ATLAS SKILLTECH UNIVERSITY

SCHOOL OF DESIGN

Courses Offered

Core Courses, Elective Courses and Ability Enhancement Courses

Bachelor of Design

4 Year Full Time Program

(Academic Year 2023-24)

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of the country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching learning process, examination and evaluation systems, besides governance and other matters. The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching–learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades. The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce a uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in the grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM

The CBCS provides an opportunity for the students to choose from the prescribed courses comprising core,elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education system in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in

examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System

1. Core Course: A course which should compulsorily be studied by a candidate as a core requirement is termed as a core course. The structure of course is defined under following points

1.1. All the UG degree programs shall be of either six semesters or eight semesters duration unless specified otherwise.

1.2. An academic year consists of two semesters: Odd Semester and Even Semester. 1.3. A semester normally extends over a period of 16 weeks (6-day week) with 90 working days.

1.4. Every course offered may have three components: Lecture (L), Tutorial (T) and Practical (P). Tutorial session consists of participatory discussion / self-study/ desk work/ brief seminar

presentations by students and other novel methods.

1.5. The credit pattern for a course (L:T:P) shall be decided by the respective

Board of Studies (BoS).

1.6. Credit means the unit by which the course work is measured. One hour session of Lecture or

Tutorial per week for 16 weeks amounts to 1 credit.

1.7. Two hour session of practical's per week for 16 weeks amounts to 1 credit per semester. The total duration of a semester is 20 weeks inclusive of semester-end examination.

1.8.A course of 3 to 6 credits will be evaluated for 100 marks. A course with less than 3 credits will be evaluated for 50 marks. For any other approved course, the evaluation method shall be decided by the respective BoS.

2. Elective Course:

Elective Course is a course which can be chosen from a pool of courses. It may be very specific or specialized or advanced or supportive to the discipline/ subject of

study or which provides an extended scope, or which enables an exposure to some other discipline/subject/domain or nurtures the student's proficiency/skill.

2.1. Discipline Specific Elective (DSE) is a course offered under the main discipline/subject of study or a Project/Dissertation.

2.2. Project/Dissertation is an elective course designed to acquire special/ advanced knowledge, such as supplement study/ support study to a project work. A student has to study such a course on his/her own with advisory support of a faculty member.

2.3. Generic Elective (GE) is an elective course chosen from an unrelated discipline/subject with an intention to seek exposure beyond discipline/subject.

3. Ability Enhancement Courses (AEC): Ability Enhancement Courses may be of two types: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). 3.1. AECC courses are mandatory courses based upon the content that leads to knowledge

enhancement viz., Environmental Science, Indian Constitution and English/ Modern Indian

Languages (MIL) / Communication skills.

3.2. SEC courses are aimed at providing hands-on-training, competencies, skills, etc.

Program Educational Objectives (PEOs)

The students will be able to:

PEO1: design innovative and sustainable solutions: The program will equip students with the knowledge and skills to create designs that are both aesthetically pleasing and environmentally responsible. Graduates will be able to develop innovative solutions that meet the needs of clients while minimizing the impact on the environment.

PEO2: work effectively in interdisciplinary teams: The program will provide students with opportunities to collaborate with peers from different disciplines, such as engineering, business, and social sciences. Graduates will be able to work effectively in teams, communicate their ideas clearly, and contribute to the success of multidisciplinary projects.

PEO3: adapt to changing technologies and design practices: The program will expose students to emerging technologies and design practices that are relevant to the industry. Graduates will be able to adapt to new tools and techniques, stay up to date with the latest trends, and continue to learn and grow throughout their careers.

Program Outcome (POs)

PO1- To respond to complexity using effective higher order thinking skills to arrive at decisive courses of action.

PO2- To envision and evaluate possible future scenarios thereby creatively engineering impactful solutions

PO3- To adapt to diverse scenarios by collaborating and directing the creative process to arrive at globally relevant design outcomes.

PO4- To demonstrate ethically responsible design practice.

