of microbes, isolation, staining techniques of organisms of common diseases.		



9	Communicable diseases: Causative agents, mode of transmission and prevention. Respiratory infections-chicken pox, measles, influenza, diphtheria, whooping cough and tuberculosis.		
10	Intestinal infection-poliomyelitis, Hepatitis, cholera, Typhoid, food poisoning, Hookworm infection.		
11	Arthropod borne infections-plague, Malaria, filariases. prevention and control. Disinfection, types of disinfection procedures		
12	Non-communicable diseases: causative agents, prevention, care and control.		

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

END SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)				
Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

7. Course Conduct Policy

A. Academic Honesty

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

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

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

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.



TDCC Courses to be offered January 2022

S.No	Course Code	Title	Faculty	School	School Coordinator For TDCC
1	TDC22PD01	GIS and remote sensing	Dr. Himadri (New Faculty)	SPD	Dr. Himadri Shekhar
2	TDC22AA01	Cognitive understanding/Learning : Places & Spaces	Ms. Shruti Hippalgaonkar	SAA	Mohd Anees/ Ms. Bushra
3	TDC22VH01	Street food of old delhi	Mr. Sunil Kumar	VHTBS	Mr. Saif Anjum
4	TDC22ET01	MSME Production Skillset	Mr. Rajan Bansal	SET	Mr. Rajan Bansal
5	TDC22BS03	Digital Marketing	Dr. Neha Gupta		
6	TDC22ET03	Science of Light	Dr. Isha Saini		
7	TDC22DN01	Research Methodology	Ms. Shalini Sharma	SOD	Mr. Sunil Verma
8	TDC22BS01	Latest Trends in Marketing	New Faculty	SOB	Ms. Nisha Nandal
9	TDC22BS02	Business Analytics	New Faculty	SOB	
10	TDC22LW01	Criminal Justice Administration	Dr Kirti Dahiya	SOL	Ms. Anupama
11	TDC22LW02	Emerging Issues in Corporate Law	Ms. Arushi		
12	TDC22HS01	Intellectual Property Rights	Mr. Saurabh Saraswat	SHS	Dr. Usman Khan



TDCC

Course Code: TDC22PD01
Course Title: Geographical Information System (GIS)

About the faculty:

Name : Dr. Himadri Shekhar Dey
Designation : Assistant Professor
School : School of Planning and Development
Office room no. :
Extn:

Dr. Himadri Shekhar Dey has been actively working in Geospatial industries of Spatial Planning for more than a decade and worked with various government organisations like Delhi Development Authority, NCR Planning Board in Delhi-NCR. Also, on several occasions taught GIS and Planning to School of Planning and Architecture, Delhi.


He has done Ph.D & Masters in Geography from Visva-Bharati, Santiniketan, Masters in Planning from School of Planning and Architecture, New Delhi and PG Diploma in GIS and Remote Sensing from Jadavpur University, Kolkata.

Concept Note:

A geographic information system (GIS) is a computer-based tool for mapping and analysing feature events on earth. GIS technology integrates common database operations, such as query and statistical analysis, with maps. GIS manages location-based information and provides tools for display and analysis of various statistics, including population characteristics, economic development opportunities, and vegetation types. GIS allows you to link databases and maps to create dynamic displays. Additionally, it provides tools to visualize, query, and overlay those databases in ways not possible with traditional spreadsheets. These abilities distinguish GIS from other information systems, and make it valuable to a wide range of public and private enterprises for explaining events, predicting outcomes, and planning strategies.

The very founding principle that is to be followed in this course is that empowering students with most relevant techniques in GIS. The importance of basics is to be stressed and explained thoroughly. Learning the fundamentals of GIS will help up and running in no time.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>	School of Planning and Development Detailed Teaching Plan		
Course Code: TDC22PD01	Course Title : Geographical Information System (GIS)		
Academic Year: 2021-22	Term : II	Core/Elective: Elective	Credits: 2
Course Instructor: Dr. Himadri Shekhar Dey e-mail: himadridey@sushantuniversity.edu.in			
Course Pre-requisites: None		No. of sessions: 30	

1. Course Description

Master the basics of GIS & Remote Sensing using industry leading softwares. GIS techniques become potential and indispensable tools for solving many problems w.r.t spatial planning. It co relates different kinds of spatial data and their attribute data, so as to use them in various fields. Some current uses of GIS projects are housing, sanitation, power, water supply, disposal of effluents, urban growth, irrigation project design and planning, new road alignment etc. For this GIS are used to generate development models by integrating the information on natural resources, demographic and socio -economic data in a GIS domain with satellite data.

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 a productive advanced GIS skilled person.
- Deal with expanded utilization of GIS innovation in various industries which enhanced the range of opportunities for work in GIS

3. Course Learning Outcomes

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

CO1: Understand the basics of GIS

CO2: Read a map and understand it easily.

CO3: Learn how to analyse spatial data.

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 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Overview of GIS: Introduction to GIS, definition of GIS, Components of GIS, functions and advantages of GIS, Application Areas	Presentation	
2	Georeferencing (image to image, image to ground), projection	Practical	
3	Spatial data model: Dimensions of GIS data, Conceptual (field/object) and logical (raster/vector/object oriented)	Presentation	
4	Shape file Creation, editing, Advance editing	Practical	
5	Concepts on co-ordinate system: Map, scale, coordinate systems, sphere/spheroid, datums, projection, projection parameters	Presentation	
6	Creation of database, concept of attribute data & spatial data, external database attachment, query: spatial query, attribute query	Practical	
7	Process of GIS: Data sources, data capture (raster/vector/attribute), Raster and vector data processing	Presentation	
8	Geodatabase design, (generation/editing), Topology	Practical	
9	Thematic map, Layout generation, Annotation	Practical	
10	Geoprocessing: Buffer, Intersect, Union, Clip, Erase	Practical	

6. Course Assessment

Course Assessment Components for a TDCC



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A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (25)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (15)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	

END SEMESTER EXAMINATION (40)	
Theory (25)	Lab (15)

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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B. Students with Disability/ Different-Ability

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TDCC

Course Code: TD22AA03

Course Title: Cognitive understanding / learning - places & spaces

About the faculty:

Shruti S. Hippalgaonkar
Associate Professor
Room no: E-3.10
Extn:

Shruti S. Hippalgaonkar, completed her post-graduation in Landscape Architecture from School of Planning & Architecture Bhopal in 2016 & undergraduate degree from M.I.T Aurangabad [B.Arch]. She has more than 10 years of experience both in professional & academics. Her area of research includes Landscape Urbanism – streets for people, Conservation & Management of Existential Landscapes & Urban farming.

Concept Note:

This course is about Unlearning & Relearning the process of understanding a place or a space through cognitive understanding. **Cognitive learning** is an active style of learning that focuses on helping you learn how to maximize your brain's potential. It makes it easier for you to connect new information with existing ideas hence deepening your memory and retention capacity.

Components of Cognitive Learning Traditional learning mainly focuses on memorization instead of trying to achieve mastery in a particular subject.

The following are fundamental aspects of cognitive learning:

1. Comprehension

For cognitive learning to be efficient and benefit you, understand the reason why you are learning a specific subject in the first place.

2. Memory

Cognitive learning discourages cramming of information, which is very ineffective in education. Having a deep understanding of a subject improves your ability to relate new knowledge with previous experiences or information.

3. Application

Cognitive learning strategies help you apply new information or skills in life situations. They encourage you as you continue to develop problem-solving skills.



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. 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 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 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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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

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:



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



[Handwritten signature]



Outcomes (CLOs)					
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
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Teaching Methods (Primary)	T1										
Teaching Method (Secondary)											

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

Teaching Method	Special / Extra Session(s)	No. of Sessions
T6	Presentations/ Role Plays/ Acts for Assessment	-
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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TDCC

Course Code: TDC22VE01

Course Title: Street Food of Old Delhi

About the faculty:

Name : Sunil Kumar
Designation : Assistant Professor
School : Vatel Hotel & Tourism Business School
Office room no. : D-007
Extn: 413

Having completed his BHMCT from BCIHMCT, New Delhi (Affiliated to I.P. University, New Delhi) in 2006, followed by Master's in Hospitality and Tourism Management from Ambedkar University, Agra, Sunil Kumar has had hands-on experience in the Hotels and also of the Fast Moving Consumer Goods (FMCG) Sector.

