

NEP and Learning Outcome-based Curriculum Framework (LOCF)

For

**Undergraduate Programme
Bachelor of Design**

(To be effective from the Academic Session 2023-24)



**Department of Management, Gurugram University,
Gurugram**

(A State Govt. University Established Under Haryana Act 17 Of 2017)

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1. Background

Bachelor of Design

This is an undergraduate 4-year programme in Design and Creative Arts Studies which is delivered in a full-time mode with compulsory internship placement. The special emphasis is on 5 **MAJORS**, as outlined below:

- **Communication, Media & Advertising**
- **Experience Design & Curation**
- **Fashion & Creative Industries**
- **Environments & Space Design**
- **Visual Arts & Culture**

Apart from the Majors mentioned above, students will choose **MINORS** that align with their career objectives and professional orientation. The list of Minors will reflect career opportunities that exist in the industry from time to time and will be amenable to change on a year-on-year basis. Over and above the Minors, a series of **ELECTIVES** will be offered every semester that helps students broaden their knowledge base and allow them to explore areas of interest to them. The Electives will be offered by industry professionals or in collaboration with other institutions.

The learning system / methodology will be **project-based**.

On successful completion of the full 4 Year program, students will be eligible to receive a **Bachelor of Design** degree, with the post-nominals **B.A.** with a mention of their chosen **Major**.

On successful completion of the first 2 years of the program, students will be eligible to receive a **Diploma in Interdisciplinary Design Studies**.

On successful completion of the first year of the program, students will be eligible to receive a **Certificate in Interdisciplinary Design Studies**.

The curriculum in Bachelor of Arts is carefully structured to allow the student an effective transition to graduate level study and ensure full preparation to enter professional life through periodic internships and a project-based learning approach. The course builds on the students' individual interests and the skills that they already possess, using them as the basis for the introduction to the study of Design. The School of Design and Creative Arts excels in innovative teaching within the subject area and aims to be challenging with how courses are delivered and assessed. A range of teaching and assessment techniques are used in the classroom and via the institute's electronic resources. We also use our excellent network of employer and industry contacts to ensure a rich and varied learning experience and to ensure the best possible career opportunities for our students.

The goal of the program is to enable students to become creative entrepreneurial leaders and managers who can meaningfully contribute to the profession of Design while keeping a view on the macro challenges that the future holds. Students learn the difference between leadership and management and the relationship between the two in the creative industries. Students will be given the option to exit at the end of the 1st year with a Certificate in Interdisciplinary Design Studies, enabling them to get an introductory foothold in design and creative arts professions and at the end of 2nd year with a Diploma in Interdisciplinary Design Studies, with the capabilities to be employed in entry-level skills-focused positions in the industry. Upon completion of the 4-Year programme, students will graduate in their chosen Major with capabilities to be employed in leadership and strategy-focused positions in the industry.

From the beginning of the course one learns how to be a creative professional, exploring the key issues and building a foundation for a career in the industry. A focus on management skills combined with 'operational skills' that are critical in the Indian context becomes the key

differentiator in the programme. Students thus get exposure to operational skills in a step-up approach throughout the programme.

Internship opportunities starting from the first year itself, provides students the much needed 'on the job experience' that is critical for success in the profession. This also allows learners to identify areas of interest to them and work ahead on those.

An approach that combines Majors (Specialisations) with Minors (Career Orientation) along with Electives (Knowledge Base) ensures that students get the opportunity to chart their own learning journey within a multi-disciplinary and flexible environment.

From a pedagogical perspective, the program is responsive to industry needs. It delivers on the core themes emerging from the process of industry consultation, but also has a broader sense of relevance across other industries, thus reflecting the need for a graduate that can integrate creativity with interdisciplinarity, innovation and entrepreneurship.

The curriculum has evolved after immense research in the changing needs of the industry and the need for creative professionals who can function as powerhouses of creativity blended with business thinking. The implementation of the program positions our institution as a leading player in the delivery of leadership and strategy in higher education.

The changing nature of creative industries has seen an increasing need for the curriculum to be dynamic and constantly evolving; design can no longer be seen as an isolated discipline, hence the need for creative enterprise. The skills required to operate in this industry are broad, and practitioners will require collaboration with colleagues and companies to build on their knowledge to be successful.

2. Programme Outcomes

On completing the Bachelor of Design Programme, the students shall be able to realize following programme outcomes:

PO	Description
PO-1	Knowledge- Possess a coherent breadth and depth in design and discipline-specific knowledge and understanding.
PO-2	Skill - Possess essential skills of design to the extent that they can be applied in varying contexts through a process of determination and appropriation.
PO-3	Cognition and critical thinking- Demonstrate critical thinking and problem-solving skills, as well as critical independent thought and a capacity for lifelong learning
PO-4	Communication- Possess the ability to effectively communicate thoughts and ideas, to develop and present arguments, and to persuade and advocate a position.
PO-5	Design, design business, marketing and management- Demonstrate the ability to apply creative and innovative solutions to personal and professional design practice, and academic and professional situations.
PO-6	Collaboration- Be able to work collaboratively and collegially in groups and teams to identify solutions and implement practical outcomes.
PO-7	Professional integrity and self-awareness- Demonstrate awareness of, and a facility for, the application of professional design practice, including design, design business, marketing and management research skills, ethical conduct, personal reflection, and respect for the knowledge, culture, and values of others.
PO-8	Environmental and social awareness - Demonstrate commitment towards sustainable practices, environment, ecology and social responsibility through integration and application of such practices in academic and professional outcomes.

3. Programme Specific Outcomes

On completing the Bachelor of Design Programme, the students shall be able to realize following outcomes:

PSO	Description
PSO-1	Apply knowledge and skills with initiative and informed judgment in research, design and management, planning, problem solving, innovation, and decision-making processes.
PSO-2	Communicate knowledge, skills, and ideas with clarity and coherence to develop and influence collaborative and cooperative relationships with core stakeholders.
PSO-3	Apply technical, innovation, and creative skills to manage core design / creative business operations and mitigate risks through critical and innovative thinking and informed judgment in accordance with ethical and professional design management and business practices.
PSO-4	Apply broad, coherent and integrated knowledge of design, design business, marketing and management theory and practice in a design / creative entity.
PSO-5	Apply broad contextual understanding of situations from socio-economic and politico-cultural contexts into design / creative practice.
PSO-6	Apply and demonstrate understanding of environment, sustainability and social concerns and their integration into design / creative practice.

4. Graduate Attributes

1. Graduates of the Bachelor of Design will possess comprehensive **knowledge and skills** through completion of at least one **Major** in a specific discipline; at this point in time, denoted as one of the creative practices namely:
 - a. **Communication, Media & Advertising**
 - b. **Experience Design & Curation**
 - c. **Fashion & Creative Industries**
 - d. **Environments & Space Design**
 - e. **Visual Arts & Culture**
2. Graduates will also possess the necessary knowledge and skills in a set of domains that are aligned with their career goals through the completion of at least two **Minors** across parallel fields of their interest, at this point in time, denoted as the following:
 - a. **Creative Arts (including performing arts)**
 - b. **Culture & Entertainment**
 - c. **Marketing**
 - d. **Sustainability & Environment**
 - e. **Luxury Business Management**
 - f. **Events & Public Engagement**
 - g. **Architectural Design & Built Environment**
 - h. **Project Design & Management**
 - i. **Business Studies & Entrepreneurship**
 - j. **Service Design**
 - k. **Technology & Creativity**
 - l. **Systems Design**
 - m. **Sociology & Linguistics**
 - n. **Cultural Industries**
 - o. **Art & Creative Practice**
3. Graduates will also have explored and experienced a large number of choice-based **Electives** during their academic programme that give them the breadth of knowledge that is required for professional competence in creative industries.
4. Specializations offered within the degree (referred to in all documentation as a program) ensure that Bachelor of Art (Design) graduates have a trans-disciplinary perspective in design as a broad discipline, and breadth of offerings offer graduates new ways of thinking in areas distinct from their major.
5. Through learning experience such as site visits, field trips, courses taught by world renowned faculty (academics) and industry-based practitioners, participation in classes with 'live' projects and design briefs, and advanced technologies, students will gain depth and breadth of design knowledge. Graduates of the Bachelor of Art (Design) will have the skills to enter the workforce directly, or to open their own practice as design professionals.
6. Exposure to a range of disciplines within the Bachelor of Design will ensure students are able to critically reflect upon, and examine different types of knowledge, skills and application in design. They can adapt to a rapidly changing environment and are equipped to use new technologies.

7. Bachelor of Design graduates will be characterized by their creative, flexible and trans-disciplinary knowledge and skills, and the application of such through art and design practice. Graduates will possess strong written, oral and graphical communication techniques, and will develop practical skills and apply these to problem-solving in 21st century design contexts.
8. Bachelor of Design graduates will be exposed to working independently and collaboratively; they will be adept at finding information for themselves through research and experimental activities; and to use a wide range of technological applications.
9. Throughout the Bachelor of Design, a strong sense of professional ethics, intellectual integrity and social responsibility will be instilled in students. Graduates will be aware of their responsibilities to shape and manage their professional environments in an ethical, globally minded and sustainable way.
10. In addition to the above, graduates of the Bachelor of Design programme are expected to possess the following in a balanced way and apply the same based on requirements:
 - a. Disciplinary Knowledge
 - b. Creative and Critical Thinking
 - c. Reflective Thinking
 - d. Problem Solving
 - e. Analytical Reasoning
 - f. Communication Skills
 - g. Research Skills
 - h. Life Skills
 - i. Multicultural Competence
 - j. Moral and Ethical Values
 - k. Life-long Learning
 - l. Global Competence
11. Graduates are also expected to be thought leaders in their respective fields of practice and incorporate aspects of sustainability, responsible production and consumption as well as other SDGs as outlined in the UN-SDG charter.

5. Qualification descriptors

The undergraduate programme in Art and Design is divided into three Levels corresponding to NHEQF with exit options at the end of each Level. The following exit options are available to a student based on successfully completing each level:

1. **Undergraduate Certificate in Interdisciplinary Design Studies** at the end of 1 year / 2 semesters of studies, corresponding to Level 5 of the NHEQF.
2. **Undergraduate Diploma in Interdisciplinary Design Studies** at the end of 2 years / 4 semesters of studies, corresponding to Level 6 of the NHEQF.
3. **Bachelor of Design (Honors)** at the end of 4 years / 8 semesters of studies, corresponding to Level 8 of NHEQF.

The qualification descriptors for each of the above levels is given herewith:

1. **Undergraduate Certificate in Interdisciplinary Design Studies**

Element of the descriptor	level descriptors relating to undergraduate certificate
Knowledge and understanding	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none">• Basic knowledge of facts, concepts, principles, theories, and processes in broad interdisciplinary learning contexts within the field Design and Creative Arts.• Fair understanding of the linkages between different aspects of creative subjects and their application in varying contexts.• Be receptive to the acquisition of knowledge required for performing skilled tasks within an interdisciplinary context, in the field of design and creative arts.
Skills required to perform and accomplish tasks	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none">• An introductory range of cognitive and technical skills required for accomplishing assigned tasks relating to design and creative arts.• Basic cognitive skills required to identify, analyze and synthesize information from a range of sources.• Foundational cognitive and technical skills required for selecting and using relevant methods, tools, and materials to assess the appropriateness of approaches to solving problems as well as creating viable solutions in the context of design and arts.
Application of knowledge and skills	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none">• Apply the acquired operational or technical and theoretical knowledge, and a range of cognitive and practical skills to select and use basic methods, tools, materials, and information to generate solutions to specific problems related to design and creative arts.• Resolve basic technical complexity in the creation and execution of tangible products and services.
Generic learning outcomes	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none">• Listen carefully, read texts related to design, creative arts and culture as well as business and technology analytically and present information in a clear and concise manner to different groups/audiences.