PO5- To evaluate and apply emerging technologies and deploy relevant digital skills contextually

PO6- To analyse systems, evaluate and construct new knowledge while demonstrating the capability of executing design-led innovation.

PO7- To demonstrate persuasive communication skills to drive outcomes in varied contexts

PO8- To demonstrate awareness and cultural sensitivity while developing human-centered innovations within different societal contexts.

PO9 - To apply creative and critical approaches in mutually supportive ways to enable T shaped thinking.

PO10 - To build qualities of environmental stewardship by reflecting on challenges in ecosystems and responding with value creations

PO11 - To demonstrate strong leadership skills by articulating a vision and inspiring team work.

PO12 - To develop a self-initiated learning approach to generate unified solutions through experimentation with growth mindset

Program Specific Outcomes (PSO)

Program Specific Outcomes (PSOs)

Animation & VFX

PSO1
Students will be able to apply the design principles and elements as per the need of narrative structure to craft engaging visual experiences.

PSO2
Students will be able to demonstrate a keen understanding of storytelling techniques and its role in current and emerging media.

PSO3
Students will be able to Identify and integrate effective techniques, tools and technology to seamlessly build production pipelines.

Communication Design

PSO1
Create strong visuals through illustrations, pictures or type and use narrative style through aesthetics to communicate any message effectively.

PSO2
Understanding media, trends and being able to adapt to emerging technologies with required & relevant skills.

PSO3
Develop leadership qualities, collaborate and contribute within multidisciplinary teams, showing sensitivity and empathy.

Fashion Communication & Styling

PSO1
Understand, explore, and consolidate the thinking and expression behind appreciating fashion and lifestyle experiences and respond to the geographical, social, cultural, economic, environmental, and technological make-up.

PSO2
Demonstrate the ability to integrate fashion systems, business strategy, media, and communication design, critically evaluate, integrate, and apply in relevant context.

PSO3
Agility to adopt technology for professional use within the context of sustainable futures to impact fashion and lifestyle industries.

Fashion Design

PSO1
Develop the ability to cultivate a professional role and navigate a career within the fashion system.

PSO2
Show strength in the design process through a well-considered appraisal and staging of idea development.

PSO3
Proficiently apply technical knowledge of materials, forms, surface design, construction and production methods, understanding the implications for sustainable design.

Interior Design:

PSO1
Understand, explore, and articulate the thinking and representation within domains not limited to interior spaces, but including diverse spatial domains such as architecture, production design, brand building and product design.

PSO2
Demonstrate proficiency in technical knowledge of construction systems, building services, materials within varied contexts and typologies.

PSO3
Ability to create holistic multi-sensory experiences for any scale through a well-considered process of design development while understanding the implications for sustainable design.

Product Design:

PSO1
Specialized in industrial design, merging aesthetics, form, and function through extensive research and material expertise with a focus on ergonomics & sustainability.

PSO2
Mastering design thinking by blending traditional principles with frugal yet tech-infused visualization, emphasizing user empathy enabling them to solve real world problems.

PSO3
Proficient in both traditional and modern tech-enabled prototyping methods, including hand sketching, physical models, digital sketching, 3D printing, and virtual prototyping.

Strategic Design and Management

PSO1
Applying knowledge of management theories and practices to solve business challenges with a design thinking mindset.

PSO2
Demonstrate the skill to plan, build and thrive in the service and experiential economy.

PSO3
To develop and demonstrate strategic thinking for growth and entrepreneurship.