He is a qualified Chocolatier and a Baker & Confectioner running a successful business in the field of Chocolate Making, Sugar Confectionery, Innovations in the field of Baking and Training. Sunil Kumar rendered his professional services as an Assistant Professor at Banarsidas Chandi-wala Institute of Hotel Management & Catering Technology for 5 years teaching subjects like Bakery & Confectionery Management, Human Resource Management, Personality Development & Communication skills, Travel & Tourism management and was also the Examination Coordinator for the Institute for 4.5 years. In addition to academics, he has also participated in seminars and workshops conducted by the Universities and various Private & Public Sector Organizations in areas of R&Ds', MDPs' and FDPs' etc. for career enrichment.

Moving from academics to industry, Sunil Kumar worked for two years with Mrs. Bector's Food Specialties Ltd. (Cremica) as The Executive Chef and was directly responsible for the F&B training of the Corporate Sales Team (Retail & Institutional). In addition to this he was responsible for the Human Resourcing, Training & Development, Evaluation, Appraisals & Assessments of the personnel trained by him at Pan-India level including the Company's

Chefs working under different verticals. Sunil also conducted Product Development and launched the same in the retail as well as the Institutional Sector including that with The Key Accounts (Pizza Hut, Dunkin Donuts etc.). Sunil actively participated in the Culinary Events like that of ICF, AAHAR, and Franchise India and his innovations & presentations in the field of Culinary Skills were well appreciated by the Target Audience. Sunil Kumar had also taken up the role of The Training Manager with the Tivoli Group, New Delhi on a three months contractual basis during which he conducted various MDPs' as well as On the Job Training sessions. He has also been a partner in a Consultancy & Training firm rendering Consultancy Services to the Hotel and Hospitality Sector, both Industry and Academics (Higher Education – Hotel Management Studies). His other activities under the present profile includes conducting Specialty Culinary Sessions (Chef on Call) throughout the country, menu planning & merchandizing and training the Staff with hands-on-work including compiling of Service Standards Manuals.

Presently Chef Sunil has been working with Vatel Hotel & Tourism Business School, Ansal University as Program Coordinator-BHM and has been supporting his seniors and subordinates to the best of his calibre. Also, he is pursuing his PhD with Sushant University in the field of Hospitality.

Experience- 14 years

Courses taught- Food production, Bakery, Accountancy, Facility Planning, EVS, HRM, Personality Development

Publications- Impact of Pilgrimage Tourism on a Destination: A case study of Varanasi, India (Digital Technology for Tourism-Transformation & Trends, Graphic Era Deemed to be University), Changing Consumer Behavior: Research In Hospitality (11th India International Hotel, Travel & Tourism Research Conference).

Researches done/ current research- Role of online portals in increasing the frequency of travelling, Sustainable practices in Tourism.



Contribution to profession and awards – Best Chef Award (WCCF 2019), Master Trainer- Food Production (Chef Awards 2020)

Concept Note:

INTRODUCTION:


The course revolves around the evolution of the Food of Old Delhi. It talks about the way the Cuisine of Old Delhi has travelled over the centuries and how it has evolved into something that is being loved by the people of all generations. The participants would not only be talking about the present scenario but would also be trying to predict what lies in the future for such setups.

BACKGROUND OF THE STUDY:

In a city whose history goes back over a thousand years, there has always been a primary factor that has always influenced the travellers & that is the culinary treat. Delhi, a well known city located in the heart of India has always been well known for its cuisine. The people of India love to eat and being a resident of Delhi, it is impossible to resist the craving for the Food from the Streets of Old Delhi. Even though centuries have passed but the food of this area has been able to retain its flavour and temptations and that's what is being targeted in our study. The journey of the food: its relevance in the past, its importance in the present and its uncertain but positive future.

The sessions are not just confined to classrooms but talk about visits to the streets of Old Delhi, tasting of the mouth-watering cuisine and understanding the opinion of a modern human being.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Management Studies Detailed Teaching Plan	
Course Code: TDC22VH01		Course Title : Street Food of Old Delhi	
Academic Year: 2021-22	Term : Even 2021-22	Core/Elective: Elective	Credits: 2
Course Designed by: Chef Sunil Kumar e-mail: sunil.kumar@sushantuniversity.edu.in		Course Instructor: Chef Sunil Kumar e-mail: sunil.kumar@sushantuniversity.edu.in	
Course Pre-requisites:		No. of sessions: 14 weeks (52 hours)	

1. Course Description

This will help the students to become aware of the culinary rivers flowing through the rivers of old Delhi. The students will not only be learning in the class rooms but will also be visiting more than 4 separate locations of Old Delhi to get hands-on experience of the field..

Employability-level: Foundation Skill

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

2. Course Objectives

- Provide the culinary knowledge with the help of specific terms used in that region.
- Understanding the evolution of Food Streets over the last 2 decades
- Be able to get a zest of what Old Delhi cuisine is all about.

3. Course Learning Outcomes

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

CO1: Be able to talk in detail about the culinary trends of Old Delhi with more confidence

CO2: Students will be able to utilize the same in future career development & look into the opportunities of starting their own ventures

CO3: Be able to attain better communication skills which in turn will help him/her to perform better in daily life and professional field.

CO4: Will be able to explore additional career options including a food critic or a blogger.

4. Course Pedagogy



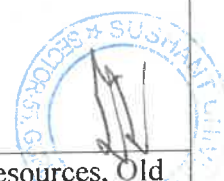
The course follows the pedagogy of “learning by doing”.

5. Course Contents and Schedule

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

The class would meet weekly 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	What is Delhi Street Food? History of Old Delhi Delhi Cuisine	Information collection and discussion about History of Old Delhi along with the way the Delhi Cuisine has evolved over the years.	Online resources, Old Delhi Food Bloggers, Videos of visits by HM/ non-HM students to Old Delhi streets
2	What is Delhi Street Food? Major streets/food outlets in Old Delhi	More than 30 different places that can be visited in the region of Old Delhi shall be shared with the students through the audio-video options.	Online resources, Old Delhi Food Bloggers, Videos of visits by HM/ non-HM students to Old Delhi streets
3	Factors influencing Delhi cuisine and needed observation skills Influence of travelers of the Delhi Cuisine What to observe	The students will be made aware of the impact of domestic and international visitors to the given region and how the food & the related factors been evolving to suit the visiting customers. The students will also be made aware of what they need to observe when they visit the outlets starting from primary points to optional pointers.	Online resources, Old Delhi Food Bloggers, Videos of visits by HM/ non-HM students to Old Delhi streets
4	Factors influencing Delhi cuisine and needed observation skills	The students here will be taught the	Online resources, Old Delhi Food Bloggers,



	How to taste & record information?	difficult yet simple looking art of food tasting. They will learn how to identify the primary, secondary and optional ingredients of a dish.	Videos of visits by HM/ non-HM students to Old Delhi streets
5	Factors influencing Delhi cuisine and needed observation skills How to interpret the recorded information?	How to record the tasting details and what other factors they need to keep in mind including client type, cleanliness, hygiene, location etc.	Online resources, Old Delhi Food Bloggers, Videos of visits by HM/ non-HM students to Old Delhi streets
6	Personal Visit The students will have to visit a total of 10 outlets (teams of 5) over the span of the current & next week and share the feedback.	The students will have to visit the outlets that they will be listing and keeping in mind the learnings of the 5 th session, will have to record the information.	Field Visit
7	Personal Visit The students will have to visit a total of 10 outlets (teams of 5) over the span of the previous & current week and share the feedback.	Cont:- The students will have to visit the outlets that they will be listing and keeping in mind the learnings of the 5 th session, will have to record the information.	Field Visit
8	Personal visit feedback & report section A audio-video feedback session	Based on the details of the personal visit, the students will have to present their observations and feedbacks using the videos/ recording made. Details of atleast 5 outlets will have to be presented by each team.	Field Visit



9	Survey An elaborate survey based on the points shared by students in the previous week shall be prepared	The student will be preparing a survey that will be based on their presentations. The will have to get it filled by atleast 30 participants and present the same in the next session.	Field Visit
10	Survey An elaborate survey based on the points shared by students in the previous week shall be prepared	Continuation of the last week's activity	Field Visit
11	Survey An elaborate survey based on the points shared by students in the previous week shall be prepared	Continuation of the last week's activity	Field Visit
12	Survey Presentation Students will have to present their findings during the session.	The presentation of the survey findings will be done that would become the base for final markings for the TDL	Field Visit
13	Spill over week	NA	NA
14	Spill over week	NA	NA

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (25)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (15)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				



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.