	<ul style="list-style-type: none"> Express thoughts and ideas effectively in writing and orally and present the results/findings of the experiments carried out in a clear and concise manner to different groups.
	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> Meet one's own learning needs relating to the chosen fields of learning. Pursue self-directed and self-managed learning to upgrade knowledge and skills required for higher level of education and training.
	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> Gather and interpret relevant quantitative and qualitative data to identify problems and critically evaluate principles and theories associated with design and creative arts as well as various allied fields.
	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> Make judgment and make decisions, based on analysis of data and evidence, for formulating responses to issues/problems associated with their learning, requiring the exercise of some personal responsibility for action and outputs/outcomes.
Constitutional, humanistic, ethical, and moral values	<p>The graduates should be able to demonstrate the willingness to:</p> <ul style="list-style-type: none"> Practice constitutional, humanistic, ethical, and moral values in one's life, and practice these values in real-life situations. Put forward convincing arguments to respond to the ethical and moral issues in the professional world.
Employment- ready skills, and entrepreneurship skills and mindset	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> Knowledge and a basket of essential skills, required to perform effectively in a basic, entry level job in the field of design and creative arts. Ability to exercise responsibility for the completion of assigned tasks and for the outputs of own work, and to take some responsibility for group work and output as a member of the group.
Credit requirements	<p>The successful completion of the first year (two semesters) of the undergraduate programme of 44 credit-hours followed by an exit 10-credit bridge course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.</p>
Entry requirements	<p>Certificate obtained after successful completion of Grade 12 or equivalent state of education.</p> <p>Admission to the first year of the undergraduate programme will be open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations. Admission will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue an undergraduate programme of study.</p>

2. Undergraduate Diploma in Interdisciplinary Design Studies

Element of the descriptor	level descriptors relating to Undergraduate Diploma
Knowledge and understanding	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • Theoretical and technical knowledge in broad multidisciplinary contexts within the field of design and creative arts. • Deeper knowledge and understanding of one of the Majors (if desired by the student) and its underlying principles and theories. • Procedural knowledge required for performing skilled or paraprofessional tasks associated with different areas of design and creative arts. • Good understanding of the linkages between different aspects of creative subjects and their application in varying contexts.
Skills required to perform and accomplish tasks	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • A comprehensive range of cognitive and technical skills required for accomplishing assigned tasks relating to design and creative arts. • Advanced cognitive skills required to identify, analyze and synthesize information from a range of sources, including technically advanced fields in the area of design and creative arts. • Advanced cognitive and technical skills required for selecting and using relevant methods, tools, and materials to assess the appropriateness of approaches to solving problems as well as creating viable solutions in the context of design .
Application of knowledge and skills	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Apply the acquired operational or technical and theoretical knowledge, and a range of cognitive and practical skills to select and use basic methods, tools, materials, and information to generate solutions to specific problems related to design and creative arts. • Resolve deeper technical and conceptual complexities in the creation and execution of tangible products and services.
Generic learning outcomes	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Listen carefully, read texts related to design, creative arts and culture as well as business and technology analytically and present information in a clear and concise manner to different groups/audiences. • Express thoughts and ideas effectively in writing and orally and present the results/findings of the experiments carried out in a clear and concise manner to different groups.
	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Meet one's own learning needs relating to the chosen fields of learning. • Pursue self-directed and self-managed learning to upgrade knowledge and skills required for higher level of education and training.

	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Gather and interpret relevant quantitative and qualitative data to identify problems and critically evaluate principles and theories associated with design and creative arts as well as various allied fields.
	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Make judgment and make decisions, based on analysis of data and evidence, for formulating responses to issues/problems associated with their learning, requiring the exercise of some personal responsibility for action and outputs/outcomes.
Constitutional, humanistic, ethical, and moral values	<p>The graduates should be able to demonstrate the willingness to:</p> <ul style="list-style-type: none"> • Practice constitutional, humanistic, ethical, and moral values in one's life, and practice these values in real-life situations. • Put forward convincing arguments to respond to the ethical and moral issues in the professional world.
Employment- ready skills, and entrepreneurship skills and mindset	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • Knowledge and a basket of essential skills, required to perform effectively in a basic, entry level job in the field of design and creative arts. • Ability to exercise responsibility for the completion of assigned tasks and for the outputs of own work, and to take some responsibility for group work and output as a member of the group.
Credit requirements	<ul style="list-style-type: none"> • The successful completion of the first two years (four semesters) of the undergraduate programme of 88 credit-hours followed by an exit 10-credit NSQF compliant skill-based course(s) lasting two months, including at least 6-credit job-specific internship/apprenticeship that would help the graduates acquire job-ready competencies required to enter the workforce.
Entry requirements	<ul style="list-style-type: none"> • Continuation of study or lateral entry in the second year of the undergraduate programme will be possible for those who have met the entrance requirements, including specified levels of attainment, specified in the programme regulations. The continuation of study will be based on the valuation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning and/or professional portfolio of work) of the applicant's ability to pursue an undergraduate programme of study. Lateral entry into the programme of study at NHEQF level 6 will be based on the validation of prior learning outcomes achieved, including those achieved outside of formal learning or through learning and training in the workplace or in the community, through continuing professional development activities, or through independent/self-directed learning activities.

3. Bachelor of Design

Element of the descriptor	level descriptors relating to Bachelor of Design
Knowledge and understanding	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • Comprehensive knowledge about a specialized field of enquiry, with depth in one Major of study with the support of Minors and Electives within a broad multidisciplinary / interdisciplinary context. • A deep and coherent understanding of the established methods and techniques of research and enquiry applicable to the combination of chosen learning areas. • Theoretical and technical knowledge in broad multidisciplinary contexts within the field of design and creative arts. • Comprehensive knowledge and understanding of one of the Majors and its underlying principles and theories. • Procedural knowledge required for performing skilled or paraprofessional tasks associated with different areas of design and creative arts. • Comprehensive understanding of the linkages between different aspects of creative subjects and their application in varying contexts.
Skills required to perform and accomplish tasks	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • A comprehensive range of cognitive and technical skills required for accomplishing assigned tasks relating to design and creative arts. • Advanced cognitive skills required to identify, analyze and synthesize information from a range of sources, including technically advanced fields in the area of design and creative arts. • Cognitive and technical skills required to evaluate complex ideas and undertake research and investigations to generate solutions to real-life problems. • Generate solutions to complex problems independently, requiring the exercise of full personal judgment, responsibility, and accountability for the output of the initiatives taken as a practitioner.
Application of knowledge and skills	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Apply the acquired advanced technical and/or theoretical knowledge, and a range of cognitive and practical skills to analyze the quantitative and qualitative data gathered drawing on a wide range of sources for identifying problems and issues relating to the chosen fields of learning comprising Major and Minor subjects. • Apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.
Generic learning outcomes	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Listen carefully, read texts related to design, creative arts and culture as well as business and technology analytically and

	<p>present complex information in a clear and concise manner to different groups / audiences.</p> <ul style="list-style-type: none"> Communicate technical information and explanations, and the findings / results of the research studies relating to specialized fields of learning. Present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues in the field of design and creative arts.
	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> Meet one's own learning needs relating to the chosen fields of learning. Pursue self-directed and self-managed learning to upgrade knowledge and skills required for higher level of education and training.
	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> Gather and interpret relevant quantitative and qualitative data to identify problems and critically evaluate principles and theories associated with design and creative arts as well as various allied fields.
	<p>The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> Make judgment and make decisions, based on analysis of data and evidence, for formulating responses to issues/problems associated with their learning, requiring the exercise of some personal responsibility for action and outputs/outcomes.
	<p>The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> A keen sense of observation, enquiry, and capability for asking relevant / appropriate questions. The ability to problematize, synthesize and articulate issues and design appropriate plans for action.
	<p>The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> The ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inference based on the analysis and interpretation of data, and predict cause-and-effect relationships. The ability to plan, execute and report the results of an experiment or investigation. The ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in own research work.
	<ul style="list-style-type: none"> Exercise judgment based on evaluation of evidence from a range of sources to generate solutions to complex problems, including real-life problems in the field of design and creative arts requiring the exercise of full personal responsibility and accountability for the initiatives undertaken and the outputs/outcomes of own work as well as of the group as a team member.

Constitutional, humanistic, ethical, and moral values	<p>The graduates should be able to demonstrate the willingness to:</p> <ul style="list-style-type: none"> • Practice constitutional, humanistic, ethical, and moral values in one's life, and practice these values in real-life situations. • Adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice. • Put forward convincing arguments to respond to the ethical and moral issues in the professional world. • Participate in actions to address environmental and sustainable development issues. • Follow ethical practices in all aspects of research and development, including avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Employment- ready skills, and entrepreneurship skills and mindset	<p>The graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • Comprehensive knowledge and skills required to perform effectively in a relatively advanced level job in the field of design and creative arts. • Ability to exercise responsibility for the completion of assigned tasks and for the outputs of own work, and to take leadership responsibilities for group work and output as a member of the group. • Managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for output of own work as well as for the outputs of the group as a member of the group/team.
Credit requirements	<ul style="list-style-type: none"> • The successful completion of the four year (eight semesters) of the undergraduate programme of 176 credit-hours with 44 credits at level 5, 44 credits at level 6 and a combined 88 credits at the end of level 8 (including 44 credits at level 7) on the NHEQF.
Entry requirements	<ul style="list-style-type: none"> • Continuation of undergraduate programme leading to bachelor's degree in design will be possible for those who have met the entrance requirements, including specified levels of attainment, specified in the programme regulations. The continuation of study will be based on the valuation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning and/or professional portfolio of work) of the applicant's ability to pursue an undergraduate programme of study. Lateral entry into the programme of study at NHEQF level 7 will be based on the validation of prior learning outcomes achieved, including those achieved outside of formal learning or through learning and training in the workplace or in the community, through continuing professional development activities, or through independent/self-directed learning activities. A student who has successfully completed level 6 of the NHEQF will be eligible for entry to the final two years of the four year Bachelor's in Design degree.

6. Scheme of Programme

Semester 1

Course Code	Course Title	Course ID	L	T	P	Credits	TI	TE	PE	PI	Total
Discipline Specific Course(s)											
DDSC101	Design Visualization & Execution I		2	0	4	4	NA	NA	70	30	100
DDSC102	Design & Environment		2	0	4	4	NA	NA	70	30	100
DDSC103	Interdisciplinary Design Study I		2	0	4	4	NA	NA	70	30	100
Multidisciplinary Course											
DMDC104	Environment & Disaster Management		3	0	0	3	30	70	NA	NA	100
Vocational Course											
DVOC105	Expression & Communication		2	0	4	4	NA	NA	70	30	100
Ability Enhancement Course(s)											
DAEC106	Campus to Corporate Level 1		1	0	2	2	30	70	35	15	150
Skill Enhancement Course(s)											
DSEC107	Introduction to Marketing		3	0	0	3	30	70	NA	NA	100
Value Addition Course(s)											
DVAC108	EFSET Score 6 - Level 1 (BL)		1	0	2	2	0	NA	NA	50	50
Total Credits			16	0	20	26	90	210	315	185	800

Semester 2

Course Code	Course Title	Course ID	L	T	P	Credits	TI	TE	PE	PI	Total
Discipline Specific Course(s)											
DDSC201	Design Visualization & Execution II		2	0	4	4	NA	NA	70	30	100
DDSC202	Interdisciplinary Design Exploration II		2	0	4	4	NA	NA	70	30	100
Multidisciplinary Course											
DMDC203	Storytelling		2	0	4	4	NA	NA	70	30	100
Vocational Course											
DVOC204	Finance Basics(BL)		4	0	0	4	30	70	NA	NA	100
Ability Enhancement Course(s)											
DAEC205	Campus to Corporate - Level 2		2	0	0	2	30	70	NA	NA	100
DAEC206	Introduction to Digital Marketing		2	0	0	2	NA	NA	70	30	100
Skill Enhancement Course(s)											
DSEC207	Portfolio Development -		2	0	2	3	NA	NA	70	30	100
Value Addition Course(s)											
DVAC208	EFSET Score 6 - Level 2 (BL)		1	0	2	2	00	NA		50	50
Total Credits			17	0	16	25	60	140	350	200	750

EXIT OPTION UPON SUCCESSFUL COMPLETION OF 2 SEMESTERS

STUDENTS SECURING 51 CREDITS INCLUDING 4 CREDITS OF SUMMER INTERNSHIP WILL BE AWARDED UG CERTIFICATE IN INTERDISCIPLINARY DESIGN STUDIES.