First Year Studies

First Year Studies
Bachelor of Design - AY 2023-24
Batch 2023-27

Course Code	Course	Credits	Periods			Evaluation Scheme			
			Lecture (L)	Tutorial (T)	Practicals (P)	Mid Term	End Term	Attendance	Total
FIRST YEAR STUDIES									
Semester 1									
BDES 111	Design Research 1	2	1	1		50	40	10	100
BDES 113	Design Studio 1	3	1	1	2	50	40	10	100
BDES 117	Drawing Fundamentals 1	3	1	1	2	50	40	10	100
BDES 107	Imaging 1	2	1	1	2	50	40	10	100
BDES 119	History in Context to objects	3	1	1	2	50	40	10	100
BDES 115	Space and Materiality	3	1	2	2	50	40	10	100
AE	ATLAS Elective	2	1	1		50	40	10	100
SU	Skill Up	2	1	1		50	40	10	100
	TOTAL	**18**							
Semester 2									
BDES 112	Design Research 2	2	1	1		50	40	10	100
BDES 114	Design Studio 2	4	1	2	2	50	40	10	100
BDES 116	Drawing Fundamentals 2	1	1	1		50	40	10	100
BDES 106	Sustainable System	2	1	1	1	50	40	10	100
BDES 108	Time	2	1	1	1	50	40	10	100
BDES 110	Imaging 2	3	1	1	2	50	40	10	100
AE	ATLAS Elective	2	1	1	1	50	40	10	100
SU	Skill Up	2	1	1		50	40	10	100
	TOTAL	**20**							

B. Des. 1st Year

Semester 1

Design Research1 (BDES 111)

L	T	P
1	1	2

Course Name: Design Research 1 **Course Contact Hours: 2**

Course Credit Hours: 4 **Course Code: BDES 111**

Course Objectives:

- Understand the role of research in design through engaging design methodologies.
- Explore biases, knowledge, and perception via self-exploration and observation.
- Master observational techniques, inspired by "On Looking" by Alxendra Horowitz.
- Develop skills in reflection, collaborative thinking, and storytelling for effective design narrative creation.

Course Description:

Design Research I will help the students understand the role of research in a design process. Through an explorative approach toward the self and their surroundings, students will identify the relationship between knowledge, opinion and bias.

The course will cover foundational research practices, methodologies and ethics that will encourage students to ask the right questions to develop a focused approach. The course provides a space for reflective thinking and decision-making. It will enable students to investigate, analyze and synthesize information in a coherent way.

Course Content:

Unit	Modules	No. of Hours
1	**Self-Exploration/Investigation** 1.1 Perception and Assumption 1.2 Degrees of Knowing 1.3 Introspective and Reflective Thinking Process	8
2	**Observation/Investigation** 2.1 Data collection through existing sources	10

	2.2	Formulating Research Question	
	2.3	Paraphrasing and Citation Methods	
	Data Collection		
	3.1	Careful decision making through reflective process	
3	3.2	Understanding diverse research methodologies	12
	3.3	Richness in observation and data collection	
	3.4	Data interpretation and selection	

Course Outcomes

1. CO1: Demonstrate *strength* in observational skills, data collection and detail.
2. CO2: Demonstrate *strength* in identifying diverse resources.
3. CO3: Demonstrate *fluency* in basic research skills and research process.
4. CO4: Demonstrate *fluency* in data interpretation and analysis through a reflective process
5. CO5: Demonstrate an *understanding* of paraphrasing, citation and bibliography
6. CO6: Collaborate *effectively* in research endeavors, demonstrating teamwork and mutual learning.

References:

- Turabian, K. L., Booth, W. C., Colomb, G. G., Williams, J. M., & Chicago Press Staff, U. of. (2007). A Manual for Writers of Research Papers, Theses, and Dissertations.
- Horowitz, A. (2013). On Looking: A Walker's Guide to the Art of Observation. United States: Scribner.

Design Studio 1(BDES 113)

L	T	P
1	1	2

Course Name: Design Studio 1 **Course Contact Hours: 4**

Course Credit Hours: 3 **Course Code: BDES 113**

Course Objectives:

- In Design Studio 1, students explore a range of visual, analytical, and making skills while working on projects that draw upon exploration, collaboration, and experimentation.
- The focus of this course is not only on the 'how' of making things but also on the 'why'.
- How is it that we make sense of our ideas, the information we collect, and our hunches and theories?
- What can this inquiry tell us about why we make decisions as creative thinkers? Integrative Studio encourages exploration through research and prototyping.

Course Description:

Design Studio 1 indicates classes that require hands-on work which includes visualization, analytical thinking, experimentation, prototyping and critical reflection to create explorative outcomes.