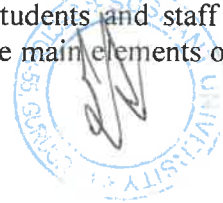
Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work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



TDCC

Course Code: TDC22ET01

Course Title: MSME Production Skillset

About the faculty:

Name : Rajan Bansal
Designation : Assistant Professor
School : School of Engineering & Technology
Office room no. : D-305
Extn: NA



I have joined this esteemed institute five years and ten months back. Prior to that I have been benefitted by working at various academic institutes and amassed a working experience of more than 21 years now.

I obtained a Master's degree in Industrial Engineering from Guru Nanak Dev Engg. College Ludhiana in the year 2010 and Bachelors in Technology in Mechanical Engineering from Beant College of Engineering and Technology Gurdaspur, Punjab in 2000. I commenced following my passion with teaching in the year 2001 with many good institutes like Maharshi Markendeshwar Engineering College Ambala, Guru Jambheshwar University, Hissar and N. C. College of Engineering Panipat.

My research area is Industrial Engineering, with special interest in Supply Chain Management, operations research, logistics and statistical analytical techniques.

I have attended workshops on Micro Electromechanical Devices, Computational Fluid Dynamics, ProE design software, Autodesk Inventor's AutoCAD and Solidworks.


Concept Note:

Manufacturing is the backbone of any industrialized nation. Manufacturing and technical staff in industry must know the various manufacturing processes, materials being processed, tools and equipment for manufacturing different components or products with optimal process plan using proper precautions and specified safety rules to avoid accidents. Beside above, all kinds of the future engineers must know the basic requirements of workshop activities in term of man, machine, material, methods, money and other infrastructure facilities needed to be positioned properly for optimal shop layouts or plant layout and other support services effectively adjusted or located in the industry or plant within a well-planned manufacturing organization.

The complete understanding of basic manufacturing processes and workshop technology is highly difficult for anyone to claim expertise over it. The study deals with several aspects of workshops practices also for imparting the basic working knowledge of the different engineering materials, tools, equipment, manufacturing processes, production criteria's, characteristics and uses of



various testing instruments and measuring or inspecting devices for checking components or products manufactured in various manufacturing shops in an industrial environment.

 Sushant University <small>Erstwhile Ansal University Gurugram</small>	School of Engineering and Technology Detailed Teaching Plan		
Course Code: TDC22ET01	Course Title : MSME Production Skillset		
Academic Year: 2021-22	Term : 1	Core/Elective: Elective	Credits: 2
Course Designed by: Rajan Bansal e-mail: rajanbansal@sushantuniversity.edu.in		Course Instructor: Rajan Bansal e-mail: rajanbansal@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 14	

Course Description

The purpose of this course is to take a novice, a person with no Machine Shop or Workshop experience, and within duration of this course teach them about various processes, like casting, fitting, machining, grinding, carpentry, fitting work, identification of tools and suitable material for a purpose, optimized techniques to be used for a task and safety measures used in industry.

Employability-level: Foundation Skill

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

1. Course Objectives

The broad objectives of this course are to

- Imparting knowledge and skill components in the field of basic MSME related production activities.
- Inculcate skills to deal with different hand and machine tools required for manufacturing simple metal components and articles.
- Acquaint with industrial safety measures.

2. Course Learning Outcomes

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

CO1: Acquire knowledge and use of simple hand tools, measuring and gauging instruments.

CO2: Acquire knowledge about fitting work, fitting tools and techniques.

CO3: Acquire the knowledge about carpentry practices, tools and wood work.

CO4: Operate various machine tools for producing simple metal components and articles in the machine shop.



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 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Fitting Work Files, Their Specifications And Uses, Marking Schemes For A Fitting Job, Surface Plates, Vee Blocks, Marking Block, Steel Scale, Punch, Vernier Caliper, Micrometer, Hammers, Scrapers,	Identification of measuring and gauging instruments.	T1, T2, T3
2	Chisels, Angle Plates, Bench Vice, Spanners, Their Specifications And Uses, Pipe And Chain Wrenches, Hacksaws	To prepare a perfect square out of a piece of MS specimen.	T1, T2, R1, R3
3	Carpentry Work Types of wood, seasoning of wood, Marking and measuring tools, holding tools, cutting tools, striking tools, planning tools, drilling tools, sharpening tools.	Identification of carpentry tools. To prepare a ‘T’ lap joint as per the specifications out of a piece of wood ingot.	T1, T2, R2
4	Common wood joints, wood working lathe, safety measures in carpentry shop.	To prepare a ‘cross’ lap joint as per the specifications out of a piece of wood ingot.	T1, T2, R1, R3
5	Lathes Types Of Lathes, construction of lathe machine, various components of lathe: Head stock, Tail stock, Bed, Carriage, feed mechanism.	Identification of various parts of Lathe and its working	T1, T2
6	Accessories and Attachments of lathe, specification of lathe, Lathe operations.	To “turn” a piece of MS specimen as per the given specifications	T1, T2



7	Taper turning, thread cutting	Perform operations: step turning, grooving, facing and knurling on a specimen given	T1, T2
8	Drilling on a lathe, Cutting speed, feed etc.	Drill a hole M5, deep 20mm in a MS specimen of M20 at one end.	T1, T2
9	Sheet metal work: Metals used in sheet metal work, Sheet metal tools, measuring and marking tools	Identification of sheet metal tools and materials.	T1, T2
10	Folding terminology and sheet metal joints, seam, notches, sheet metal operations,	Learning how to make a pattern for a given design.	T1, T2
11	Development of pattern layout, machines and presses used in sheet metal work	To prepare a rectangular tray using a tin sheet as per the given specifications.	T1, T2, T3, R1
12	Metal casting: Pattern and core making, Types of patterns, pattern materials, pattern allowances, tools used in casting of metals, moulding box preparation	Identification of tools and equipment used in foundry shop for metal casting.	T1, T2, R2
13	Mould making: moulding sand constituents, types of moulding sands, additives, casting defects.		T1, T2, R1, R3
14	Industrial safety: Safety concepts, objectives of safety, accidents and their types, effects and causes of accidents, common sources of accidents, preventive measures. Fire prevention, First aid		R3

Text Book(s):

- T1. Workshop Technology by S. K. Hazra Chaudhry & A K Hazra Chaudhry; Media Promoters and Publishers
- T2. A text book of workshop technology by B. S. Raghuvamshi
- T3. A text book of workshop technology by R. S. Khurmi & J K Gupta; S. Chand Publishers



Reference Book(s):

- R1. Workshop Technology by W A J Chapman; CBS publishers
- R2. Mechanical engineering and Workshop practices by G. H. Sawhney; I K International Publishing house
- R3. Introduction of basic manufacturing processes and workshop technology by Rajender singh; New age publications.

5. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

SEMESTER EXAMINATION (60) = Theory (35 Marks) + Lab (25 Marks)				
Theory (35)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (25)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

6. Course Conduct Policy

A. Academic Honesty

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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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- **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.



TDCC

Course Code: Digital Marketing

Course Title: : TDC22BS03

About the faculty:

Name : Dr. Neha Gupta
Designation : Assistant Professor
School : SET
Office room no. :D-214
Extn: -


Dr. Neha Gupta is seasoned professor at SET @SU with 19 years of professional teaching and course development experience in reputed Engineering institutions. She is University Coordinator of Unnat Bharat Abhiyan an initiative of MoE, GOI. She is an author of 3 books and published several research papers in reputed journals. She has also published 6 patents. Her area of research includes Renewable Energy sources, Smart grids, Neural networks.

Concept Note:

This course enables participants to demonstrate an understanding of how technology has influenced the development of marketing and its evolution into a field now referred to as Digital Marketing. Participants will develop their understanding of the elements of digital marketing and the impact of it on traditional marketing models and strategies. Participants are exposed to web based marketing tools with the view of incorporating new media into traditional media and marketing planning

This course is also to serve as basic course for learners who wish to further study in the domain of Digital Media. This course is designed in such a manner that it can be opted by students of any stream under Generic Electives of TDCC.