Semester 3

Course Code	Course Title	Course ID	L	T	P	Credits	TI	TE	PE	PI	Total
Discipline Specific Course(s)											
DDSC301	Integrated Design		2	0	4	4	NA	NA	70	30	100
DDSC302	Portfolio Preparation & Presentation		1	1	4	4	NA	NA	70	30	100
Vocational Course											
DVOC303	Skill Based Art Project -I / Skill Based Design Project -I		1	0	6	4	NA	NA	70	30	100
Multidisciplinary Course											
DMDC304	Interdisciplinary Design Exploration III		2	0	2	3	NA	NA	70	30	100
Ability Enhancement Course(s)											
DAEC305	Foreign Language (Level A) / Basic Coding		1	0	2	2	30	70	NA	NA	100
Skill Enhancement Course(s)											
DSEC306	Study Tour (National)		0	0	6	3	NA	NA	30	70	100
Internship/Apprenticeship/project/ Community Outreach											
DINT307	SWE-I / Project/Training/Internship		0	0	6	3	NA	NA	70	30	100
Value Addition Course(s)											
DVAC307	Study Tour (National)		0	0	4	2	NA	NA	70	30	100
Total Credits			7	1	34	25	30	70	420	180	700

Semester 4

Course Code	Course Title	Course ID	L	T	P	Credits	TI	TE	PE	PI	Total
Discipline Specific Course(s)											
DDSC401	Personal Project I – Discovery		1	0	6	4	NA	NA	70	30	100
DDSC402	Cultural Dimensions & Sensitivity in Art and Design -I		3	0	2	4	NA	NA	70	30	100
DDSC403	Work-Study Project - I		1	0	6	4	NA	NA	70	30	100
DDSC404	Interdisciplinary Design Project		2	0	4	4	NA	NA	70	30	100
Ability Enhancement Course											
DAEC405	Critical Thinking		1	0	2	2	50	50	NA	NA	100
Vocational Course											
DVOC406	Applied Research & Exploration		2	0	4	4	NA	NA	70	30	100
Value Addition Course											
DVAC407	Design Research (BL)		2	0	0	2	30	70	NA	NA	100
Total Credits			12	0	24	24	80	120	350	150	700

EXIT OPTION UPON SUCCESSFUL COMPLETION OF 4 SEMESTERS STUDENTS SECURING 100 CREDITS INCLUDING 4 CREDITS OF SUMMER INTERNSHIP WILL BE AWARDED UG DIPLOMA IN INTERDISCIPLINARY DESIGN STUDIES.

Semester 5

Course Code	Course Title	Course ID	L	T	P	Credits	TI	TE	PE	PI	Total
Discipline Specific Course(s)											
DDSC501	Personal Project II – Concern		1	0	6	4	NA	NA	70	30	100
DDSC502	Cultural Dimensions & Sensitivity in Art & Design - II		3	0	2	4	NA	NA	70	30	100
DDSC503	Complex Design Problem - I		2	0	4	4	NA	NA	70	30	100
DDSC504	Industry Project -I		2	0	4	4	NA	NA	70	30	100
Vocational Course											
DVOC505	Skill Based Art Project -II /Skill Based Design Project - II		1	0	6	4	NA	NA	70	30	100
Internship/Apprenticeship/project/ Community Outreach											
DINT506 Project/Training/Internship	SWE-III / Internship III		0	0	8	4	NA	NA	70	30	100
Total Credits			9	0	30	24			420	180	600

Semester 6

Course Code	Course Title	Course ID	L	T	P	Credits	TI	TE	PE	PI	Total
Discipline Specific Course(s)											
DDSC601	Personal Project III - Change		2	0	4	4	NA	NA	70	30	100
DDSC602	Community Oriented Design Project		2	0	4	4	NA	NA	70	30	100
DDSC603	Leadership & Business Strategies		4	0	0	4	NA	NA	70	30	100
DDSC604	Industry Project II		1	0	6	4	NA	NA	70	30	100
Vocational Course											
DVOC605	Environment & Sustainable Business		2	0	4	4	40	60	NA	NA	100
Skill Enhancement Course(s)/ Internship/Apprenticeship/project/ Community Outreach											
DSEC606 Project/Training/Internship	Study Tour (International)		0	0	4	2	NA	NA	70	30	100
Total Credits			11	0	22	22	40	60	350	150	600

Semester 7

Course Code	Course Title	Course ID	L	T	P	Credits	TI	TE	PE	PI	Total
Discipline Specific Course											
DDSC701	Complex Design Problem II		2	0	4	4	NA	NA	70	30	100
DDSC702	DSE III Portfolio & Professional Identity		1	0	6	4	NA	NA	70	30	100
DDSC703	DSE IV Professional Practice		1	0	6	4	NA	NA	70	30	100
DDSC704	Industry Project III		1	0	6	4	NA	NA	70	30	100
DDSC705	Dissertation		1	0	6	4	NA	NA	70	30	100
Vocational Course											
DVOC706	Skill Based Art Project - III / Skill Based Design Project - III		2	0	4	4	NA	NA	70	30	100
Total Credits			8	0	32	24			420	180	600

Semester 8 (4 Year UG Hon.)

Course Code	Course Title	Course ID	L	T	P	Credits	TI	TE	PE	PI	Total
Discipline Specific Course (s)											
DDSC801	Graduation Project – I Thesis		2	0	4	4	NA	NA	70	30	100
DDSC802	Graduation Project – II Exhibition		2	0	4	4	NA	NA	70	30	100
DDSC803	Graduation Project – III Enterprise / Brand		1	0	6	4	NA	NA	70	30	100
DDSC804	Graduation Project - IV Competition / Awards Entry		0	0	8	4	NA	NA	70	30	100
Internship											
DINT805	Final Internship		0	0	8	4	NA	NA	70	30	100
Vocational Course											
DVOC806	Self-expression Project		0	0	8	4	NA	NA	70	30	100
Total Credits			5	0	38	24			420	180	600

Semester 8 (4 Year UG Hon. with Research)

Course Code	Course Title	Course ID	L	T	P	Credits	TI	TE	PE	PI	Total
Discipline Specific Course(s)											
DDSC801	Graduation Project – I Thesis		2	0	4	4	NA	NA	70	30	100
DDSC804	Graduation Project - IV Competition / Awards Entry		0	0	8	4	NA	NA	70	30	100
Vocational Course											
DVOC806	Self-expression Project		0	0	8	4	NA	NA	70	30	100
Research Project											
DSEC807	Creativity / Art / Design / Culture - Research Project		4	0	16	12	NA	NA	70	30	100
Total Credits			6	0	36	24			280	120	500

EXIT WITH BACHELOR OF ARTS DEGREE IN CHOSEN MAJOR AND MINORS UPON SUCCESSFUL COMPLETION OF 8 SEMESTER.

7. Details of Courses

Sem	Discipline Specific Courses (DSC)		Minor Courses (MIC including Vocational Courses[VOC])		Multidisciplinary Courses (MDC)		Ability Enhancement Courses (AEC)		Skill Enhancement Courses (SEC) Community Outreach		Value Addition Courses (VAC)		Internship		Research Project/ Dissertation		Total Credit
	No. of Courses	Total Credit	No. of Courses	Total Credit	No. of Courses	Total Credit	No. of Courses	Total Credit	No. of Courses	Total Credit	No. of Courses	Total Credit	No. of Courses	Total Credit	No. of Courses	Total Credit	
I	3	12	1	4	1	3	1	2	1	3	1	2					26
II	2	8	1	4	1	4	2	4	1	3	1	2					25
III	2	8	1	4	1	3	1	2	1	3	1	2	1	3			25
IV	4	16	1	4			1	2			1	2					24
V	4	16	1	4									1	4			24
VI	4	16	1	4					1	2							22
VII	5	20	1	4													24
VIII	4	16	1	4									1	4			24
VIII	2	8	1	4											1	12	24
Total Credits																	206
Total Credit	Discipline Specific Courses (DSC)	112	Minor Courses (MIC including Vocational Course)	32	Multidisciplinary Courses (MDC)	10	Ability Enhancement Courses (AEC)	10	Skill Enhancement Courses Community Outreach	11	Value Addition Courses (VAC)	8	Internship	11	Research Project/ Dissertation (for honors with research)	12	194
% age	DSC	58	MIC(VOC)	16	MDC	5	AEC	5	SEC	6	VAC	4	INT	6	RES		

*9 (20%) are identified for blended learning mode.

Total Courses

55

8. Learning Outcome Index

Semester	PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
	Course No.						
1	DDSC101	YES	YES	YES			
	DDSC102	YES	YES		YES	YES	
	DDSC103		YES	YES			
	DMDC104	YES	YES	YES	YES		YES
	DVOC105			YES	YES		
	DAEC106		YES	YES			
	DSEC107						
	DVAC108		YES				
2	DDSC201	YES	YES	YES	YES	YES	
	DDSC202	YES	YES	YES			
	DMDC203	YES	YES	YES	YES		YES
	DVOC204		YES		YES		
	DAEC205	YES		YES	YES		
	DAEC206	YES		YES	YES		
	DSEC207		YES	YES		YES	
	DVAC208					YES	YES
3	DDSC301	YES		YES		YES	
	DDSC302		YES	YES			
	DVOC303	YES	YES	YES	YES		YES
	DMDC304	YES			YES	YES	
	DAEC305	YES		YES	YES		
	DINT306	YES	YES			YES	
	DVAC307			YES		YES	YES
4	DDSC401	YES	YES	YES		YES	YES
	DDSC402	YES	YES	YES	YES	YES	YES
	DDSC403	YES	YES	YES	YES	YES	YES

	DDSC404	YES		YES	YES	YES	
	DAEC405	YES		YES	YES		
	DVOC406	YES		YES	YES		
	DVAC407	YES	YES		YES		YES
5	DDSC501	YES	YES	YES	YES	YES	YES
	DDSC502	YES	YES	YES	YES	YES	YES
	DDSC503	YES		YES	YES		
	DDSC504	YES		YES	YES	YES	
	DVOC505	YES	YES			YES	
	DINT506			YES	YES		YES
6	DDSC601	YES	YES	YES	YES	YES	YES
	DDSC602	YES	YES	YES		YES	YES
	DDSC603	YES	YES		YES	YES	
	DDSC604	YES		YES	YES		
	DVOC605	YES		YES		YES	YES
	DSEC606	YES		YES	YES		
7	DDSC701	YES	YES	YES	YES	YES	YES
	DDSC702	YES	YES	YES	YES	YES	YES
	DDSC703	YES	YES	YES	YES	YES	YES
	DDSC704	YES	YES	YES	YES	YES	YES
	DDSC705	YES	YES	YES	YES	YES	YES
	DVOC706	YES		YES	YES		
8 (i)	DDSC801	YES	YES	YES	YES	YES	YES
	DDSC802	YES	YES	YES	YES	YES	YES
	DDSC803	YES	YES	YES	YES	YES	YES
	DDSC804	YES	YES	YES	YES	YES	YES
	DINT805	YES	YES	YES	YES	YES	YES
	DVOC806	YES	YES			YES	YES
8 (ii)	DDSC801	YES	YES	YES	YES	YES	YES

	DDSC804	YES	YES	YES	YES	YES	YES
	DVOC806	YES	YES			YES	YES
	DSEC807	YES	YES	YES	YES	YES	YES

9. Syllabus

SEMESTER 1

SUBJECT: DESIGN VISUALISATION & EXECUTION – I

Subject Code: **DDSC101**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
2	0	4	4	NA	NA	70	30	3 Hours

Type of Course: Discipline Specific Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
√					

Introduction to the Course:

Design is a process of identifying opportunities in the world around us and evolving solutions through a systematic and tangible methodology. A large part of design output consists of visualizing such solutions through various representative media and methods. Such media and methods could be in 2D or 3D and both physical and virtual forms. This course aims to lay the foundation for visualizing scenarios and briefs around such opportunities and encourages students to develop their own language of visualization as well as methods for execution.

Course Outcome: - After completing the course students would be able to:

CO1: Demonstrate a basic understanding of the design visualization process through exploration and interpretation of forms and methods.

CO2: Demonstrate a basic ability to translate ideas into visible outcomes.

CO3: Demonstrate command over different media, materials and techniques and the ability to use or combine them towards desired results.

CO4: Demonstrate the ability to work in teams and proactively resolve conceptual and technical issues arising from the visualization and execution process.

Detailed Syllabus:

Unit 1: Evolution – Introduction to different aspects of generation and organization of ideas around thematic schemes through group activity and research. Learning to observe, record and compile trigger points for “inspiration” and idea generation.

Unit 2: Interpretation – Understanding the importance of “interpretation” as a tool for analysis of form and content across themes and visual inferences. Introduction to tools, techniques and methods for interpretation, in a structured and systematic manner.

Unit 3: Visualization – Develop an approach for individual and collective visualization through a process of interaction and exchange leading to a tangible conceptual outcome that can be taken forward for execution.

Unit 4: Execution – Learn how to plan and execute an idea through a step-by-step process that enables timely and effective completion while achieving the desired result and goal. Please note that all units are to be delivered in a sequential manner with multiple overlaps and loops in order for the learning to be an iterative process, mimicking the professional world of design and creative arts.

SUGGESTED READINGS:

1. Visual Thinking for Design – Colin Ware (Morgan Kaufman, 2008).
2. Observe, Collect, Draw – Giorgia Lupi, Stephanie Posavec (Princeton Architectural Press, 2015).
3. The Addictive Sketcher – Adebunji Alade (Search Press, 2020).
4. 365 Days of Art: A Creative Exercise for Every Day of the Year – Lorna Scobie (Hardie Grant, 2017).
5. Seen Unseen. 3D Visualization – Jorge Lopes (Rio Books, 2019).

