



Criteria 2.6. Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes (Program and Course outcomes), graduate attributes, which are integrated into the assessment process and widely published through the website and other documents, and the attainment of the same is evaluated by the institution

School of Design

Sushant University

Process of Defining PEOs, POs, PSOs, and COs at the School of Design

Introduction

The process of defining Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) at the **School of Design** ensures alignment with the school's vision, mission, academic benchmarks, industry relevance, and stakeholder engagement. This structured approach fosters the development of skilled design professionals across disciplines such as Interior Design, Interior Architecture, Fashion Design, Communication Design, Product Design, and User Experience Design. The collaborative process empowers students to thrive in creative industries by combining conceptual knowledge, technical proficiency, sustainability awareness, and ethical practices to address global and local design challenges.

1. Vision and Mission

Vision: To emerge as a global center of excellence in Design education, innovation, research, and sustainable development. We aim to produce highly skilled, socially responsible, and industry-ready professionals who contribute meaningfully to the advancement of society and the growth of technology.

Mission:

- To provide a transformative design education that integrates global standards, cutting-edge technologies, & hands-on learning.
- To cultivate ethical, sustainable, and user-centric design practices.
- To foster collaboration with industry, academia, and communities for impactful design solutions.
- To prepare students for leadership roles in the dynamic and evolving fields of design.

2. Steps to Define PEOs, POs, PSOs, and COs

A. Understanding the Curriculum Framework

- **Review Accreditation Standards:** Follow guidelines from UGC, COA, AICTE, and relevant design accreditation bodies.



- **Engage Stakeholders:** Consult faculty, students, alumni, employers, and industry experts.
- **Competency Development:** Balance creative exploration with technical and practical design skills.

B. Developing Program Educational Objectives (PEOs)

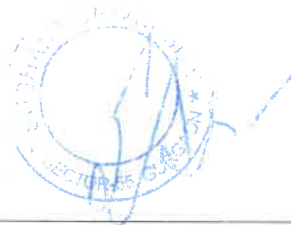
- **Stakeholder Feedback:** Incorporated insights from academia and industry to define competencies.
- **Alignment with Vision and Mission:** Ensured goals reflect design needs and institutional ethos.

C. Defining Program Outcomes (POs)

- **Core Competencies:** Communication, problem-solving, interdisciplinary integration, sustainability, and design thinking.
- **Bloom's Taxonomy:** Outcomes defined at cognitive, affective, and psychomotor levels.

D. Identifying Program Specific Outcomes (PSOs)

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



E. Creating Course Outcomes (COs)

- **Analyze Course Content:** Define what students should achieve in each subject.
- **Measurable Learning Objectives:** Use action verbs like "create," "analyze," and "prototype."
- **Align with POs and PSOs:** Ensure coherence across all outcome levels.
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3. Assessment and Continuous Improvement

Assessment Methods:

- Portfolio reviews, juries, studio projects, and internships.
- Participation in design competitions and exhibitions.
- Real-world collaborations with industry and communities.

Feedback Loops:

- Curriculum updates based on feedback from alumni, industry mentors, and students.

Quality Assurance:

- Internal Quality Assurance Cell (IQAC) ensures academic rigor and global relevance.

This process ensures that the School of Design delivers dynamic, industry-relevant education, producing skilled and ethical design professionals ready to meet global standards.



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Steps Followed During Curriculum Development at the School of Design

Assessment

- Engaged stakeholders across academia, industry, and alumni networks.
- Studied market trends in design, sustainability, and technology.
- Identified gaps to prepare students for emerging creative careers.

Define Program Goals and Outcomes

- Established vision and mission statements aligned with global design standards.
- Emphasized attributes like critical thinking, visual storytelling, cultural sensitivity, and entrepreneurship.

Regulatory Compliance

- Ensured adherence to COA, UGC, and international design education norms.

Curriculum Design

- Offered a balanced curriculum with foundation, core, electives, and capstone projects.

Core Areas: Design Studio, Visual Communication, Material Studies, Sustainable Design.

Electives: Design for Social Impact, AR/VR in Design, Creative Coding, Fashion Forecasting.

Experiential Learning: Field visits, design sprints, internships, and workshops.

- Defined credit loads and studio contact hours as per academic norms.

Integration of Modern Trends

- Embedded topics like AI in design, biomimicry, universal design, and digital fabrication.
- Encouraged interdisciplinary collaborations across architecture, technology, and business.



Pedagogical Strategy

- **Innovative Teaching:** Studio-based learning, flipped classrooms, live projects.
- **Experiential Learning:** Design-build studios, social impact projects, industry partnerships.

Assessment Framework

- **Formative Assessments:** Peer critiques, assignments, and reflections.
- **Summative Assessments:** Final juries, presentations, and research documentation.
- **Skill Evaluations:** Portfolio reviews, exhibition setups, and practical tests.

Feedback Mechanism

- Regular feedback from mentors, industry reviewers, and design educators.
- Curriculum refined annually based on trends and academic audits.

Approval Process

- Final curriculum vetted by Board of Studies and Academic Council.

Implementation

- Rollout with academic calendar, mentoring programs, and learning resources.
- Faculty training sessions to align with pedagogical innovations.

Continuous Review and Revision

- Curriculum reviewed biennially through feedback and benchmarking exercises.
- Integration of new technologies, tools, and market requirements.

This systematic and comprehensive approach ensures that the curriculum remains dynamic, relevant, and aligned with the needs of students, design industry and society.