 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Management Studies Detailed Teaching Plan	
Course Code:	Digital Marketing	Course Title: TDC22BS03	
Academic Year:	2021-22	Term:	II
Course Designed by:		Core/Elective:	
Dr. Neha Gupta		Elective	
E-mail:		Credits:	
nehagupta@sushantuniversity.edu.in		2	
Course Pre-requisites:		Course Instructor:	
Nil		Dr. Neha Gupta	
		E-mail:	
		nehagupta@sushantuniversity.edu.in	
		No. of sessions:	
		30	

1. Course Description

The course familiarize students with an understanding of how the digital media works and develop the critical insights necessary to succeed in e-commerce and digital and social media marketing. Enrich learner with the essential principles and practices of marketing in the digital economy by making this course, an indispensable part of their knowledge base.

The course and develop the critical insights necessary to succeed in e-commerce and digital and social media marketing.

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

- Familiarize students with an understanding of how the digital media works
- Develop the critical insights necessary to succeed in e-commerce and digital and social media marketing.

3. Course Learning Outcomes

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

CO1: Identify the importance of the digital marketing for marketing success manage customer relationships across all digital channels



CO2: Make SWOT analysis, SEO optimization and use of various digital marketing tools

CO3: Understand the latest trends in digital marketing and critically assess the use of digital marketing tools by applying relevant marketing theories and frameworks.

CO4: Appraise concepts and technologies discussed in the Digital Marketing Course

4. Course Pedagogy

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

5. Course Contents and Schedule

The class would meet weekly 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Digital Marketing and its Significance, Traditional Marketing Vs Digital Marketing, Digital vs. Real Marketing, Consumer behavior, Digital Marketing Channels,	Creating and scheduling google form	The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns by Ian Dodson, Wiley Publisher https://www.youtube.com/watch?v=sR-qL7QdVZQ
2	Types of Digital Marketing(Overview)- Internet Marketing, Social Media Marketing, Mobile Marketing	Creating and sharing google slides, documents, spreadsheets.	https://onlinecourses.swayam2.ac.in/cec22_mg04/unit?unit=1&lesson=4
3	Introduction to Search Engine Optimization, importance of Search Engines	Creating business accounts on YouTube.	Kotler, Philip, and Kevin Lane Keller. "Marketing management." 15e. Pearson Learning.
4	Factors influencing Search Engine Marketing, Keyword planner Tools	Creating twitter account and designing Twitter Advertising Campaigns	https://books.google.co.in/books/about/The_Art_of_Digital_Marketing.html?id=rf7iCwAAQBAJ&printsec=frontcover&source=hp_read_button&redir_esc

			=y#v=onepage&q&f=false https://onlinecourses.wayam2.ac.in/cec22mg04/unit?unit=1&lesson=4
5	Introduction to Web analytics, Website Planning and Development	Creating web sites.	https://onlinecourses.wayam2.ac.in/cec22mg04/unit?unit=1&lesson=4 https://onlinecourses.wayam2.ac.in/cec22mg04/unit?unit=1&lesson=4
6	Understanding Social Media Marketing, Social Media Marketing plan,	Creating a Facebook page.	https://books.google.co.in/books/about/The_Art_of_Digital_Marketing.html?id=rf7iCwAAQBAJ&printsec=frontcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false
7	Social Networking (Facebook, LinkedIn, Twitter, etc.), Photosharing – Instagram, Podcasts) :	Designing e-mail marketing campaigns using Mail Chimp	https://onlinecourses.wayam2.ac.in/cec22mg04/unit?unit=1&lesson=4
8	Modes of Social Media Marketing: (Facebook, LinkedIn, Twitter, Instagram, emailers,youtube),	Creating & Tracking e-Mailers	https://books.google.co.in/books/about/The_Art_of_Digital_Marketing.html?id=rf7iCwAAQBAJ&printsec=frontcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false
9	Digital Marketing tools: Google Ads, FaceBook Ads, Google Analytic, Zapier, Google Keyword Planner.	Creating campaigns on LinkedIn	https://onlinecourses.wayam2.ac.in/cec22mg04/unit?unit=1&lesson=4
10	Social Media (Blogging, Video Sharing - Youtube	Making a google ad.	https://books.google.co.in/books/about/The_Art_of_Digital_Marketing.html?id=rf7iCwAAQBAJ&printsec=fro

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6. Course Assessment

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A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

END SEMESTER EVALUATION (60)				
Theory (25)				
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Lab (15)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

7. Course Conduct Policy

A. Academic Honesty

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TDCC

Course Code: TDC22ET03

Course Title: Science of Light

About the faculty:

Name : Dr. Isha Saini

Designation : Assistant Professor

School : School of Engineering and Technology

Office room no. : D 109

A Doctorate in Physics, Ms. Isha Saini is working as an Assistant professor at Sushant University, Gurgaon and has a notable meritorious academic background. She has an experience of more than 6 years of teaching UG and PG courses. She has completed her Ph.D and M.Phil degree from Kurukshetra University, Kurukshetra. She had received UGC-Basic scientific research fellowship for meritorious students during her Ph.D. She has presented several papers in numerous conferences and has received best poster award also. There are many research publications in the refereed national and international journals to her credit. Her area of specialization includes synthesis and characterization of nano scale materials and glass & polymer based nanocomposites, materials for energy applications and has attended numerous workshops and schools in india and abroad.

Concept Note:

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.



 Sushant University Erstwhile Ansal University Gurugram	School of Engineering and Technology			
	Detailed Course Plan			
Course Title: Science of Light				
Term: II	Academic 2021-2022	Year:	Core/Elective: Elective	Credits: 2
Course Instructor / TDCC Faculty: Dr. Isha Saini e-mail: ishasaini@sushantuniversity.edu.in				
Course Pre-requisites: None			No. of sessions: 30	

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 3 hrs (1L+2P).

Session No.	Session Topic / Sub-topic Description	Activity/ Assignment	Required Readings/ Browsing/ Watching
1	Introduction to light	Presentation & Experiment	PPT
2	Phenomena of reflection and refraction, Laws of reflection and refraction	Presentation & Experiment	
3	Applications of Laws reflection and refraction, How we see things?	Presentation & Experiment	
4	Introduction to refractive indices of various mediums	Presentation & Experiment	
5	Discovery of light	Presentation	
6	Understanding Nature of light	Presentation & Experiment	
7	Introduction to Electromagnetic spectra	Presentation & Experiment	
8	Sources of light	Presentation & Experiment	
9	Light production	Presentation	
10	Application of various light sources in different sectors	Presentation	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory				
Mid Semester Examination	Quiz(s)/(s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

7. Course Conduct Policy**A. Academic Honesty**

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TDCC

Course Code: -----

Course Title: Research Methodology

About the faculty:

Name : Dr.Sachin Datt
Designation : Assistant Professor
School : School of Design
Office room no. : E105
Extn:


Faculty profile

Dr. Sachin Datt, Ph.D and Masters in Design from Industrial Design Centre, IIT Bombay, with specialization in Communication Design. He did his Bachelor in Fine Arts (applied art) from College of Art Delhi. He Has more than 10 years of experience in Industry, teaching & research, academic administration and considerable experience in the social responsibility sector. He has national and international publications to his credit. Dr. Sachin has presented papers in national and international conferences. His interest areas include Visual Narratives, Branding, Information Graphics, Animation, Value Centered Design and Affective Education.

Concept Note:

Research methodology refers to the systematic processes, techniques, and procedures used to conduct research. It ensures that data is collected, analyzed, and interpreted in a structured manner to generate reliable and valid results. A well-defined research methodology provides a clear framework for conducting research and enhances the credibility of findings..



 Sushant University <small>Eratwille Ansal University Gurugram</small>		School of Design Detailed Teaching Plan	
Course Code: TDC24DS02		Course Title : Research Methodology	
Academic Year: 2022-23	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Dr.Sachin Datt Email: sachindatt@sushantuniversity.edu.in		Course Instructor: Dr. Sachin Datt e-mail: sachindatt@sushantuniversity.edu.in	
Course Pre-requisites: practical		No. of sessions: 10	

1. Course Description

This course introduces students to the fundamental principles and techniques of research methodology. It covers key aspects such as research design, data collection methods, qualitative and quantitative analysis, and ethical considerations. Students will learn how to formulate research questions, develop hypotheses, and apply appropriate methodologies to conduct systematic investigations. The course equips learners with essential skills for academic and professional research, ensuring validity, reliability, and critical analysis of data.