Note: The duration of all the End Semester Examination / Jury shall be 3 Hours. All courses undertaken in the semester (including any theory / common courses for which written examinations may be conducted separately) should be presented during the ESE to a panel of examiners comprising at least two Internal Examiners and one External Examiner.

Instructions for External Examiner: The ESE Jury will be conducted based on evaluation rubrics that are shared at the time of the examination, including the student's Internal Assessment Feedback and Marks. ESE marks are to be calculated based on the following components:

Course Assessment Components	Marks/Weightage (%)
Adherence to project brief	30
Potential for industry / professional application / conversion	20
Student's attitude / confidence / clarity / presentation	20
Total Marks in ESE	70

Instructions for Internal Examiner: The internal assessment should be spread evenly throughout the semester and must include at least 3 independent components including a mid-term exam. Below are the suggested components for 60 marks. A teacher has a choice to change these components as per the need except the mid-term exam.

S No.	Course Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Class Participation(CP) And Individual Assessment	10
2	Assessment 2 : Mid Term Exam (MTE)	10
3	Assessment 3 : Case Analysis / Presentation (CAP)/ Group Project (GP) / Role Play / Live Projects/ Simulation / Worksheet Assessment	10
Practical Internal (PI) (1+2+3)		30 (30%)
Practical External (PE)		70 (70%)
Total Marks (PI+PE)		100

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	3	2	2	3	2	2
CO2	2	2	3	3	2	3	2	2
CO3	3	3	3	2	2	2	2	3
CO4	2	2	3	3	3	3	3	2
Average	2.25	2.5	3	2.5	2.25	2.75	2.25	2.25

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	2	3
CO2	3	3	3	2	2	3

CO3	3	3	3	3	2	3
CO4	3	3	3	3	3	3
Average	3	3	3	2.75	2.25	3

9. Course Outcomes and Mapping Matrix:

- Each Course of the IDS / B.Des Programme results in few Course/Learning Outcomes (COs) which are broadly mapped or associated with POs as well as PSOs.
- Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows.

Scale of Mapping between COs and POs & COs and PSOs

Scale 1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome.
Scale 2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome.
Scale 3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome.

SUBJECT: DESIGN & ENVIRONMENT

Subject Code: **DDSC102**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
2	0	4	4	NA	NA	70	30	3 Hours

Type of Course: Discipline Specific Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
√					

Introduction to the Course:

Design and Creative Arts practice is rooted in the context that the practitioner occupies. All design and art projects are an intersection of the past, present and future of the practitioner's own contextual situation with the needs and demands that the external/professional world demands. This course is aimed at introducing the student to the study of contexts and their meaning in terms of art and design practice. Through a project that explores real and imagined contexts, students will learn to appreciate subtleties of variables that connect different parts of the environment they are studying. The project aims to help students arrive at multiple touch points in locating their projects vis-à-vis one another, thereby leading to insight and understanding of their own views and locating themselves in the socio-cultural context as creative professionals.

Course Outcome: - After completing the course students would be able to:

CO1: Demonstrate ability to contextualize design problems through observation, research and documentation.

CO2: Understand and demonstrate the use of various research tools and techniques that inform the design development and creative visualization processes.

CO3: Contextualise research and present the same in a variety of ways that align with project objectives and content, leading to proposals for intervention and action.

CO4: Demonstrate the ability to work in teams and proactively resolve conceptual and technical issues arising from the visualization and execution process.

Detailed Syllabus:

Unit 1: Identification – Identifying creative intervention areas through a systematic approach that takes into account a holistic understanding of contexts. Students will be introduced to case studies in design and art that will form the basis for their own identification of contextual study areas from real and imagined environments.

Unit 2: Research – Learning to use various design research tools for recording and documentation of contexts from around the students' project environment and compiling

this into usable information. Appreciating the role of varied research approaches by sharing and presenting research findings through group presentations and discussions.

Unit 3: Contextualization – Learning the importance of “contextualization” through group exercises and assignments. Presenting identified problems through the lens of a creative interventionist and locate projects in a collaborative manner, while making the case for a holistic understanding of contexts across different projects within the class.

Unit 4: Recommendations & Execution – Present the project in a comprehensive, inclusive and actionable manner for execution through a chosen approach. Creating a representative execution plan that is visualised through a chosen medium based on the nature of the project.

Please note that all units are to be delivered in a sequential manner with multiple overlaps and loops in order for the learning to be an iterative process, mimicking the professional world of design and creative arts.

SUGGESTED READINGS:

1. Design & Environment: A Primer – H Kumar Vyas (NID, 2009)
2. DESIGN - The Indian Context – H Kumar Vyas (NID, 2000)
3. The Design of Everyday Things: Revised and Expanded Edition – Don Norman (Basic Books, 2014)
4. Design is Storytelling – Ellen Lupton (Copper Hewitt Museum, 2017)
5. Design Research: Methods and Perspectives – Brenda Laurel (MIT Press, 2003)
6. Universal Methods of Design – Bella Martin, Bruce Hanington (Rockport Publishers, 2017)
7. Design for Society – Nigel Whiteley (Reaktion Books, 1994)
8. Design for The Real World – Victor Papanek (Thames & Hudson, 2019)

Note: The duration of all the End Semester Examination / Jury shall be 3 Hours. All courses undertaken in the semester (including any theory / common courses for which written examinations may be conducted separately) should be presented during the ESE to a panel of examiners comprising at least two Internal Examiners and one External Examiner.

Instructions for External Examiner: The ESE Jury will be conducted based on evaluation rubrics that are shared at the time of the examination, including the student’s Internal Assessment Feedback and Marks. ESE marks are to be calculated based on the following components:

Course Assessment Components	Marks/Weightage (%)
Adherence to project brief	30
Potential for industry / professional application / conversion	20
Student’s attitude / confidence / clarity / presentation	20
Total Marks in ESE	70

Instructions for Internal Examiner: The internal assessment should be spread evenly throughout the semester and must include at least 3 independent components including a mid-term exam. Below are the suggested components for 60 marks. A teacher has a choice to change these components as per the need except the mid-term exam.

S No.	Course Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Class Participation(CP) And Individual Assessment	10
2	Assessment 2 : Mid Term Exam (MTE)	10
3	Assessment 3 : Case Analysis / Presentation (CAP)/ Group Project (GP) / Role Play / Live Projects/ Simulation / Worksheet Assessment	10
Practical Internal (PI) (1+2+3)		30 (30%)
Practical External (PE)		70 (70%)
Total Marks (PI+PE)		100

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	3	3	2	3	2	3
CO2	3	3	3	2	3	2	2	2
CO3	3	3	2	3	3	3	2	2
CO4	2	2	2	3	3	3	3	2
Average	2.5	2.5	2.5	2.75	2.75	2.75	2.25	2.25

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	2	3	2	3	3	3
Average	2.75	3	2.5	3	3	3

9. Course Outcomes and Mapping Matrix:

- Each Course of the IDS / B.Des Programme results in few Course/Learning Outcomes (COs) which are broadly mapped or associated with POs as well as PSOs.
- Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows.

Scale of Mapping between COs and POs & COs and PSOs

Scale 1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome.
Scale 2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome.
Scale 3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome.

SUBJECT: INTERDISCIPLINARY DESIGN STUDY I

Subject Code: **DDSC103**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
1	0	2	2	NA	NA	70	30	3 Hours

Type of Course: Discipline Specific Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
√					

Introduction to the Course:

The focus on interdisciplinarity for solving problems is increasingly becoming relevant in the design and creative arts industries. An attitude to teamwork and exchange of ideas is of utmost importance to not only understand problems but also to evolve solutions that may have meaningful and long-term impact. Working in teams, students with different interest areas will develop project briefs and learn how to work together for research, interpretation, analysis and conceptualisation of solutions across different domains, while learning to understand and appreciate interdisciplinarity as a core working methodology or ethos.

Course Outcome: - After completing the course students would be able to:

CO1: Learn to structure information in meaningful ways and analyse the same for insights by using appropriate research methods.

CO2: Learn to create comprehensive project briefs that are informed by data and insights that lead to the formulation of an effective strategic plan.

CO3: Demonstrate capabilities for effective teamwork and coordination between team members and resolve issues proactively and constructively.

CO4: Demonstrate the ability to cohesively express thoughts and ideas and frame them into tangible and meaningful output. Visualise or project the output into a project-based outcome that is replicable and scalable.

CO5: Demonstrate the ability to conceptualise, plan and execute a project from inception to conclusion and generate support for the same with various stakeholders.

Detailed Syllabus:

Unit 1: Formulation of project brief – Group discussions and interactive brainstorming sessions that lead to the development, shortlisting and selection of project brief. Supporting the project brief with data points and case studies, for fine tuning as well as pitching the brief to a panel of mentors. Revisiting the brief, if required.

Unit 2: Intensive data collection & analysis – Using design research methods and practices, an intensive data collection stage to be undertaken for validating the design brief and fine tuning it. Understanding of scientific methods and data analysis techniques for informing design decisions. Learning survey and sampling methods and their application in the design and creative development process.

Unit 3: Project formulation & visualization – Understanding and applying contemporary project formulation approaches towards visualizing the project and its intended outcomes. Learning contemporary tools and techniques employed in the industry for teamwork and project execution. Understanding timelines and strategies for effective implementation of a project. Developing the strategy for implementation of the project.

Unit 4: Industry feedback & recommendations – Negotiation with industry professionals for pitching, feedback and validation of the project. Learning to incorporate feedback in a structured manner and demonstrate improvements.

Unit 5: Project implementation – Demonstration of capacity to implement an interdisciplinary project in a tangible way and deliver result through teamwork, strategy, planning and execution skills. Documenting the project towards personal as well as institutional portfolio.

Please note that all units are to be delivered in a sequential manner with multiple overlaps and loops in order for the learning to be an iterative process, mimicking the professional world of design and creative arts.

SUGGESTED READINGS:

1. Interdisciplinary Design: New Lessons from Architecture and Engineering – Hanif Kara (Actar, 2014)
2. The Routledge Companion to Design Research – Paul A. Rodgers, Joyce Yee (Routledge, 2014)
3. Reimagining Design: Unlocking Strategic Innovation – Kevin G. Bethune (MIT Press, 2022)
4. Design Thinking For Strategic Innovation: What They Can't Teach You at Business or Design School – Idris Mootee (Adams Media, 2014)
5. Design Thinking: Business Innovation - Mauricio Vianna, Ysmar Vianna, Isabel K. Adler, Brenda Lucena, Beatriz Russo (MJV Press, 2012)

Note:- The duration of all the End Semester Examination / Jury shall be 3 Hours. All courses undertaken in the semester (including any theory / common courses for which written examinations may be conducted separately) should be presented during the ESE to a panel of examiners comprising at least two Internal Examiners and one External Examiner.

Instructions for External Examiner: The ESE Jury will be conducted based on evaluation rubrics that are shared at the time of the examination, including the student's Internal Assessment Feedback and Marks. ESE marks are to be calculated based on the following components:

Course Assessment Components	Marks/Weightage (%)
Adherence to project brief	30
Potential for industry / professional application / conversion	20
Student's attitude / confidence / clarity / presentation	20
Total Marks in ESE	70

Instructions for Internal Examiner: The internal assessment should be spread evenly throughout the semester and must include at least 3 independent components including a mid-term exam. Below are the suggested components for 60 marks. A teacher has a choice to change these components as per the need except the mid-term exam.

S No.	Course Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Class Participation(CP) And Individual Assessment	10
2	Assessment 2 : Mid Term Exam (MTE)	10
3	Assessment 3 : Case Analysis / Presentation (CAP)/ Group Project (GP) / Role Play / Live Projects/ Simulation / Worksheet Assessment	10
Practical Internal (PI) (1+2+3)		30 (30%)
Practical External (PE)		70 (70%)
Total Marks (PI+PE)		100

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	3	2	3	2	3
CO2	3	2	3	3	3	3	3	3
CO3	2	3	3	3	2	3	3	2
CO4	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3

Average	2.8	2.6	3	3	2.6	3	2.8	2.8
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Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Average	3	3	3	3	3	3

9. Course Outcomes and Mapping Matrix:

- Each Course of the IDS/B.Des Programmes results in few Course/Learning Outcomes (COs) which are broadly mapped or associated with POs as well as PSOs.
- Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows.

Scale of Mapping between COs and POs & COs and PSOs

Scale 1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome.
Scale 2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome.
Scale 3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome.