Course Content:

Unit		Modules	No. of Hours
		The Art of Seeing	
1	1.1	Capturing an emotion	16
	1.2	Interpretation of an image	
	1.3	Disrupting the perception	
	1.4	Planning for creation	
		The Act of Making	
2	2.1	Setting constraints	12
	2.2	Building Form	
	2.3	Trial and reflect	
		City as a Lab	
3	3.1	Exploration of chosen areas	12

	3.2	Analysis of data collection	
	3.3	Defining the problem/opportunity area	
		ISDI as a workshop	
4	4.1	Ideation and start of development	16
	4.2	Giving Shape	

Course Outcomes

1. CO1: Show they have KNOWLEDGE of visual representations, abstract ideas, and conceptual arguments.
2. CO2: Show COMPETENCE in making (ideate and prototype) using an iterative process and critical reflection *(here, reflection indicates feedback incorporated when required)*
3. CO3: Show FLUENCY in developing basic concepts and scenarios by experimenting, taking risks
4. CO4: Show STRENGTH in working with others in collaborative contexts to understand the value of self-learning and peer-to-peer learning.
5. CO5: EVALUATE the data collected from Primary, secondary and on site research to get insights helpful for ideating concepts
6. CO6: CREATE feasible solutions, helpful for identified problems.

References:

Drawing Fundamentals 1 (BDES 117)

L	T	P
1	1	2

Course Name: Drawing Fundamentals 1 **Course Contact Hours: 3**

Course Credit Hours: 4 **Course Code: BDES 117**

Course Objectives:

- The students are enabled to start using drawing as a medium of exploration and thinking and not merely as a tool for depicting what is seen.
- Drawing is seen as a process for documenting the thought process and building upon it on an ongoing basis.
- Understanding the importance of making visual notes to guide future explorations.
- Enabling students to develop drawing skills to visualise complex forms and structures with ease and clarity.

Course Description:

The course informs students about connections between their ideas and visual memory. Drawing, as a medium, enables the students to effectively shape their ideas, communicate as well as present various connections in their design process. Starting from the basics, the students will develop a deeper understanding and appreciation for the role of seeing (observation) in their creative process and how drawing can play a crucial role in creating tangible ideas.

Course Content:

Unit	Modules	No. of Hours
	Drawing basics	
	1.1 Drawing elements	
1	1.2 Fundamentals	15
	1.3 Orthographic Projections	
	1.4 Perspective Projections	
	Gesture and form	
2	2.1 Gestures	15
	2.2 Human form	
	Expression	
3	3.1 Introduction to color concepts	15

3.2 Storyboarding concepts

Course Outcomes

1. CO1: **UNDERSTANDING:** Understanding the purpose of various drawing elements.
2. CO2: **DEMONSTRATE**: Working with shapes and forms as creation tools.
3. CO3: **FLUENCY:** Fluency in using drawing as an expressive tool.
4. CO4: **COMPETENCE:** in effectively communicating ideas.
5. CO5: **STRENGTH:** in media of choice
6. CO6: **DEMONSTRATE**: communicating ideas through visuals

References:

- Andrew Loomis - Figure Drawing for All It's Worth
- Stan Lee - How to draw Comics the marvel way.

Imaging 1(BDES 107)

L	T	P
1	1	2

Course Name: Imaging 1 **Course Contact Hours: 3**

Course Credit Hours: 4 **Course Code: BDES 107**

Course Objectives:

- Develop students into effective visual communicators.
- Ensure students develop problem solving skills for professional practice.
- Ensure students have the ability to define tool-purpose context for smarter working.
- Upskilling students to incorporate AI generative tools into traditional workflows.
- Ensure that students become fluent in adapting across platforms, typologies, briefs, & processes to efficiently complete tasks & meet industry standards.
- Ensure students gain proficiency in publication design & data interpretation.

Course Description:

Digital imaging is a key skill & core competency that all designers are required to have. This course takes the student into an advanced level of visual digital image making using industry standard softwares, publication design & data interpretation through visual representation processes.