Employability-level: Premier Skill

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

2. Course Objectives

The objective of this course is to equip students with a comprehensive understanding of research methodology, enabling them to design and conduct systematic investigations. Students will learn to formulate research questions, develop hypotheses, and apply appropriate qualitative and quantitative methods for data collection and analysis. Emphasis will be placed on ensuring validity, reliability, and ethical integrity in research. By the end of the course, students will be able to critically evaluate research findings and effectively communicate their



results through well-structured reports and presentations.

3. Course Learning Outcomes

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

CO1: Demonstrate a clear understanding of research concepts, methodologies, and frameworks.

CO2: Develop well-defined research questions, objectives, and hypotheses.

CO3: Apply appropriate qualitative and quantitative research methods for data collection and analysis.

CO4: Evaluate the validity, reliability, and ethical considerations in research.

4. Course Pedagogy

The course follows the pedagogy of “learning by doing” so as to understand the impact of the practices.

5. Course Contents and Schedule

The class would meet weekly 2 hrs (1L+1P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Research Methodology	Class Discussion	Types of research: Qualitative vs. Quantitative
2	Identifying Research Problems & Formulating Hypotheses		Formulating hypotheses and research questions
3	Literature Review & Theoretical Framework		Developing a conceptual and theoretical framework
4	Research Design & Methodology	Assignment 1	Types of research designs: Experimental, Descriptive, Exploratory
5	Data Collection Methods	Assignments	



			Primary vs. Secondary data collection
6	Quantitative Research Methods & Data Analysis	Class Discussion	Introduction to statistical tools and software (SPSS, Excel)
7	Qualitative Research Methods & Data Analysis	Class Discussion	Techniques such as case studies, ethnography, and focus groups
8	Data Interpretation & Discussion		Connecting results to research objectives and literature
9	Research Report Writing & Presentation	Case Study	Structuring a research paper: Abstract, Introduction, Methods, Results, Discussion, Conclusion
10	Review, Feedback, and Final Project Submission	Class Discussion	Peer review and feedback on research projects

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60



END SEMESTER EXAMINATION (40)
Presentation (20) + Viva-voce (20)

7. Course Conduct Policy

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TDCC

Course Code:

Course Title: Basics of Fashion

About the faculty:

Name : Shalini Sharma

Designation : Associate Professor

School : SOD


Office room no. : E105

Extn:

Mrs. Shalini Sharma, Masters in Leathers. Holding an experience of 6 years as an Educator in Fashion industry. Expertise in core subjects of fashion design like Design development, Fashion design development.

Concept Note:

Fashion is a powerful form of self-expression, deeply rooted in culture, history, and innovation. This **10-session foundation course** introduces students to the fundamentals of fashion design, textile science, styling, and the business of fashion. It aims to provide a structured yet creative approach to understanding how fashion is conceptualized, designed, and brought to life.

 Erstwhile Ansal University Gurugram		School of Design	
Course Code and Title: Basics of Fashion		Detailed Course Plan	
Term: I	Academic Year: 2025-26	Core/Elective: Elective	Credits: 2
Course Designed by: Mrs. Tajinder Kaur Anand e-mail: tajinderanand@sushantuniversity.edu.in		Course Instructor: Mrs. Tajinder Kaur anand e-mail: tajinderanand@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions:	



1. Course Description

This course blends **theory with hands-on activities**, ensuring students engage in both conceptual learning and practical execution. Key teaching methods include:

- **Visual Presentations & Case Studies** – Learning from iconic designers and fashion movements.
- **Hands-on Sketching & Textile Exploration** – Encouraging creativity and material awareness.
- **Collaborative Workshops & Styling Sessions** – Enhancing teamwork and fashion sensibility.
- **Industry Insights & Practical Assignments** – Preparing students for future careers in fashion.

Employability-level: Foundation Skill

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

2. Course Objectives

The course is designed to:

- Develop a foundational understanding of **fashion design principles**.
- Introduce students to **fashion illustration, textiles, and garment construction**.
- Explore **fashion history, color theory, and sustainability** in design.
- Provide insights into **fashion styling, branding, and marketing**.
- Encourage creative expression through practical assignments and projects.

3. Course Learning Outcomes

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

- CO1: Foundational Understanding of Fashion Design
- CO2: Technical Skills in Fashion Illustration and Textiles
- CO3: Application of Fashion Concepts in Styling & Branding

4. Course Pedagogy

The course follows the pedagogy of attentive to visual and auditory sense.

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

The class would meet weekly 2 hrs (1L+1P).

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 Fashion & Design Process	Lecture & Discussion	PPT



2	Fashion Sketching & Illustration	Physical Task	Outdoor Activity
3	Elements & Principles of Fashion Design	Discussion	
4	Fabrics & Textiles Basics	Physical task and discussion	
5	Color Theory & Fashion Forecasting	Discussion	
6	Garment Construction Basics	Physical Task	Outdoor Activity
7	Sustainable Fashion & Ethical Practices	Physical Task	
8	Fashion Styling & Personal Branding	Discussion	
9	Fashion Marketing & Branding	Discussion	
10	Final Project & Presentation	Presentation	PPT

5. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)			
Quiz(s)/ Presentation(s)	Assignment-1	Assignment-2	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Presentation (20) + Viva-voce (20)			



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TDCC

Course Code: TDC22BS01

Course Title: Latest Trends in Marketing

About the faculty:

Name: Dr. Gunjan Rana
Designation: Associate Professor
School: SOB
Office room no. :D-409



Dr. Gunjan A Rana has over 19+ years of experience, which includes both corporate and academic experience, her teaching interests range from Marketing, Advertising, Consumer Behavior Management and General Management. She has taught graduate and postgraduate programmes at B Schools in Delhi and NCR region. Has been part of Discover India Program run by Rai foundation, delivered lectures to students from international universities like Harvard. Besides this she has been invited by Pittsburg State University, USA for Faculty Exchange Program. Her research interest and contribution include topics covering Marketing, Advertising and General Management. She has presented research work at internationally acclaimed institutions. She is passionately involved in training programs; conducted Training & Development programmes in General Management and Marketing for managers of Private and Public sector enterprises in India. She has PhD in CSR and CRM, besides being Masters in Marketing Management (MMM), PGDM, and BA (Advertising and Sales Promotion) from Delhi University. She headed Sambhav Foundation as President. It is a Society that works for under Privilege children. Prior joining Ansal University she was working as Associate Professor Marketing with IILM Business School teaching Undergraduate students, BBA in Entrepreneurship in collaboration with SBS Swiss Business School, Switzerland.

Concept Note:

The field of marketing is evolving rapidly due to digital transformation, changing consumer behavior, and emerging technologies. This course aims to explore the latest trends in marketing, including digital marketing, influencer marketing, AI-driven marketing strategies, sustainability, and experiential marketing. Students will gain insights into how businesses adapt to the dynamic market environment to stay competitive.

Employability Level: Foundation Skill



 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Business Detailed Teaching Plan	
Course	Code: TDC22BS01	Course Title: Latest Trends in Marketing	
Academic Year: 2021-22		Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Gunjan Rana E-mail: gunjanrana@sushantuniversity.edu.in		Course Instructor: Dr. Gunjan Rana Email: gunjanrana@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of Sessions: 10	

1. Course Description

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Employability-level: Foundation Skill

5. Foundation Core	5. Foundation Skill	5. Professional Core	4. Professional Skill	5. Premier Skill
	✓		✓	

2. Course Objectives

- The primary objectives of this course are:
- To understand emerging trends in marketing and their impact on business.
- To explore digital marketing strategies, AI, and data-driven decision-making.
- To analyze the role of consumer behavior and personalized marketing approaches.
- To examine sustainability and ethical marketing practices.



3. Course Learning Outcomes

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

CO1	Identify and explain current marketing trends and their significance.
CO2	Analyze the influence of digital marketing strategies on consumer behavior.
CO3	Apply AI and data-driven approaches in marketing decisions.
CO4	Develop marketing strategies incorporating sustainability and ethical considerations.

4. Course Pedagogy

The course follows an interactive learning approach, including case studies, industry insights, hands-on digital marketing exercises, and group discussions.