SUBJECT: ENVIRONMENT AND DISASTER MANAGEMENT

Subject Code: **DMDC104**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
3	0	0	3	70	30	NA	NA	3 Hours

Type of Course: Multi Disciplinary Course

Discipline Specific Course (DSC)	Minor (MIC) /Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
		√			

Introduction to the Course:

This course is focused on a quintessential aspect of human life - sustainability of our natural and cultural resources. The focus of this course will be on sharing knowledge and skills that learners can deploy in their personal and professional lives towards implementing sustainability practices. As the world faces challenges like climate change, epidemics, outbreaks and various natural/ man-made disasters, it is becoming critical that the young learners understand and commit themselves to follow sustainable practices.

Course Outcome: - After completing the course learners will be able to:

CO1: To recognize the significance and critical need to understand and implement sustainable practices in personal and professional life, demonstrate practical understanding of practices like up-cycle, re-cycle, reduce, reuse

CO2: Identify and implement simple practical solutions to reduce energy & water consumption, using technology to drive reduced paper use, manage wet/green waste such that it is recycled/ utilized, explore and deploy practices like composting, gray water use, drip irrigation and more.

CO3: Understand the range of disasters- man made or otherwise that one may have to respond to, appreciate the importance of advance planning as an approach to surviving potential disasters, list key steps to take when encountering disaster situations

Detailed Syllabus:

Unit-I

Theory - Define sustainability as per Brundtland commission's report, CSR (corporate social responsibility) and its role towards sustainability, Sustainability practice with a wide range of consumption elements- energy, water, food raw materials, paper usage etc, Documenting best practices for action in personal lives.

Unit-II

Theory - GRIHA audit and findings, Practical exposure to the organic farming process through visits to farms/ working with NGOs.

Unit-III

Theory - Definition and classification of disasters, Approaches towards managing disasters, Listing of practical steps to take pre and post disasters, Role of government in disaster management.

Unit-IV

Theory - Environment and Natural Resources - Multidisciplinary nature of environmental sciences, scope and importance, Need for public awareness; Land resources; land use change; Land degradation, soil erosion and desertification; Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations; Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state); Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

TEXT BOOK

- Daniel C. Esty and P.J. Simmons, The Green to Gold- Business Playbook, Wiley.
- Pamela J. Stewart and Andrew J. Strathern, Sustainability, Conservation, and Creativity: Ethnographic Learning from Small-scale Practices, Rutledge.
- Mrinalini Panday, Disaster Management, Wiley.

Final Assessment (FA)

Theory Internal Assessment (TI)	30%
Theory External Assessment (TE)	70%
Final Assessment (FA) = (TI)+(TE)	100%

Theory Internal (TI) will have the following components:

S. No.	Internal Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Continuous Assessment (CA)	10%
2	Assessment 2 : Mid Term Exam (MTE)	10%
3	Assessment 3 : Practical assessment (PA) Reflective Entries/ Case Analysis / Presentation/ Group Project/ Role Play/ Live Projects/ Simulation / Worksheet Assessment	10%
Internal Assessment (TI) = (CA) + (MTE) + (PA)		30%

Theory External

The **question paper pattern** for the end term examination will be **70 Marks**:

Section A	Ten (10) Questions. All compulsory. Question Type: Assessing Recall level of a learner	10*1=10 marks
Section B	Six (6) out of Eight (8) Questions. Question Type: Assessing Understanding level of a learner.	6*4= 24 marks

Section C	Three (3) out of Five (5) Questions Question Type: Assessing Application level of the learner.	3*7= 21 marks
Section D	One (1) Question. Compulsory Question Type: Assessing Analysis ability of the learner.	1*15=15 marks
Total Marks		70 marks

Note: - The duration of all the end term theory examinations shall be 3 hours.

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

SUBJECT: EXPRESSION & COMMUNICATION

Subject Code: **DVOC105**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
2	0	4	4	NA	NA	70	30	3 Hours

Type of Course: Vocational Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
	√				

Introduction to the Course:

Art and design practice requires practitioners to communicate effectively through media of their choice. This communication spans a large range starting from personal expression to professional presentations as well as projects. The span also includes visual, written, audio as well as performance-based communication and expression. Across various media and methods, creative professionals are in the process of constantly engaging with their audience and creating the necessary frameworks for exchange of information and communication. This course will consist of a project through which students will develop their own understanding of effective communication and expression. The course will culminate in either an individual or group project outcome that is executed and presented.

Course Outcome: - After completing the course students would be able to:

CO1: Creatively express their ideas and thoughts through a structured approach to communication.

CO2: Demonstrate and apply basic understanding of tools and techniques across different domains and industry sectors for effective communication.

CO3: Demonstrate basic understanding of communication strategies across different domains and the ability to formulate and apply them for specific purposes.

CO4: Demonstrate the ability to cohesively express thoughts and ideas and frame them into tangible and meaningful output. Visualise or project the output into a project-based outcome that is replicable and scalable.

Detailed Syllabus:

Unit 1: Forms of expression – Introduction to creative communication techniques as applied across various industries and domains. History of communication and expression across cultures and across timelines. Introduction to linguistics and semantics as an integral part of expression.

Unit 2: Communication theories & strategies – Understanding various theories of communication as applied to different domains such as art, fashion & lifestyle, design and

media as well as the strategies that underpin them. Use of data for evolving effective communication strategies in a chosen area through the project undertaken.

Unit 3: Communication & culture – Appreciating cultural differences in communication and the nuances of the same in multicultural trans-national contexts. Study of forms of expression across cultures and their influence in evolving expressions for contemporary use across media.

Unit 4: Industry & Communication – Exploring professional communication and expression in different industries and domains and their importance. Introduction to the meaning of expression and communication across different industries and how they can be interpreted.

Unit 5: Creative expression – Documenting and integrating the learning into an ongoing creative expression project that demonstrates the students' understanding of expression and communication.

Please note that all units are to be delivered in a sequential manner with multiple overlaps and loops in order for the learning to be an iterative process, mimicking the professional world of design and creative arts.

SUGGESTED READINGS:

- Rethinking the Forms of Visual Expression Robert Sowers (University of California Press, 1990)
- Performance Art: From Futurism To The Present – RoseLee Goldberg (Thames & Hudson, 2011)
- Acting One – Robert Cohen (McGraw Hill Higher Education, 2001)
- Self-expression – Mitchell S. Green (Oxford University Press, 2011)
- The Art of the Pitch: Persuasion and Presentation Skills that Win Business – Peter Coughter (Palgrave Macmillan, 2012)
- Confessions of a Public Speaker – Scott Berkun (Shroff/O'Reilly, 2009)

Note: The duration of all the End Semester Examination / Jury shall be 3 Hours. All courses undertaken in the semester (including any theory / common courses for which written examinations may be conducted separately) should be presented during the ESE to a panel of examiners comprising at least two Internal Examiners and one External Examiner.

Instructions for External Examiner: The ESE Jury will be conducted based on evaluation rubrics that are shared at the time of the examination, including the student's Internal Assessment Feedback and Marks. ESE marks are to be calculated based on the following components:

Course Assessment Components	Marks/Weightage (%)
Adherence to project brief	30
Potential for industry / professional application / conversion	20
Student's attitude / confidence / clarity / presentation	20

Total Marks in ESE	70
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Instructions for Internal Examiner: The internal assessment should be spread evenly throughout the semester and must include at least 3 independent components including a mid-term exam. Below are the suggested components for 60 marks. A teacher has a choice to change these components as per the need except the mid-term exam.

S No.	Course Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Class Participation(CP) And Individual Assessment	10
2	Assessment 2 : Mid Term Exam (MTE)	10
3	Assessment 3 : Case Analysis / Presentation (CAP)/ Group Project (GP) / Role Play / Live Projects/ Simulation / Worksheet Assessment	10
Practical Internal (PI) (1+2+3)		30 (30%)
Practical External (PE)		70 (70%)
Total Marks (PI+PE)		100

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	3	3	2	2	3	2
CO2	3	3	3	3	2	2	3	2
CO3	3	2	3	3	3	2	3	2
CO4	2	3	3	3	2	2	2	2
Average	2.5	2.75	3	3	2.25	2	2.75	2

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3

CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
Average	3	3	3	3	3	3

9. Course Outcomes and Mapping Matrix:

- Each Course of the IDS / B.Des Programmes results in few Course/Learning Outcomes (COs) which are broadly mapped or associated with POs as well as PSOs.
- Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows.

Scale of Mapping between COs and POs & COs and PSOs

Scale 1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome.
Scale 2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome.
Scale 3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome.

SUBJECT: CAMPUS TO CORPORATE - LEVEL 1

Subject Code: **DAEC106NA**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
2	0	0	2	70	30	35	15	2.5 Hours

Type of Course: Vocational Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
			√		

Introduction to the Course:

The course aims to develop well-rounded professionals who possess not only technical skills but also the personal qualities and interpersonal abilities that are essential for success in the industry. Learners should learn how to present themselves in a polished and professional manner, adhere to ethical standards, and maintain a positive attitude and work ethic.

Course Outcome: - After completing the course learners will be able to:

CO1: Recognize the components of professionalism and practice them in preparation of joining the workforce.

CO2: Express and apply the concept of effective communication (verbal & written) and begin to present themselves professionally.

CO3: Identify different personality styles and (collaboration) the application in Hospitality.

Detailed Syllabus:

Unit-I

Theory - Corporate etiquette- Introduction; handshake; giving a cardways; self Introduction, dining etiquettes and application to hotel management.

Practical – self Introduction video making, handshake practice sessions.

Unit-II

Theory - Corporate grooming essentials-Introduction to grooming; skincare; makeup and hair; corporate dressing; friday dressing; the magic of styling; basic body shapes; perception management - What is perception; unconscious biases; application to hotel management.

Practical – practice session grooming experts.

Unit-III

Theory- Basics of Communication- communication definition, kinds of communication – verbal, written and non verbal, mehrabian's study, barriers to communication, definition of verbal and non- communication and its components and application to hospitality management; 7C's of business communication, common types of written business communication

Practical- speaking sessions

Unit-IV

Theory- Presentation Skills- Introduction to presentation; analyse the purpose; content building; understanding the audience and environment; design the approach; execute the presentation and application of listening skills to hospitality management.

Practical- presentation practice sessions

TEXT BOOK

- Kumar, Sanjay.(2019), Communication Skills a Workbook: Oxford University Press

OTHER RECOMMENDED TEXTS

- Kumar, S. &Lata, P (2018) Communication Skills-A Workbook, Oxford University Press
- Devendra, A. (2015) Soft Skills for Hospitality, Oxford University Press
- Bolles, R. N. (2015). The 2008 what color is your parachute? - A Practical Manual for Job-Hunters and Career-Changers. Berkeley, Ten Speed Press.
- Mukherjee, H.S (2013) Business Communication Connecting at Work, Oxford University Press

Final Assessment (FA)

Theory Internal (TI)	30 Marks
Theory External (TE)	70 Marks
Practical Internal (PI)	15 Marks
Practical External (PE)	35 Marks
Final Assessment (FA) = (TI+TE+PI+PE)	150 Marks

Internal Assessment (IA)

The Internal Assessment **(IA)** will have the following components:

S. No.	Internal Assessment Components	Marks/Weightage
1	Assessment 1 : Mid Term Exam (TI)	30
2	Assessment 2 : Practical assessment (PI) Continuous Assessment/ Reflective Entries/ Case Analysis / Presentation/ Group Project/ Role Play / Live Projects/ Simulation / Worksheet Assessment/Report	15
Internal Assessment (IA) = (TI) + (PI)		45

External Assessment (EA)

The External Assessment (EA) will have the following components:

S. No.	External Assessments Components (EA)	Marks/Weightage (%)
1	End term theory exam (TE)	70
2	End term practical (PE)	35
External Assessment (EA) = (TE)+ (PE)		105

The question paper pattern for the end term examination will be **70 Marks**:

Section A	Ten (10) Questions. All compulsory. Question Type: Assessing Recall level of a learner	10*1=10 marks
Section B	Six (6) out of Eight (8) Questions. Question Type: Assessing Understanding level of a learner.	6*4= 24 marks
Section C	Three (3) out of Five (5) Questions Question Type: Assessing Application level of the learner.	3*7= 21 marks
Section D	One (1) Question. Compulsory Question Type: Assessing Analysis ability of the learner.	1*15=15 marks
Total Marks		70 marks

Note: - The duration of all the end term theory examinations shall be 3.0 hours.

Mapping Matrix of Course

9. Course Outcomes and Mapping Matrix:

- Each Course of the IDS / B.Des Programmes results in few Course/Learning Outcomes (COs) which are broadly mapped or associated with POs as well as PSOs.
- Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows.

Scale of Mapping between COs and POs & COs and PSOs

Scale 1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome.
Scale 2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome.