Course Content:

Unit	Modules		No. of Hours
1	**Image Editing & Manipulation: Adobe Photoshop**		18
	1.1	The Fundamentals	
	1.2	INTRODUCTION TO PHOTOSHOP - Interface & Basics	
	1.3	EXPLORING PHOTOSHOP - Blending & Healing	
	1.4	EXPLORING PHOTOSHOP - Using Layers, Masking & Text	
	1.5	EXPLORING PHOTOSHOP - Filters & Compositing	
	1.6	THE PHOTOSHOP FINALE – Mini Project 1 - Review	
2	**Modeling & Spaces in 3D: Sketchup**		3

	2.1	INTRODUCTION TO SKETCHUP - Modelling & building in 3D	
3	**Vector Imaging & Graphic Design: Adobe Illustrator**		12
	3.1	INTRODUCTION TO ILLUSTRATOR - Working in Vector	
	3.2	EXPLORING ILLUSTRATOR - Core Tools & Asset Making	
	3.3	EXPLORING ILLUSTRATOR - Blends, Brushes, Textures & Effects	
	3.4	EXPLORING ILLUSTRATOR - Mini Project 2 - Review	
4	**Working Across Applications: Photoshop + Illustrator**		12
	4.1	THE FINAL PROJECT – Research Phase	
	4.2	THE FINAL PROJECT - Ideation, prototyping & mockups	
	4.3	THE FINAL PROJECT - The Making Phase	
	4.4	THE FINAL PROJECT REVIEW	

Course Outcomes

1. Show STRENGTH in knowledge of design elements and principles.
2. UNDERSTANDING the role, functionality & areas of application of software.
3. COMPETENCY in using digital design tools through a design thinking process across software typologies within 2D & 3D processes.
4. DEMONSTRATE the ability to understand a brief and design an appropriate solution
5. FLUENCY in digital imaging nomenclature, process and cross platform working

References:

- https://visme.co/blog/elements-principles-good-design/
- **Graphic Design and Print Production Fundamentals** by Wayne Collins, et al. - https://opentextbc.ca/graphicdesign/
- Abstract : The Art Of Design, Netflix
- http://lthscomputerart2.weebly.com/the-elements--principles-of-graphic-design.html
- https://youtu.be/BpHtWOQlNoo
- www.youtube.com/bringyourownlaptop
- Point & Line To Plane by Kandinsky
- Concerning The Spiritual In Art by Kandinsky
- **Website prototyping :** https://uizard.io/
- Colour matching and palette creation https://www.khroma.co/train/
- Digital drawing support https://www.autodraw.com/
- Writing and visual prompt based https://www.jasper.ai/
- Paper on GANPaint ai https://ganpaint.io/

Space and Materiality (BDES 115)

L	T	P
1	2	2

Course Name: Space and Materiality **Course Contact Hours: 4**

Course Credit Hours: 5 **Course Code: BDES 115**

Course Objectives:

- Materials around us,
- The interdependence between actions and objects in the space around us.
- Spatial and material interactions.
- Realize how material or tool choices impact the growth of an idea.
- Apply and Practice: to be able to effectively apply their learnings and skills to future disciplines/other courses as well.

Course Description:

The course aims to develop a relationship between making and thinking which is central to this studio. This course will develop skills for thinking, operating, working, representing and finally communicating spatiality through an engagement with materials within contexts.

Course Content:

Unit	Modules		No. of Hours
1	**Introduction**		5
	1.1	Introduction to course, material set and Orientation to workshop	
	1.2	Build awareness and understand materials around us	
2	**Exploration**		20
	2.1	Material Exploration	
	2.2	Understanding and investigating - Surface, Volume, Scale and proportion through sketches	

	2.3	Prototype Development- selection of appropriate materials and model making	
	Sensorial design		
3	3.1	Concept development and material identification	20
	3.2	Material application and product/ design building	

Course Outcomes

1. CO1: **UNDERSTAND**: Understanding materials, their characteristics, properties, strengths and weakness.
2. CO2: **DEMONSTRATE:** How different materials interact with each other in a specific space context.
3. CO3: **FLUENCY:** Fluency in conceptualizing, representing and communicating design through the act of making (prototyping)
4. CO4: **COMPETENCE:** Competency to develop understanding of 2 and 3-dimensional forms
5. CO5: **ENGAGE**: Actively participate and demonstrate divergent thinking, pro-activeness, curiosity, commitment, and self-motivation while working independently and collaboratively.
6. CO6: **PRESENT:** To prepare and deliver basic presentations with improved clarity, organization, and confidence, using simple visual aids and speaking techniques.