5. Course Contents and Schedule

The class would meet weekly 3 hrs. (1L+2P). Course Assessment

6. Description of Course Assessment Components (Each course to have at least four assessment components and a project work component. The project work should be a group work and for subjects where presentation can be done please have the rubrics of the presentation in this document)

Course Assessment Components for a TDCC. A TDCC 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 Contents and Schedule

Week No.	Session Topic	Description/Overview	Activity/Assignment	Required Readings/Browsing
1	Introduction to Latest Marketing Trends	Overview of digital transformation, AI, personalization, and sustainability in marketing.	Lecture & PPT	Kotler & Keller - Marketing Management
2	Digital Marketing Landscape	SEO, Social Media Marketing, Paid Ads, and Content Marketing.	Hands-on exercises	"Digital Marketing for Dummies" by Ryan Deiss & Russ Henneberry
3	AI & Automation in Marketing	Chatbots, Predictive Analytics, AI in Consumer Targeting.	Case Study	Harvard Business Review Articles
4	Influencer & Experiential Marketing	Role of influencers, brand storytelling, immersive experiences.	Group Discussion	"Contagious: Why Things Catch On" by Jonah Berger
5	Consumer Behavior & Personalization	Data-driven insights, behavioral targeting.	Hands-on Exercises	"Predictably Irrational" by Dan Ariely
6	Social Media Trends & Viral	Algorithm-driven content, virality factors.	Case Study	Online industry reports (Statista, HubSpot)



	Marketing			
7	Ethical & Sustainable Marketing	Green marketing, CSR, ethical advertising.	Debate	"Sustainable Marketing" by Martin Charter
8	Future of Marketing	Metaverse, NFTs, Blockchain in marketing.	Presentation	Research Papers
9	Practical Applications	Industry expert session, campaign design.	Group Project	Digital Marketing Case Studies
10	Revision & Final Presentation	Recap & Student Presentations	Final Assignment	-

EVALUATION (60)

Theory (25)			
Assignment	Quiz(s)	Presentation (s)/Assignment	Total
20	20	20	60
END SEMESTER EXAMINATION (40)			
Viva-Voce (20)		Presentation (20) Total = 40	

7. Course Conduct Policy

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TDCC

Course Code: TDC22BS02

Course Title: Introduction to Business Analytics

About the faculty:

Name: Dr. J. N. Giri

Designation: Professor

School: SOB

Office room no. :D-409




Dr. Jagat Narayan Giri has 23 years of rich experience. He has done his Masters and Bachelors in Commerce with Accounting and Taxation as honours subjects from the prestigious Banaras Hindu University. He has also earned his doctoral degree in Commerce. He has qualified the UGC-National Eligibility Test. Dr. Giri has presented 28 papers in different national and international seminars and conferences, and have got 21 papers published in different internationally indexed and UGC Care listed journals. He has to his credit 3 edited volume books. Having knack in teaching Dr. Giri has also been certified by Dr. A. P. J. Abdul Kalam Technical University to teach 'Universal Human Values'. He has attended and conducted numerous FDPs/MDPs/EDPs at different institutions of national and international repute. He has been a speaker on the All India Radio. He operates his Facebook page, 'Swachh Railway Abhiyan' and also writes blogs on his philosophical thoughts on jngiri.blogspot.com. He has also launched his youtube channel '*Meray Anubhav Meray Vichar*' recently. He has recently done two certificate courses from Harvard Business School Online.

Concept Note:

The proliferation of internet and information technology has made analytics very relevant in the current age. The problems faced by decision makers in today's competitive business environment are often extremely complex and can be addressed by numerous possible courses of action. Evaluating these alternatives and gaining insight from past performance is the essence of business analytics. Analytics is a field which combines data, information, technology statistical methods and tools for analyzing data in order to gain new insight and improve strategic decision-making. This field ensures that decision makers are able to see performance of decisions under various scenarios.

This course is designed as an introduction to business analytics, an area of business administration that considers the extensive use of data, methods, and fact-based management to support and improve decision making. This course discusses the benefits of employing analytics and a structured approach to problem-solving in management situations. The course will serve as basic course for learners who wish to further study in the domain of business analytics. The course is designed in such a manner that it can be opted by students of any stream under Generic Electives of TDCC.



 Sushant University Erstwhile Ansal University Gurugram		School of Business Detailed Teaching Plan	
Course Code: TDC22BS02	Course Title: Introduction to Business Analytics		
Academic Year: 2021-22	Term: II	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. J.N. Giri		Course Instructor: Dr. J. N. Giri Email: jagatgiri@sushantuniversity.edu.in	
Course Pre-requisites: Nil		No. of Sessions: 10	

1. Course Description

The problems faced by decision makers in today's competitive business environment are often extremely complex and can be addressed by numerous possible courses of action. Evaluating these alternatives and gaining insight from past performance is the essence of business analytics. This course is designed as an introduction to Business Analytics, an area of business administration that considers the extensive use of data, methods, and fact-based management to support and improve decision making. This course discusses the benefits of employing analytics and a structured approach to problem-solving in management situations.

Employability-level: Foundation Skill

5. Foundation Core	5. Foundation Skill	5. Professional Core	4. Professional Skill	5. Premier Skill
	✓		✓	

2. Course Objectives

The main objectives of the course include:

- To develop the understanding of the basics, intermediate and advanced concepts of data analysis.
- To apply data analysis techniques with R and Microsoft Excel.
- To demonstrate knowledge of data analysis techniques utilized in business decision making.
- To apply principles of Data Science to the analysis of business problems.

3. Course Learning Outcomes



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

CO1	The student will be able to recognize the concept of Business Analytics
CO2	The student will be able to analyze using simple statistical formulas
CO3	The course equips the students with ability to solve the mathematical and statistical problems using Excel
CO4	It also inculcates creating visualization of data

4. Course Pedagogy

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

5. Course Contents and Schedule

The class would meet weekly 3 hrs. (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1	Introduction to Analytics, Difference between Analysis and Analytics, Evolution and Applications of business analytics.	PPT and Lecture	Business Analytics by James R Evans, Pearson Education “R In Action” by Robert I. Kabacoff, Dreamtech Press; Second edition.
2	Scope of Business Analytics Categories of Business Analytics (Descriptive, Predictive and Prescriptive) Tools for Business Analytics - R, Python, Excel	PPT and Lecture	Business Analytics by James R Evans, Pearson Education “R In Action” by Robert I. Kabacoff, Dreamtech Press; Second edition
3	Excel as an Analytics tool, functions and formulas. Using Excel as an Analytics Tool, Variables and Data Mathematical and statistical functions in Excel (mean,	Demo and Hands on Session	Excel 2019 All-In-One: Master The New Features Of Excel 2019 / Office 365 by Lokesh Lalwani by BPB Publications

	median, mode)		
4	Excel as an Analytics tool (Regression, correlation, graphs in excel)	Demo and Hands on	Excel 2019 All-In-One: Master The New Features Of Excel 2019 / Office 365 by Lokesh Lalwani by BPB publications
5	Some Basic Mathematical Calculations using R Features that make R a powerful tool, Overview about components of R studio , Difference between R Programming and R studio.	Hands on	https://www.udemy.com/course/rprogram
6	Some short programs in R mean, media, correlation, std deviation, basic graphs in R	Hands on	https://www.udemy.com/course/rprogram



7	Graphical Analysis in R: Bar Chart, Pie Charts, Histograms, Line Charts		
8	Getting Started with Tableau working with Tableau <ul style="list-style-type: none"> • Tableau Introduction and Products • Tableau Features & Advantages • Installation of Tableau Desktop/Public • Interface of Tableau (Layout, Toolbars, Data pane, Analytics pane etc) • Working with workbook data and Worksheet • How to create data visualization using Tableau feature "show me" 	Exercises, Hands-On Labs, Assignments	https://www.youtube.com/watch?v=gWZtNdMkolk
9	Basic Data Visualization charts in Tableau – Bar, Line, Histogram, Pie, Stacked Bar chart etc.	Exercises, Hands-On Labs, Assignments	https://www.youtube.com/watch?v=XUALIrP7MYk



			ntcover&source=kp_r ead_button&redir_esc =y#v=onepage&q&f= false
10	Revision and Presentation		

6. Course Assessment

7. Description of Course Assessment Components (Each course to have at least four assessment components and a project work component. The project work should be a group work and for subjects where presentation can be done please have the rubrics of the presentation in this document)

Course Assessment Components for a TDCC. A TDCC 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.