Scale 3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome.
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Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
Average	3	3	3	3	3	3

SUBJECT: INTRODUCTION TO MARKETING

Subject Code: **DSEC107**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
3	0	0	3	70	30	NA	NA	3 Hours

Type of Course: Skill Enhancement Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
				√	

Introduction to the Course:

To achieve business success requires constant review of marketing strategies and maintenance of marketing knowledge. Foundations of Marketing introduces the foundational concepts/frameworks in marketing and develops both strategic and short-term marketing and planning perspectives. Topics include the marketing environment, market segmentation, new product development and the marketing mix, as well as mix interactions, strategies, implementations and controls. This course develops communication and team processes which are valued attributes within marketing environments.

Course Outcome: - After completing the course learners will be able to:

CO1. Evaluate the key concepts and principles of marketing in an applied setting.

CO2. Critically evaluate the components of the marketing mix using marketing theory and frameworks.

CO3. Conduct a current Situation Analysis of a company/product/brand.

CO4. Create a written report suitable for a business audience.

Detailed Syllabus:

Unit-I

Theory - Introduction to marketing - definition, principles, issues and challenges; PESTEL and SWOT analysis - external and internal marketing environment, environmental scanning process; STP process - market segmentation, targeting and positioning, segmentation of consumer market, business market, targeting approaches and positioning strategies.

Unit-II

Theory - 7 Ps of Marketing - concept, terminologies, benefits, and process; product lifecycle - process, categories of adopters and their characteristics; branding - definition, types, policies, co-branding and brand extension; marketing communication - definition, elements, characteristics, advertising, theories and strategies.

Unit-III

Theory- Channel management - understanding, importance, functions, strategy and structure; Intermediaries - benefits, types and process; retailing - types, store presence; relationship between pricing and costs, sales revenue, investment cost; approaches - cost-oriented, demand-oriented, competitor-oriented, value-oriented and policies.

TEXT BOOK

- Kotler, P., Bowen, J., Makens, J.C. and Seyhmus B. (2017), Marketing for hospitality and tourism (7th edn), Pearson, England

OTHER RECOMMENDED TEXTS

- Brassington, F. and Pettitt, S. (2007), Essentials of Marketing (2nd edn), FT Prentice Hall, London
- Kotler, P. and Armstrong, G. (2010), Principles of Marketing (13th edn), McGraw Hill, New Delhi
- Baines, P., Fill, C., Page, K. and Sinha, P.K. (2013), Marketing, Oxford University Press, New Delhi
- Lamb, C.W., Hair, J.F., Sharma, D., and McDaniel, C. (2012), MKTG: A South Asian Perspective, Cengage Learning, New Delhi

Final Assessment (FA)

Theory Internal (TI)	30%
Theory External (TE)	70%
Final Assessment (FA) = (TI)+(TE)	100%

Theory Internal (TI) will have the following components:

S. No.	Internal Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Continuous Assessment (CA)	10%
2	Assessment 2 : Mid Term Exam (MTE)	10%
3	Assessment 3 : Practical assessment (PA) Reflective Entries/ Case Analysis / Presentation/ Group Project/ Role Play/ Live Projects/ Simulation / Worksheet Assessment	10%
TI= (CA)+(MTE)+(PA)		30%

Theory External

The **question paper pattern** for the end term examination will be **70 Marks**:

Section A	Ten (10) Questions. All compulsory. Question Type: Assessing Recall level of a learner	10*1=10 marks
Section B	Six (6) out of Eight (8) Questions. Question Type: Assessing Understanding level of a learner.	6*4= 24 marks
Section C	Three (3) out of Five (5) Questions Question Type: Assessing Application level of the learner.	3*7= 21 marks
Section D	One (1) Question. Compulsory Question Type: Assessing Analysis ability of the	1*15=15 marks

	learner.	
Total Marks		70 marks

Note: - The duration of all the end term theory examinations shall be 3 hours.

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

SUBJECT: EFSET SCORE 6 - LEVEL 1**Subject Code: DVAC108**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
2	0	0	2	NA	NA	NA	50	NA

Type of Course: Value Added Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
					√

Introduction to the Course:

The EF SET assessment evaluates the language proficiency of individuals in English. To pass the EF SET assessment, you need to have a good understanding of the English language and be able to communicate effectively in both written and spoken English. This course helps you prepare for the EF SET assessment and increase your score by increasing your English language proficiency. Consistent practice is key to improving your English language skills and passing the EF SET assessment.

Course Outcome: - After completing the course learners will be able to:

CO1: Strengthen vocabulary grammar and listening skills through consistent practice.

CO2: Increase English language reading fluency with consistent practice.

Detailed Syllabus:

Unit-I: Theory & Practical - Vocabulary/Grammar/Listening: vocabulary-building exercises, reading English literature, watching English-language movies and TV shows, grammar exercises, reading English texts, listening to English language podcasts, news, and music.

Unit-II: Theory & Practical - Reading: reading English books, newspapers, and online articles.

Practical Internal will have the following components:

S. No.	Internal Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Continuous Assessment (CA)	20%
2	Assessment 2 : Written Assessment (WA) Reflective Entries/ Case Analysis / Presentation/ Group Project/ Role Play / Live Projects/ Simulation / Worksheet Assessment	30%
Practical Internal= (CA) + (WA)		50%

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
Average	3	3	3	3	3	3

SEMESTER 2

SUBJECT: DESIGN VISUALIZATION & EXECUTION – II

Subject Code: **DDSC201**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
3	0	6	6	NA	NA	70	30	3 Hours

Type of Course: Discipline Specific Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
√					

Introduction to the Course:

Design is a process of identifying opportunities in the world around us and evolving solutions through a systematic and tangible methodology. A large part of design output consists of visualizing such solutions through various representative media and methods. Such media and methods could be in 2D or 3D and both physical and virtual forms. This course takes forward the inputs and learning attained in Semester I and aims to enable students to visualise and execute a complex project in a collaborative manner. The output will be interdisciplinary in nature and will cross the boundaries of art and design practice while integrating the different Majors into a single set of outputs. The course aims to introduce students to collaborative working and problem solving in visualising and executing projects of medium scale in design and creative arts domains.

Course Outcome: - After completing the course students would be able to:

CO1: Demonstrate an advanced understanding of the design visualization process through exploration and interpretation of forms, methods and associated technologies.

CO2: Demonstrate a basic ability to translate ideas into visible outcomes and their further translation into executable projects.

CO3: Demonstrate command over different media, materials and techniques and the ability to use or combine them towards desired and tangible, interactive results.

CO4: Explore interdisciplinary practice towards evolving output and demonstrate the ability to apply knowledge and skills across different domains.

CO5: Demonstrate the ability to work in teams and proactively resolve conceptual and technical issues arising from the visualization and execution process.

Detailed Syllabus:

Unit 1: Evolution of ideas and translation – Introduction to different aspects of generation and organization of ideas around thematic schemes through group activity and research. Learning to observe, record and compile trigger points for “inspiration” and idea generation. Translation of ideas into workable projects through an interactive and iterative process.

Unit 2: Interpretation – Understanding the importance of “interpretation” as a tool for analysis of form and content across themes and visual inferences. Introduction to tools, techniques and methods for interpretation, in a structured and systematic manner. Application of tools for translation for ideas to reality.

Unit 3: Visualization – Develop an approach for individual and collective visualization through a process of interaction and exchange leading to a tangible conceptual outcome that can be taken forward for execution.

Unit 4: Execution – Learn how to plan and execute an idea through a step-by-step process that enables timely and effective completion while achieving the desired result and goal, ultimately making for a comprehensive demonstration of the learning outcomes in a tangible manner.

Please note that all units are to be delivered in a sequential manner with multiple overlaps and loops in order for the learning to be an iterative process, mimicking the professional world of design and creative arts.

SUGGESTED READINGS:

- Generative Design: Visualize, Program, and Create with Processing - Harmut Bohnacker, Benedikt Gross, Julia Laub, Claudius Lazzeroni (Princeton Architectural Press, 2012).
- Installation Art in the New Millennium: The Empire of the Senses - Micheal Petry, Nicola Oxley, Nicolas de Oliveira (Thames & Hudson, 2004).
- Installation Art in Close-Up – William Malpas (Crescent Moon, 2020).
- Welding and Metal Fabrication – Larry Jeffus (Delmar Cengage Learning, 2011).
- The Complete Book of Woodworking: Step-by-step Guide to Essential Woodworking Skills, Techniques and Tips – Mark Johansen, Tom Carpenter (Landauer Publishing, 2001).

Note:- The duration of all the End Semester Examination / Jury shall be 3 Hours. All courses undertaken in the semester (including any theory / common courses for which written examinations may be conducted separately) should be presented during the ESE to a panel of examiners comprising at least two Internal Examiners and one External Examiner.

Instructions for External Examiner: The ESE Jury will be conducted based on evaluation rubrics that are shared at the time of the examination, including the student’s Internal Assessment Feedback and Marks. ESE marks are to be calculated based on the following components:

Course Assessment Components	Marks/Weightage (%)
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Adherence to project brief	30
Potential for industry / professional application / conversion	20
Student's attitude / confidence / clarity / presentation	20
Total Marks in ESE	70

Instructions for Internal Examiner: The internal assessment should be spread evenly throughout the semester and must include at least 3 independent components including a mid-term exam. Below are the suggested components for 60 marks. A teacher has a choice to change these components as per the need except the mid-term exam.

S No.	Course Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Class Participation(CP) And Individual Assessment	10
2	Assessment 2 : Mid Term Exam (MTE)	10
3	Assessment 3 : Case Analysis / Presentation (CAP)/ Group Project (GP) / Role Play / Live Projects/ Simulation / Worksheet Assessment	10
Practical Internal (PI) (1+2+3)		30 (30%)
Practical External (PE)		70 (70%)
Total Marks (PI+PE)		100

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	3	2	3
CO2	3	2	3	3	2	3	3	2
CO3	3	3	3	2	3	2	2	3
CO4	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3

Average	3	2.8	3	2.8	2.6	2.8	2.6	2.8
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Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	2	3
CO2	3	3	3	2	2	3
CO3	3	3	3	3	2	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Average	3	3	3	2.75	2.25	3

Course Outcomes and Mapping Matrix:

- Each Course of the IDS / B.Des Programme results in few Course/Learning Outcomes (COs) which are broadly mapped or associated with POs as well as PSOs.
- Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows.

Scale of Mapping between COs and POs & COs and PSOs

Scale 1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome.
Scale 2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome.
Scale 3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome.

SUBJECT: INTERDISCIPLINARY DESIGN EXPLORATION II

Subject Code: **DDSC202**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
2	0	4	4	NA	NA	70	30	3 Hours

Type of Course: Discipline Specific Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
√					

Introduction to the Course:

The focus on interdisciplinarity for solving problems is increasingly becoming relevant in the design and creative arts industries. An attitude to teamwork and exchange of ideas is of utmost importance to not only understand problems but also to evolve solutions that may have meaningful and long-term impact. Working in teams, students with different interest areas will develop project briefs and learn how to work together for research, interpretation, analysis and conceptualisation of solutions across different domains, while learning to understand and appreciate interdisciplinarity as a core working methodology or ethos. This project will take the learnings from Semester I and additionally increase the complexity levels in the projects chosen. The project will also be presented to industry professionals for feedback and validation.

Course Outcome: - After completing the course students would be able to:

CO1: Learn to structure information in meaningful ways and analyse the same for insights by using appropriate research methods.

CO2: Learn to create comprehensive project briefs that are informed by data and insights that lead to the formulation of an effective strategic plan.

CO3: Demonstrate capabilities for effective teamwork and coordination between team members and resolve issues proactively and constructively.

CO4: Demonstrate the ability to cohesively express thoughts and ideas and frame them into tangible and meaningful output. Visualise or project the output into a project-based outcome that is replicable and scalable.

CO5: Demonstrate the ability to conceptualize, plan and execute a project from inception to conclusion and generate support for the same with various stakeholders.

Detailed Syllabus:

Unit 1: Formulation of project brief – Group discussions and interactive brainstorming sessions that lead to the development, shortlisting and selection of project brief. Supporting the project brief with data points and case studies, for fine tuning as well as pitching the brief to a panel of mentors. Revisiting the brief, if required.

Unit 2: Intensive data collection & analysis – Using design research methods and practices, an intensive data collection stage to be undertaken for validating the design brief and fine tuning it. Understanding of scientific methods and data analysis techniques for informing design decisions. Learning survey and sampling methods and their application in the design and creative development process.

Unit 3: Project formulation & visualization – Understanding and applying contemporary project formulation approaches towards visualizing the project and its intended outcomes. Learning contemporary tools and techniques employed in the industry for teamwork and project execution. Understanding timelines and strategies for effective implementation of a project. Developing the strategy for implementation of the project.