References :

- Clark, Sheree. (1996) Great Design using Non- Traditional Materials, Adams Media
- Barber, Barrington. (2003) The Fundamentals of Figure Drawing, United Kingdom, Arcturus Publishing Ltd
- Loomis, Andrew. (2011) Anatomy Figure Drawing, United Kingdom, Titan Books; Facsimile edition
- Just make something! Making in a digital walled garden, by Dr. Miles Park
- Senior Lecturer, Industrial Design, UNSW Built Environment Room 2014, Red Centre West Wing UNSW AUSTRALIA | SYDNEY NSW 2052 | AUSTRALIA
- https://www.jennifercrupi.com/work

History in Context to objects (BDES 119)

L	T	P
2	1	

Course Name: History in Context to objects **Course Contact Hours: 3**

Course Credit Hours: 3 **Course Code: BDES 119**

Course Objectives:

- Introduce students to major trends in world history, focusing the developments that occurred at different times for different cultures.
- Discuss museums and the importance of recording and archiving historical artefacts with a focus will be on objects—from ordinary tools of daily life to extraordinary monuments of skill and significant moments in design.
- Introduce the basics of historical research - practical and ethical aspects
- Explore objects in terms of how and why they were made, by whom and for whom, the usage, what they meant to their users, and what social structures are embedded in them.

Course Description:

This course introduces students to the considered study of objects as expressions of a particular place and time. Building on interrelationships among societies across history, we find connections between what was made, why it was made and how it was made, to better understand and contextualize design in our own times.

Course Content:

Unit	Modules		No. of Hours
1	**Evolution of Systems**		12
	1.1	Development of socio-cultural, political, economic structures and their impact	
	1.2	Materiality and technology	
2	**Research**		3
	2.1	Diverse sources of research	
	2.2	Valid and invalid sources, ethical sourcing	
	2.3	Introduction to citation methods	

3	**Object Narratives**		15
	3.1	Understanding of objects in spaces	
	3.2	Contextual storytelling through objects	
	3.3	Personal narratives and shared histories	

Course Outcomes

1. **CO1***:* FLUENCY in contextualising crafted/designed objects **through visual analysis** within the varieties of human culture and the broad arc of human history.
2. **CO2**: UNDERSTAND the impact of culture, material, and technology on design in terms of function and utility
3. **CO3**: FLUENCY in practical and ethical aspects of resourcing and research.
4. **CO4**: UNDERSTAND the dynamics of working in collaborative settings and the value of self-learning and peer-to-peer learning.
5. **CO5:** DEMONSTRATE the ability to build contextual narratives.

References:

- MacGregor, Neil. 2012. A history of the world in 100 objects. London: Penguin Books.
- Harari, Yuval Noah. 2019. Sapiens: a brief history of humankind. London: Vintage.

B. Des. 1st Year

Semester 2

Design Research 2 (BDES 112)

L	T	P
1		2

Course Name: Design Research 2 **Course Contact Hours: 2**

Course Credit Hours: 3 **Course Code: BDES 112**

Course Objectives:

- Develop the ability to ask insightful questions in design to gather necessary information effectively.
- Learn how to organize research findings and communicate them visually for clearer understanding.
- Enhance collaboration skills through peer learning, aiding in more effective discussions, analysis, and presentation of research.
- Improve the ability to discuss, analyze, and present research findings confidently and efficiently.

Course Description:

Design Research 2 provides students with a comprehensive understanding of design research and its role in the field of design. Students will delve into the core concepts of design research, building upon the foundational knowledge acquired in Design Research 1. The focus will be on equipping students with the skills necessary to not only ask insightful research questions but also to effectively address these questions through strategic data collection, organization and presentation.