INTERNAL EVALUATION (60)

Assignment	Quiz(s)	Presentation	Total
20	20	20	60
Lab (15)			
END SEMESTER EXAMINATION (40)			
Viva-Voce (20)		Presentation (20) Total =40	

8. 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.



TDCC

Course Code: TDC22LW01

Course Title: Criminal Justice Administration

About the Faculty:


Name: Dr. Kirti Dahiya
Designation: Assistant Professor
School: School of Law
Office room no.: Room No. 12
Extn:

Dr. Kirti Dahiya has secured her B.A.LL.B. (Hons) and LLM from Mahrishi Dayanand University, Rohtak. She has four times consecutively qualified UGC NET and was finally satisfied with JRF in December 2015. Before joining Sushant University (erstwhile Ansal University), she got an opportunity of teaching as Research Scholar in Faculty of Law, Mahrishi Dayanand University for three years. She has been awarded her Ph.D. in December-2019 in Constitutional Law from Mahrishi Dayanand University.

Concept Note:

The Code of Criminal Procedure provides the machinery for the detection of crime, apprehension of suspected criminals, collection of evidence, determination of the guilt or innocence of the suspected person, and the imposition of suitable punishment on the guilty. It is further aimed at trying to provide a balance between the needs of the investigating and adjudicatory bodies to detect crime, maintain law and order and the rights of the accused. With the increasing complaints regarding abuse of powers of arrest by the police, custodial torture and death, denial of bail, etc., the course particularly focuses on investigation, arrest, bail and principles of fair trial. The provision relating to plea bargaining has been included to critically examine its operation under the criminal law which may be oppressive unless all the stakeholders are equally positioned. The primary objectives of this course are to familiarize the students with the crucial aspects relating to investigation and trial of offences (like initiation of criminal cases, powers and duties of police

during investigation of offences, stages of criminal trial, functions, duties, and powers of criminal courts) and to sensitize the students about critical issues in administration of criminal justice (like protection of human rights of accused, victims, principles of fair trial)

 Sushant University <small>Erstwhile Ansal University Gurugram</small>		School of Law Detailed Teaching Plan	
Course Code: TDC22LW01		Course Title: Criminal Justice Administration	
Academic Year: 2021-22	Term: II	Core/Elective: Elective	Credits: 2
Course Designed by: Dr. Kirti Dahiya e-mail: kirtidahiya@sushantuniversity.edu.in		Course Instructor: Dr. Kirti Dahiya e-mail: kirtidahiya@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 13	

1. Course Description

Corporate law is a vast area which covers rules relating to setting up of a company, the requirement for holding meetings, appointment of various personnel, shares and debentures, mergers and acquisitions, etc. The last two years have been difficult for everyone and corporates and business community is no exception to it. The aim of this course is to make the students give a basic idea of what is corporate law and at the same time analyze the critical and emerging issues in corporate law. These critical and emerging issues will give a fair idea to the students as to what is going on in the corporate scenario and can try and find out the reasons and solutions for these issues.

Employability-level: Foundation Skill

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

2. Course Objectives

The broad objectives of this course are to

- Introduce the students to the basics of criminal law



- Highlight the important issues in criminal law
- Discuss the issues pertaining to investigation and trial in criminal law
- Analyze the case studies in context of these issues

3. Course Learning Outcomes

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

CO1: Identify the stages in investigation and procedure of trial in criminal cases

CO2: Explain the powers, functions, and duties of police and criminal courts

CO3: Basic understanding of provisions of Code of Criminal Procedure and Part III of the Indian Constitution

CO4: Analyze the case studies with reference to these issues

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 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1.	Basics of Criminal Law	Discussion	1. https://iuristebi.files.wordpress.com/2011/07/introduction-to-criminal-law.pdf 2. http://www.mcrhrd.gov.in/93fc/week5/IPC.pdf
2.	Functionaries of Criminal Justice administration	Discussion	1. https://lawtimesjournal.in/functionaries-under-crpc-and-their-powers/

			2. https://www.legalbites.in/role-of-different-functionaries-under-the-code/
3.	Reporting of Crime	Discussion	https://factly.in/india-needs-crime-reporting-reform/
4.	Arrest Process and Rights of Arrestee	Discussion	1. https://blog.ipleaders.in/arrest-of-a-person/#:~:text=A according%20to%20Section%2044(1, commit%20the%20accused%20to%20custody. 2. https://www.legal-serviceindia.com/legal/article-1747-arrest-and-rights-of-arrested-person.html
5.	Investigation by Police	Discussion	https://blog.ipleaders.in/procedure-of-investigation-under-crpc/
6.	Bail	Discussion	https://districts.ecourts.gov.in/sites/default/files/6-Bail%20Anticipatory%20Bails%20-%20Sri%20M%20Sreenu.pdf
7.	Initiation of Proceedings before the Magistrate	Discussion	https://blog.ipleaders.in/commencement-proceedings-magistrates/
8.	Kinds of Trial	Discussion	http://www.patnalawcollege.ac.in/notice/82016-trail.pdf



9.	Plea Bargaining in India	Discussion	http://ijtr.nic.in/PLEA%20BARGAINING.pdf
10.	Appellate and Revision Process	Discussion	https://blog.ipleaders.in/appeal-reference-and-revision-under-crpc/
11.	Victims of Crime	Discussion	http://www.sascv.org/ijcjs/pdfs/DubeVol13Issue2IJCJS.pdf
12.	Witness Protection	Discussion	https://blog.ipleaders.in/witness-protection-scheme-india/#:~:text=The%20Witness%20Protection%20Scheme%2C%202018%20has%20been%20approved%20by%20the.State%20to%20implement%20it%20effectively.
13.	Case studies	Assignment	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
30	25		5	60
END SEMESTER EXAMINATION (40)				
Theory (40)				



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.

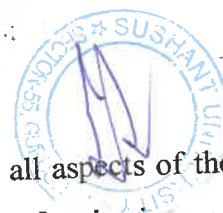
Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity is that a student's submitted work, examinations, reports, and projects must be that student's own work for individual assignments, and the group's own work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



TDCC

Course Code: TDC22LW02

Course Title: Emerging Issues in Corporate Law

About the Faculty:

Name: Ms. Arushi M. Mehta
Designation: Assistant Professor
School: School of Law
Office room no.: Room No. 8
Extn:

An alumina of National Law University, Kolkata, Arushi M. Mehta is a passionate and dedicated academician with a pleasing personality. Her effective communication and interpersonal skills make it easy to work with her in a team. She also heads the Moot Court Committee of School of Law. Ms. Arushi has completed her B.A. LL.B. (H) from Vivekananda Institute of Professional Studies (affiliated to I.P University) in 2012 and her LLM (Corporate and Commercial Laws) from WBNUJS in 2014. She has qualified UGC NET (Law) in July 2016. She is pursuing her PhD from IP University in the area of corporate law. She has over 4 years teaching and industry experience.


Concept Note:

Corporate law is a study of the legal and external affairs matters of a company, mergers and acquisitions, how the shareholders, stakeholders, consumers and other parties are involved and interact with each other.

2020 and most of 2021 have been difficult years for business globally and India is no exception. Covid-19 pandemic has had a huge impact on the Indian corporate and commercial world. The government has tried its level best to give relief to the corporates but still due to lockdowns and travel restrictions parties have not been able to perform their contractual obligations and time-critical deals have been adversely affected.

The objective of this course is to analyze certain emerging and critical issues in corporate law to have a better understanding of the corporate and commercial world in India.



 Sushant University <small>Erstwhile Ansai University Gurugram</small>		School of Law Detailed Teaching Plan	
Course Code: TDC22LW02		Course Title: Emerging Issues in Corporate Law	
Academic Year: 2021-22		Term: II	Core/Elective: Elective
Course Designed by: Ms. Arushi M. Mehta		Course Instructor: Ms. Arushi M. Mehta	
e-mail: arushimehta@sushantuniversity.edu.in		e-mail: arushimehta@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 13	

1. Course Description

Corporate law is a vast area which covers rules relating to setting up of a company, the requirement for holding meetings, appointment of various personnel, shares and debentures, mergers and acquisitions, etc. The last two years have been difficult for everyone and corporates and business community is no exception to it. The aim of this course is to make the students give a basic idea of what is corporate law and at the same time analyze the critical and emerging issues in corporate law. These critical and emerging issues will give a fair idea to the students as to what is going on in the corporate scenario and can try and find out the reasons and solutions for these issues.