Unit 4: Industry feedback & recommendations – Negotiation with industry professionals for pitching, feedback and validation of the project. Learning to incorporate feedback in a structured manner and demonstrate improvements.

Unit 5: Project implementation – Demonstration of capacity to implement an interdisciplinary project in a tangible way and deliver results through teamwork, strategy, planning and execution skills. Documenting the project towards personal as well as institutional portfolio.

Please note that all units are to be delivered in a sequential manner with multiple overlaps and loops in order for the learning to be an iterative process, mimicking the professional world of design and creative arts.

SUGGESTED READINGS:

- Interdisciplinary Design: New Lessons from Architecture and Engineering – Hanif Kara (Actar, 2014)
- The Routledge Companion to Design Research – Paul A. Rodgers, Joyce Yee (Routledge, 2014)
- Reimagining Design: Unlocking Strategic Innovation – Kevin G. Bethune (MIT Press, 2022)
- Design Thinking For Strategic Innovation: What They Can't Teach You at Business or Design School – Idris Mootee (Adams Media, 2014)
- Design Thinking: Business Innovation - Mauricio Vianna, Ysmar Vianna, Isabel K. Adler, Brenda Lucena, Beatriz Russo (MJV Press, 2012)

Note:- The duration of all the End Semester Examination / Jury shall be 3 Hours. All courses undertaken in the semester (including any theory / common courses for which written examinations may be conducted separately) should be presented during the ESE to a panel of examiners comprising at least two Internal Examiners and one External Examiner.

Instructions for External Examiner: The ESE Jury will be conducted based on evaluation rubrics that are shared at the time of the examination, including the student's Internal Assessment Feedback and Marks. ESE marks are to be calculated based on the following components:

Course Assessment Components	Marks/Weightage (%)
Adherence to project brief	30
Potential for industry / professional application / conversion	20
Student's attitude / confidence / clarity / presentation	20
Total Marks in ESE	70

Instructions for Internal Examiner: The internal assessment should be spread evenly throughout the semester and must include at least 3 independent components including a mid-term exam. Below are the suggested components for 60 marks. A teacher has a choice to change these components as per the need except the mid-term exam.

S No.	Course Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Class Participation(CP) And Individual Assessment	10
2	Assessment 2 : Mid Term Exam (MTE)	10
3	Assessment 3 : Case Analysis / Presentation (CAP)/ Group Project (GP) / Role Play / Live Projects/ Simulation / Worksheet Assessment	10
Practical Internal (PI) (1+2+3)		30 (30%)
Practical External (PE)		70 (70%)
Total Marks (PI+PE)		100

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	3	2	3	2	3
CO2	3	2	3	3	3	3	3	3
CO3	2	3	3	3	2	3	3	2
CO4	3	3	3	3	3	3	3	3

CO5	3	3	3	3	3	3	3	3
Average	2.8	2.6	3	3	2.6	3	2.8	2.8

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Average	3	3	3	3	3	3

Course Outcomes and Mapping Matrix:

- Each Course of the IDS / B.Des Programmes results in few Course/Learning Outcomes (COs) which are broadly mapped or associated with POs as well as PSOs.
- Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows.

Scale of Mapping between COs and POs & COs and PSOs

Scale 1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome.
Scale 2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome.
Scale 3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome.

SUBJECT: STORYTELLING

Subject Code: **DMDC203**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
2	0	4	4	NA	NA	70	30	3 Hours

Type of Course: Multi Disciplinary Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
		√			

Introduction to the Course:

Today's world is composed of narratives. With the proliferation of media, entertainment and cultural dissonance, narratives have become the means to communicate an idea effectively across different demographics as well as socio-cultural scenarios. Whether it is for commercial profit or for social impact, narratives have become an integral part of the lifecycle of products, services as well as systems. In order to conceptualize, develop and execute such projects, students have to learn how the narrative is structured and how to infuse it with enduring capabilities. Storytelling is an approach towards understanding the creation of a narrative. Through this course, students will be exposed to multiple aspects of storytelling and they will work on a project that demonstrates this learning while exploring various media and methods that align with their choice of Majors.

Course Outcome: - After completing the course students would be able to:

CO1: Learn to structure information in meaningful ways and express them through various media that produce narratives that can be applied to a targeted output.

CO2: Demonstrate the importance of storytelling in presenting a convincing idea / plan / strategy.

CO3: Learn tools and techniques of storytelling and explore the same through a medium of their choice in a comprehensive and convincing manner.

CO4: Demonstrate an understanding of the correlation between storytelling and its application in an industry and user-oriented direction, towards tangible outcomes.

Detailed Syllabus:

Unit 1: Elements of storytelling – Group discussions and interactive brainstorming sessions that lead to an understanding of storytelling in varying contexts, supported by case studies. Structuring stories in differing contexts and their validation for further process and acceptance through presentations and discussions.

Unit 2: Narrative development – In a selected area, students will develop narrative structures that explore stories through different media and expressions. Elements such as storyboarding, scripting and composition will be explored, along with explorations in

different media such as visual, sound, moving images as well as 3-dimensional output, through individual or group assignments.

Unit 3: Project formulation & visualization – Understanding and applying contemporary project formulation approaches towards visualizing the project and its intended outcomes. Learning contemporary tools and techniques employed in the industry for teamwork and project execution. Understanding timelines and strategies for effective implementation of a project. Developing the strategy for implementation of the project.

Unit 4: Project presentation & execution – Comprehensive plan for execution of the project in a hands-on manner through the application of appropriate tools and techniques in the chosen medium. The final execution to be undertaken on campus with industry interaction and feedback sessions leading to an understanding of refinement and incorporation of feedback.

Please note that all units are to be delivered in a sequential manner with multiple overlaps and loops in order for the learning to be an iterative process, mimicking the professional world of design and creative arts.

SUGGESTED READINGS:

1. The Storytelling Animal: How Stories Make Us Human - Jonathan Gottschall (Mariner Books, 2013)
2. The Storyteller's Secret: From TED Speakers to Business Legends, Why Some Ideas Catch On and Others Don't – Carmine Gallo (St Martin's Press, 2016)
3. The Anatomy of Story: 22 Steps to Becoming a Master Storyteller – John Truby (Farrar, Straus and Giroux, 2008)
4. Putting Stories to Work – Shawn Callahan (Pepperberg Press, 2016)
5. Indian Storytelling Traditions – Shwetha Prakash (Authorspress, 2016)
6. Stories At Work: Unlock the Secret to Business Storytelling – Indranil Chakraborty (Penguin Portfolio, 2018)

Note:- The duration of all the End Semester Examination / Jury shall be 3 Hours. All courses undertaken in the semester (including any theory / common courses for which written examinations may be conducted separately) should be presented during the ESE to a panel of examiners comprising at least two Internal Examiners and one External Examiner.

Instructions for External Examiner: The ESE Jury will be conducted based on evaluation rubrics that are shared at the time of the examination, including the student's Internal Assessment Feedback and Marks. ESE marks are to be calculated based on the following components:

Course Assessment Components	Marks/Weightage (%)
Adherence to project brief	30
Potential for industry / professional application / conversion	20
Student's attitude / confidence / clarity / presentation	20
Total Marks in ESE	70

Instructions for Internal Examiner: The internal assessment should be spread evenly throughout the semester and must include at least 3 independent components including a mid-term exam. Below are the suggested components for 60 marks. A teacher has a choice to change these components as per the need except the mid-term exam.

S No.	Course Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Class Participation(CP) And Individual Assessment	10
2	Assessment 2 : Mid Term Exam (MTE)	10
3	Assessment 3 : Case Analysis / Presentation (CAP)/ Group Project (GP) / Role Play / Live Projects/ Simulation / Worksheet Assessment	10
Practical Internal (PI) (1+2+3)		30 (30%)
Practical External (PE)		70 (70%)
Total Marks (PI+PE)		100

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	2	3	2	2
CO2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3

Average	3	3	3	3	2.75	3	2.75	2.75
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Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	3	3	3	3	3	3
Average	3	3	3	3	3	2.75

Course Outcomes and Mapping Matrix:

- Each Course of the IDS / B.Des Programmes results in few Course/Learning Outcomes (COs) which are broadly mapped or associated with POs as well as PSOs.
- Mapping is a process of representing the correlation between COs and POs, COs and PSOs in the scale of 1 to 3 as follows.

Scale of Mapping between COs and POs & COs and PSOs

Scale 1	If the contents of course have low correlation (i.e. in agreement with the particular PO to a small extent) with the particular Programme outcome.
Scale 2	If the contents of course have medium correlation (i.e. in agreement with the particular PO to a reasonable extent) with the particular Programme outcome.
Scale 3	If the contents of course have strong correlation (i.e. in agreement with the particular PO to a large extent) with the particular Programme outcome.

SUBJECT: FINANCE BASICS - LEVEL 1

Subject Code: **DMDC203**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
3	0	0	3	70	30	NA	NA	3 Hours

Type of Course: Multi Disciplinary Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
		√			

Introduction to the Course:

The course introduces students to the fundamental concepts in business finance and enables students to understand and to carry out financial calculations. The course also develops students' understanding of financial markets, such as stock and bond markets and examines the effects of the value of the firm created by the interaction of the investment and financial decisions including understanding risk and return trade-offs. Students taking this course are required to have an understanding of college-level mathematical/numerical principles.

Course Outcome: - After completing the course learners will be able to:

CO1. Students will understand the basics of financial management and how these are relevant in day to day life.

CO2. Students will be aware of different types of financial markets, gather knowledge about the financial instruments available in the markets and their trading.

CO3. Students will understand different types of banks and other non-financial intermediaries.

CO4. It will enable the students to manage their personal finance.

Detailed Syllabus:

Unit-I

Theory - Introduction and Basic Concepts :Important functions of Financial Management, Objectives of the firm: Profit maximization vs. Wealth maximization, Time Value of Money: concept and reasons, Compounding and Discounting techniques, Concepts of Annuity and Perpetuity. Risk-return relationship, Different source of Finance.

Unit-II

Theory - Cost of Capital/Financing decisions : Different sources of finance; long term and short term sources, Cost of capital: concept, relevance of cost of capital, Implicit and Explicit cost, specific costs (its computation) and weighted average cost (its computation) ,

rationale of after tax weighted average cost of capital, marginal cost of capital (its computation).

Unit-III

Theory - Capital expenditure decisions /Investment decisions: Objectives of Capital Budgeting Process, Concept of Cash flow, Methods of long term Investment decisions - Discounted Payback Period, Net Present Value, Profitability Index, Average Rate of Return / Accounting Rate of Return, Internal Rate of Return (Including relative merits and demerits of each of the methods)

Unit- IV

Theory- Dividend Decisions: Meaning, Nature and Types of Dividend, concept of pay-out ratio, retention ratio Decisions and growth, Dividend policies and formulating a dividend policy, Dividend Theories: Walter's Model, Gordon's Model.

Unit- V

Theory- Working Capital Management : Meaning and various concepts of Working Capital, Management of Working Capital and Issues in Working Capital, Estimating Working Capital Needs; Operating or Working Capital Cycle, Policies relating to Current Assets – Conservative, Aggressive and Balance, Various sources of finance to meet working capital requirements.

TEXT BOOK

- Rastogi, Fundamentals of Financial Management, Taxmann Publications
- Fundamental of Financial Management, Sharma, Gupta, Kalyani Publishers, New Delhi.

OTHER RECOMMENDED TEXTS

- Fundamentals of Financial Management, Vandana Dangi, V.K. Global Pvt. Ltd., New Delhi
- Parasuraman – Financial Management: A Step by Step Approach, Cengage Learning
- Pandey, I.M. Financial Management. Vikas Publications.
- Financial Management, Himalaya Publishing House
- Bhalla V.K – Financial Management – S.Chand

Final Assessment (FA)

Theory Internal (TI)	30%
Theory External Assessment (TE)	70%
Final Assessment (FA) = (TI+TE)	100%

The Theory Internal (TI) will have the following components:

S. No.	Internal Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Continuous Assessment (CA)	10%
2	Assessment 2 : Mid Term Exam (MTE)	10%
3	Assessment 3 : Written Assessment (WA) Reflective Entries/ Case Analysis / Presentation/ Group Project/ Role Play / Live Projects/ Simulation / Worksheet Assessment	10%
Theory Internal (TI) = (CA) + (MTE) + (WA)		30%

Theory External (TE) will have the following components:

The **question paper pattern** for the end term examination will be **70 Marks**:

Section A	Ten (10) Questions. All compulsory. Question Type: Assessing Recall level of a learner	10*1=10 marks
Section B	Six (6) out of Eight (8) Questions. Question Type: Assessing Understanding level of a learner.	6*4= 24 marks
Section C	Three (3) out of Five (5) Questions Question Type: Assessing Application level of the learner.	3*7= 21 marks
Section D	One (1) Question. Compulsory Question Type: Assessing Analysis ability of the learner.	1*15=15 marks
Total Marks		70 marks

Note: - The duration of all the end term theory examinations shall be 3 hours.