Course Content:

Unit	Modules		No. of Hours
1	**Observing for Design**		6
	1.1	Contextual observational questions	
	1.2	Reflective thinking	
	1.3	Role Playing	
2	**Design Analysis - Inferential Comprehension**		14
	2.1	Defining area of focus and research	
	2.2	Understand design components	
	2.3	Interpret and evaluate case studies	

3	**Speculative Design Thinking**		8
	3.1	Understand several stages of design process	
	3.2	Deductive Reasoning	
	3.3	Hypothetical design solutions	

Course Outcomes

1. CO1: Demonstrate *fluency* in observational skills and data collection.
2. CO2: Demonstrate *fluency* in the application of basic research skills and processes.
3. CO3: Demonstrate *comprehension* of information and user behaviour through inference.
4. CO4: Demonstrate *strength* in working with others in collaborative contexts to understand the value of self-learning and peer-to-peer learning.
5. CO5: Demonstrate *proficiency* in critical thinking within research contexts.
6. CO6: Demonstrate effective *communication* of research findings through various mediums.

References:

- Manzini, E. (2015) Design, when everybody designs: An introduction to design for Social Innovation. Cambridge (Mass.): The MIT Press.
- Boradkar, P. (2014) Designing things: A critical introduction to the culture of objects. London: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc.
- Bevlin, M.E. (1984) Design through Discovery. NEW YORK; LONDON: HOLT, RINEHART AND WINSTON.

Drawing Fundamentals 2 (BDES 116)

L	T	P
1	2	2

Course Name: Drawing Fundamentals 2 **Course Contact Hours: 4**

Course Credit Hours: 5 **Course Code: BDES 116**

Course Objectives:

- Ensure students develop a systemic understanding of professional practice and equip themselves with a good understanding of the roles and responsibilities within
- To upskill them with rational knowledge of observation which they will have to undertake after the end of semester.
- Apply research skills through the ability to identify information, cite examples, past iterations, creators, manufacturers, techniques, processes, & histories to develop knowledge, innovation & original designs.
- Create lifelong learners with the desire to constantly upskill by taking on new challenges, tools & processes
- Ensure that students become coherent in collaborating, adapting across platforms, typologies, briefs, & processes to efficiently complete tasks & meet industry standards.
- Ensure students gain proficiency in iterative form of the design process & data interpretation

Course Description:

Design Studio 2 builds on the exploratory skills introduced in Design Studio 1. This time a greater emphasis is placed on pertinent skills further building on the ones accomplished in last semester as the tool for forming connections between studio learnings. In the first half of the semester, assignments will introduce a variety of studio- based methods – both digital & analogue for generating questions, integrating research, and documenting discoveries in the student's design work focusing on various disciplines /programs. In the second half of the semester, students will define and pursue their own research-based project connected to your disciplines/programs of interest.

Course Content:

Unit	Modules		No. of Hours
1	**Identifying discipline specific skills – skills deficit**		4
	1.1	Mapping Skills acquired and skills required to become professional designers	
	1.2	Setting the context of studio with reference to observership with reference to business skills for design students/designers	
2	**Selection of program specific areas of work/interest**		4
	2.1	Identifying individual areas of interest from given topics	
	2.2	Ideation and relevant Concept sketching	

3	**Industry Analysis & Competitor Analysis**		16
	3.1	Understand the industry that you are in.	
	3.2	Know what competitors are doing	
	3.3	Identify threats and competition	
	3.4	Identifying & listing direct and indirect competitors.	
	3.5	Gather relevant data in the form of Statistical data, Product data and customer's data through secondary research	
4	**Discovery Driven Planning**		16
	4.1	Data analysis and synthesis to identify competitive factors	
	4.2	Using relevant tools and methods for correct identification	
	4.3	Understanding basics of business ecosystem	
	4.4	Discovering actors, flow of information, goods, and money	
	4.5	Estimating viability of the ideas	
5	**Designing of product/service and framework for business**		16