Employability-level: Foundation Skill

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

2. Course Objectives

The broad objectives of this course are to

- Introduce the students to the basics of corporate law
- Highlight the important issues in corporate law
- Discuss these issues in detail specially with reference to the impact of the pandemic
- Analyze the case studies in context of these issues



3. Course Learning Outcomes

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

CO1: Understand what is corporate law exactly

CO2: Identify the emerging issues in corporate law

CO3: Discuss the relevance of these issues in light of the pandemic

CO4: Analyze the case studies with reference to these issues

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 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1.	Basics of Corporate Law	Discussion	Books: 1. Taxman's Master Guide to Companies Act 2013 2. Avtar Singh, Company Law
2.	Basics of Corporate Law	Discussion	Books: 1. Taxman's Master Guide to Companies Act 2013 2. Avtar Singh, Company Law
3.	Corporate Governance	Discussion	https://blog.ipleaders.in/emerging-trends-corporate-

			<u>governance/</u>
4.	Corporate social responsibility	Discussion	https://csr.gov.in/ https://thecsrjournal.in/
5.	Mergers and Acquisitions	Discussion	https://tradebrains.in/biggest-mergers-acquisition-india/ https://www.nishithdesai.com/fileadmin/user_upload/pdfs/Research%20Papers/Mergers+Acquisitions+in+India.pdf http://www.mca.gov.in/MinistryV2/mergers+and+acquisitions.html
6.	Mergers and Acquisitions	Assignment	
7.	Insolvency and Bankruptcy Code	Discussion	https://www.prsindia.org/theprsblog/insolvency-and-bankruptcy-code-all-you-need-know
8.	Insolvency and Bankruptcy Code	Assignment	
9.	Insider Trading	Discussion	https://blog.ipleaders.in/how-to-comply-with-insider-trading-regulations/ https://www.livemint.com/market/stock-market-news/how-india-cracks-down-on-insider-trading-11580199120367.html https://corporate.cyrilmarchandblogs.com/2

			020/08/recent-amendments-to-the-insider-trading-regime/#more-4001
10.	NPA's	Discussion	Articles will be shared later with the students
11.	E-Commerce	Discussion	Articles will be shared later with the students
12.	Start Up culture in India	Activity/Assignment	
13.	Case studies	Assignment	

6. Course Assessment

Course Assessment Components for a TDCC

A TDCC 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.

MID SEMESTER EVALUATION (60)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
30	25		5	60
END SEMESTER EXAMINATION (40)				
Theory (40)				

7. Course Conduct Policy

A. Academic Honesty

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

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

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B. Students with Disability/ Different-Ability

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- **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.



TDCC

Course Code: TDC22HS01

Course Title: Intellectual Property Rights

About the faculty:

Name : Saurabh Saraswat

Designation : Assistant Professor

School : Department of Pharmacy, School of Health Science

Office room no. : D-513

Extn: N/A

Faculty profile:

Mr. Saurabh Saraswat did his B.Pharm. from Gautam Buddh Technical University (Lucknow) & M.Pharm. from Mahamaya Technical University (Lucknow). He is a registered faculty of Pharmacy under the Pharmacy Act 1948 in UP State Pharmacy Council (Lucknow). He has more than 9 years of experience in Academics and Research. He has received grant of INR 4.5 lacs from Ministry of MSME, Govt. of India and awarded with Certificate 'B' under the authority of Ministry of Defense, Govt. of India & certificate from Nagrik Suraksha Sangathan, District Magistrate-Mathura. He has published more than 10 Review and Research articles in reputed Journals and attended National & International Conferences, Seminars, Workshops and FDPs. He has guided Research Projects for Bachelors and Masters in the field of Novel Drug Delivery Systems, Herbal Formulations, Nutraceuticals and Cosmetics.

Concept Note:

Intellectual Property can be defined as inventions of the mind, innovations, literary and artistic work, symbols, names and images used in commerce. Intellectual Property Rights encourage the creativity of the human mind for the benefit of all and to ensure that the benefits arising from exploiting a creation benefit the creator.

IPR empowers individuals, enterprises, or other entities to exclude others from the use of their creations. Intellectual Property empowers individuals, enterprises, or other entities to exclude others from the use of their creations without their consent.

At a glance, IPR Creates & Supports High-Paying Jobs and IPR propels Economic Growth as well as Competitiveness

The control of IP and IPR is a multi-disciplinary challenge and calls for many special capabilities and strategies that want to be aligned with countrywide legal guidelines and worldwide treaties and practices. It is no longer absolutely driven from the national point of view.

Leading speedy technology, globalization and fierce competition to guard towards infringement of innovations with the assist of IPRs including patents, trademarks, carrier marks, commercial design registrations, copyrights and trade secrets and techniques. But there's nonetheless a contravention of highbrow assets rights. The authorities are likewise taking measures to forestall them.

Course Code: TDC22HS01	Course Title : Intellectual Property Rights		
Academic Year: 2021-22	Term :	Core/Elective: Elective	Credits: 2
Course Designed by: Saurabh Saraswat e-mail: saurabhsaraswat@sushantuniversity.edu.in		Course Instructor: Saurabh Saraswat e-mail: saurabhsaraswat@sushantuniversity.edu.in	
Course Pre-requisites: None		No. of sessions: 30	

1. Course Description

This course intends to provide a broad view of the content and structure of the institution of IPR along with its history and evolution. Particularly, the course will comprise the aspects of intellectual property rights, various technical and legal horizon of IPR, and implications of IPR for intellectual growth and development along with its socio-economic and ethico-legal consequences of IPR on global economy. Several case studies will be undertaken in the context of India.

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 comprehensive knowledge to the students regarding the principles and concepts of IPR.
- Inculcate learning of procedure of granting of various IPR along with infringement.
- Assess a new idea and the rationale for its protection.

3. Course Learning Outcomes

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

- CO1:** Identify different types of Intellectual Properties (IPs) and scope of protection
CO2: Recognize the crucial role of IP in organizations of different industrial sectors
CO3: Explain the rights of inventor/owner of the idea
CO4: Explain why something is or is not entitled to intellectual property protection

4. Course Pedagogy

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



5. Course Contents and Schedule

- i) Introduction and Scope of IPR
- ii) Kinds of Intellectual Property Rights
- iii) Advantages and Disadvantages of IPR
- iv) Patents
- v) Trademarks
- vi) Copyrights
- vii) Geographical Indications
- viii) Industrial Designs
- ix) Trade Secrets
- x) Enforcement of IPRs

Weblinks/ ebooks/ articles/ magazines pages or course material

1. Cell for IPR Promotion and Management (<http://cipam.gov.in/>)
2. World Intellectual Property Organisation (<https://www.wipo.int/about-ip/en/>)
3. Office of the Controller General of Patents, Designs & Trademarks (<http://www.ipindia.nic.in/>)

The class would meet weekly 3 hrs (1L+2P).

Week. No.	Session Topic / Sub-topic Description/ Overview of Course Structure and its Significance	Activity/ Assignment	Required Readings/ Browsing/ Watching/ Course Outline
1 & 2	Introduction and Scope of IPR	Activity/Assignment	Notes & PPT
3 & 4	Patents	Activity/Assignment	Notes, PPT & Browsing
5	Trademarks	Activity/Assignment	Notes, PPT & Browsing
6	Copyrights	Activity/Assignment	Notes, PPT & Browsing
7	Geographical Indications	Activity/Assignment	Notes, PPT & Browsing
8	Industrial Designs	Activity/Assignment	Notes, PPT & Browsing
9	Trade Secrets	Activity/Assignment	Notes, PPT & Browsing
10	Enforcement of IPRs	Activity/Assignment	Notes, PPT & Browsing

6. Course Assessment

Course Assessment Components for a TDCC



A TDCC 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.

MID SEMESTER EVALUATION (60) – Theory (35 Marks) + Lab (25 Marks)

Theory (25)				
Mid Semester Examination	Quiz(s)/ (s)/Assignment	Presentation	Attendance	Total
15	15		5	35
Lab (15)				
Mid Semester Examination	Lab / practical performed & Lab report		Total	
15	10		25	
END SEMESTER EXAMINATION (40)				
Theory (25)			Lab (15)	

7. Course Conduct Policy

A. Academic Honesty

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

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

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

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

B. Students with Disability/ Different-Ability



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

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