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

SUBJECT: CAMPUS TO CORPORATE - LEVEL 2

Subject Code: **DAEC205**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
2	0	0	2	70	30	35	15	2.5 Hours

Type of Course: Ability Enhancement Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
			√		

Introduction to the Course:

Effective communication is essential for success in the hospitality industry. In this module learners should learn how to communicate clearly and confidently with guests, colleagues, and superiors. This includes verbal and nonverbal communication, active listening, and empathy.

Course Outcome: - After completing the course learners will be able to:

CO1. Practice elements of professionalism in preparation of joining the workforce.

CO2. Practice communicating effectively (verbally written) and present themselves professionally.

CO 3: Learn to use the understanding of different personalities and show ability to collaborate effectively (Interpersonal skills and emotional intelligence).

CO4: Understand the basics of Customer Centricity.

Detailed Syllabus:

Unit-I

Theory - Basics of effective business communication- Practice and application to verbal communication; practice using the 7C's in email writing; listening skills; barriers to listening; techniques to improve listening; application of listening skills to hospitality management.

Practical – email writing sessions.

Unit-II

Theory - Communication for brand building- LinkedIn; resume- methods of cv writing, things to be kept in mind while making a professional cv, covering letter, interview preparation; application to hospitality management

Practical – mock Interviews, competitions.

Unit-III

Theory - Basics of customer service - Changes in the hospitality space over time and its implications, why is customer orientation important for every employee, concept of

life-time value of a customer, concept of share of wallet, who is a customer, kinds of customers, what is customer experience, what comprises excellent customer service, organisation's service level, buying process, managing irate customers, incident management and escalations, application to hospitality management.

TEXT BOOK

- Kumar, Sanjay. (2019), Communication Skills a Workbook: Oxford University Press

OTHER RECOMMENDED TEXTS

- Kumar, S. & Lata, P (2018) Communication Skills-A Workbook, Oxford University Press
- Devendra, A. (2015) Soft Skills for Hospitality, Oxford University Press
- Bolles, R. N. (2015). The 2008 what color is your parachute? - A Practical Manual for Job-Hunters and Career-Changers. Berkeley, Ten Speed Press.
- Mukherjee, H.S (2013) Business Communication Connecting at Work, Oxford University Press

Final Assessment (FA)

Theory Internal (TI)	30 Marks
Theory External (TE)	70 Marks
Practical Internal (PI)	15 Marks
Practical External (PE)	35 Marks
Final Assessment (FA) = (TI+TE+PI+PE)	150 Marks

Internal Assessment (IA)

The Internal Assessment **(IA)** will have the following components:

S. No.	Internal Assessment Components	Marks/Weightage
1	Assessment 1 : Mid Term Exam (TI)	30
2	Assessment 2 : Practical assessment (PI) Continuous Assessment/ Reflective Entries/ Case Analysis / Presentation/ Group Project/ Role Play / Live Projects/ Simulation / Worksheet Assessment/Report	15
Internal Assessment (IA) = (TI) + (PI)		45

External Assessment (EA)

The External Assessment **(EA)** will have the following components:

S. No.	External Assessments Components (EA)	Marks/Weightage (%)
1	End term theory exam (TE)	70

2	End term practical (PE)	35
External Assessment (EA) = (TE)+ (PE)		105

The question paper pattern for the end term examination will be **70 Marks**:

Section A	Ten (10) Questions. All compulsory. Question Type: Assessing Recall level of a learner	10*1=10 marks
Section B	Six (6) out of Eight (8) Questions. Question Type: Assessing Understanding level of a learner.	6*4= 24 marks
Section C	Three (3) out of Five (5) Questions Question Type: Assessing Application level of the learner.	3*7= 21 marks
Section D	One (1) Question. Compulsory Question Type: Assessing Analysis ability of the learner.	1*15=15 marks
Total Marks		70 marks

Note: - The duration of all the end term theory examinations shall be 3 hours.

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

SUBJECT: INTRODUCTION TO DIGITAL MARKETING

Subject Code: **DAEC206**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
2	0	0	2	NA	NA	70	30	3 Hours

Type of Course: Ability Enhancement Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
			√		

Introduction to the Course:

The course aims to provide both theoretical knowledge and practical experience in digital marketing. Learners will also be introduced to concepts of target audience, website development, content creation and its use on various popular social media platforms. As digital marketing results in higher yield in businesses by application of various strategies and analytical tools.

Course Outcome: - After completing the course learners will be able to:

CO1. Understand the objective of digital marketing to enhance brand visibility and recognition among the target audience with the use of popular platforms.

CO2. Discuss the importance of quality content creation in enabling businesses to market their product digitally.

CO3. Create authentic content organically and use it to learn digital marketing concepts.

CO4. Create a rudimentary digital/social media strategy based on the understanding of the target audience, social media platforms and key tools to create content.

CO5. Understand analytics and its impact on the digital media marketing strategy.

Detailed Syllabus:

Unit-I

Theory - Introduction to E-Business and Digital Economy - history, evolution, advantages and disadvantages; E-Business models - concept of digital marketing, pros and cons, types and benefits; Social media - definition, role, factors, platforms and their strategy, revenue generating strategies and terminologies.

Unit-II

Theory - Brand promise; branding in new media and stages of web; online distribution channels - characteristics, issues and profiles; engagement analysis with the use of formulas; content and website management - importance, components, types, brief on website management, pillars, elements, barriers.

Unit-III

Theory- Importance of customer engagement and customer journey and points, benefits of customer journey; inbound and outbound marketing - components, advantages and disadvantages; M-commerce- applications, benefits and affects, terminologies, attributes, characteristics and difference between M-commerce and E-commerce.

TEXT BOOK

- Hudson, S. and Hudson, L. (2017), Marketing for Tourism, Hospitality & Events A Global & Digital Approach, Sage
- Minazzi, R. (2015), Social Media Marketing in Tourism and Hospitality, Springer International

OTHER RECOMMENDED TEXTS

- Laudon. and Travor. (2007), E-commerce. Business. technology. society, Pearson
- OZ. (2002), Foundations of E-Commerce, Prentice-Hall
- Rayport. and Jaworski. (2003), Introduction to e-commerce, McGraw Hill

Final Assessment (FA)

Practical Internal (PI)	30%
Practical External (PE)	70%
Final Assessment (FA) = (PI+PE)	100%

Practical Internal (PI) will have the following components:

S. No.	Internal Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Continuous Assessment (CA)	10%
2	Assessment 2 : Mid Term Exam (MTE)	10%
3	Assessment 3 : Practical assessment (PA) Reflective Entries/ Case Analysis / Presentation/ Group Project/ Role Play / Live Projects/ Simulation / Worksheet Assessment	10%
Practical Internal (PI) = (CA) + (MTE) + (PA)		30%

Practical External (PE) will have the following components:

The **question paper pattern** for the end term examination will be **70 Marks**:

Section A	Ten (10) Questions. All compulsory. Question Type: Assessing Recall level of a learner	10*1=10 marks
Section B	Six (6) out of Eight (8) Questions. Question Type: Assessing Understanding level of a learner.	6*4= 24 marks
Section C	Three (3) out of Five (5) Questions Question Type: Assessing Application level of the learner.	3*7= 21 marks
Section D	One (1) Question. Compulsory Question Type: Assessing Analysis ability of the learner.	1*15=15 marks
Total Marks		70 marks

Note: - The duration of all the end term theory examinations shall be 3 hours.

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

SUBJECT: PORTFOLIO DEVELOPMENT

Subject Code: **DSEC207**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
1	0	2	2	NA	NA	70	30	3 Hours

Type of Course: Skill Enhancement Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
				√	

Introduction to the Course:

Design and creative arts students require to compile and present their work in the form of a professional portfolio. The value of their learning is reflected in the portfolio rather than a CV. It is important that the portfolio is created early on in the students' learning journey so that students can continuously upgrade their portfolios and be ready to take on internships during their study period while also being well prepared for their job interviews as well as applying to higher education institutions in India and abroad.

This course aims to teach students to structure and execute their portfolio in a systematic way, in line with industry expectation as well as higher education requirements. Students will learn how to compile work in a communicative manner in various formats such as presentations, personal websites, blogs, vlogs as well as social media.

Course Outcome: - After completing the course learners will be able to:

CO1. Establish the methods for communicating effectively about their work while maintaining consistency of messaging and personal outlook towards their subject / profession.

CO2. Get introduced to various software tools for creating portfolios across different media such as print, digital, video and other emergent technologies.

CO3. Learn to create structured approaches to categorizing information and adopt a modular format for efficiently creating, disseminating and communicating relevant information.

CO4. Learn to align their work output as per international standards and expectations and start benchmarking themselves with designers / design students from across the globe.

Detailed Syllabus:

Unit-I: Fundamentals of good presentation. Constructing a narrative within a singular theme and creating effective communication boards. Exploring and experimenting with styles of communication that are both visual and verbal.

Unit-II: Integrating software into the portfolio preparation process. Understanding the use of various software tools for appropriate production of print, graphic, animation and video based content.

Unit-III: Template creation for multiple output formats. Understanding visual continuity and content management through the use of appropriate tools, both physical and virtual.

REFERENCE READING

- Design: Portfolio: Self promotion at its best - Craig Welsh (Rockport Publishers 2013)
- Fashion Portfolio: Design And Presentation - Anna Kiper (Batsford Ltd. 2014)
- Building Design Portfolios: Innovative Concepts for Presenting Your Work (Design Field Guide) - Sara Eisenman (Rockport Publishers 2008)
- Creating Your Digital Portfolio: The Essential Guide to Showcasing Your Design Work Online - Ian Clazie (HOW Books 2010)

Final Assessment (FA)

Internal Assessment (IA)	30%
External Assessment (EA)	70%
Final Assessment (FA) = (IA+EA)	100%

Internal Assessment (IA)

The Internal Assessment (IA) will have the following components:

S. No.	Internal Assessment Components	Marks/Weight age (%)
1	Assessment 1 : Continuous Assessment (CA)	30
2	Assessment 2 : Mid Term Exam (MTE)	20
3	Assessment 3 : Written Assessment (WA) Reflective Entries/ Case Analysis / Presentation/ Group Project/ Role Play / Live Projects/ Simulation / Worksheet Assessment	20
Internal Assessment (IA) = (CA) + (MTE) + (WA)		70

External Assessment (EA)

The External Assessment (EA) will have the following components:

S. No.	External Assessments Components (EA)	Marks/Weightage (%)
1	End term jury examination (ETJE)	70
External Assessment (EA) = (ETJE)		70

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	2	2
CO4	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
Average	3	3	3	3	3	3

SUBJECT: EFSET Score 6 - Level 2Subject Code: **DVAC208**

L	T	P	Credits	TE	TI	PE	PI	Time Allowed
1	0	2	2	NA	NA	NA	50	2.5 Hours

Type of Course: Value Added Course

Discipline Specific Course (DSC)	Minor (MIC) / Vocational (VOC)	Multi Disciplinary Course (MDC)	Ability Enhancement Courses (AEC)	Skill Enhancement Course (SEC) / Internship / Dissertation	Value Added Courses (VAC)
					√

Introduction to the Course:

The EF SET assessment evaluates the language proficiency of individuals in English. To pass the EF SET assessment, you need to have a good understanding of the English language and be able to communicate effectively in both written and spoken English. This course helps you prepare for the EF SET assessment and increase your score by increasing your English language proficiency. Consistent practice is key to improving your English language skills and passing the EF SET assessment.

Course Outcome: - After completing the course learners will be able to:**CO1:** Upgrade English language writing skills with consistent practice.**CO2:** Upgrade English language speaking skills with consistent practice.**Detailed Syllabus:**

Unit-I: Theory & Practical - Writing: essay writing, keeping a journal, writing emails, and doing writing exercises.

Unit- 2: Theory & Practical - Speaking: language exchange websites, AI apps.

Practical Internal will have the following components:

S. No.	Internal Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Continuous Assessment (CA)	20%
2	Assessment 2 : Written Assessment (WA) Reflective Entries/ Case Analysis / Presentation/ Group Project/ Role Play / Live Projects/ Simulation / Worksheet Assessment	30%
Practical Internal= (CA) + (WA)		50%

Note: - The duration of all the end term theory examinations shall be 3 hours.

Mapping Matrix of Course

Table 1: CO-PO Matrix for the Course

COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	2	2

Table 2: CO-PSO Matrix for the Course

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	3	3	3
Average	3	3	3	3	3	3