Course Outcomes

1. **CO1**: Show they have KNOWLEDGE of visual representations, abstract ideas, and conceptual arguments.
2. **CO2**: Show COMPETENCE in making (ideate and prototype) using an iterative process and critical reflection (here, reflection indicates feedback incorporated when required)
3. **CO3**: Show FLUENCY in developing basic concepts and scenarios by experimenting, taking risks
4. **CO4**: Show STRENGTH in working with others in collaborative contexts to understand the value of self-learning and peer-to-peer learning.
5. **CO5**: EVALUATE the different data and ideate various concepts
6. **CO6**: CREATE a feasible solution based on the processes followed, data collected, and ideas generated.

References:

- Library resources (mandatory for reference) –
- Harvard Business review, Fortune magazine, Campaign Publication, Library Online databases

Drawing 2(BDES 116)

L	T	P
1	1	1

Course Name: Drawing Fundamentals 2 **Course Contact Hours: 2**

Course Credit Hours: 3 **Course Code: BDES 116**

Course Objectives:

- The students are enabled to start using drawing as a medium of exploration and thinking and not merely as a tool for depicting what is seen.
- Drawing is seen as a process for documenting the thought process and building upon it on an ongoing basis.
- Understanding the importance of making visual notes to guide future explorations.
- Enabling students to develop drawing skills to visualise complex forms and structures with ease and clarity.

Course Description:

Continuing from semester 1, Drawing 2 takes the students through the exploratory as well as technical aspects of drawing for designers. Developing further connections between ideas and visual memory, the students now start using drawing, as a medium, to effectively shape their ideas, communicate as well as present various connections in their design process. Most lectures will be task based.

Course Content:

Unit	Modules		No. of Hours
1	**Lighting Exploration**		8
	1.1	Lighting Study	
	1.2	Live sketching exercise	
2	**Polygonal Exploration – Tessellations**		8
	2.1	Tessellation concepts	
	2.2	Exploratory Sketches	
3	**Technical Drawing**		8
	3.1	Flat Drawing of a T-Shirt	
	3.2	Flat drawing of packaging	
	3.3	Technical drawings of interior space	

4	**Sketchbook session**	6

4.2 Storytelling with drawing

Course Outcomes

1. CO1: **UNDERSTANDING:** Understanding the purpose of various drawing elements.
2. CO2: **DEMONSTRATE**: Working with shapes and forms as creation tools.
3. CO3: **FLUENCY:** Fluency in using drawing as an expressive tool.
4. CO4: **COMPETENCE:** in effectively communicating ideas.
5. CO5: **STRENGTH:** in media of choice
6. CO6: **DEMONSTRATE**: communicating ideas through visuals

References:

- Andrew Loomis - Figure Drawing for All It's Worth
- Stan Lee - How to draw Comics the marvel way.

Imaging 2(BDES 110)

L	T	P
1	1	2

Course Name: Imaging 2 **Course Contact Hours: 3**

Course Credit Hours: 4 **Course Code: BDES 110**

Course Objectives:

- Develop students into effective visual communicators.
- Ensure students develop problem solving skills for professional practice.
- Ensure students have the ability to define tool-purpose context for smarter working.
- Upskilling students to incorporate AI generative tools into traditional workflows.
- Ensure that students become fluent in adapting across platforms, typologies, briefs, & processes to efficiently complete tasks & meet industry standards.
- Ensure students gain proficiency in publication design & data interpretation.

Course Description:

Digital imaging is a key skill & core competency that all designers are required to have. This course takes the student into an advanced level of visual digital image making using industry standard softwares, publication design & data interpretation through visual representation processes.

Course Content:

Unit	Modules		No. of Hours
1	**Adobe Photoshop: Digital Painting & Rendering**		6
	1.1	Digital Painting & Rendering	
	1.2	Enhancement, Lighting & Frame Animation	
2	**Adobe Illustrator: Visual Asset Pipelines**		9
	2.1	Asset Pipeline Planning, Grids & Mockups, Typography Experiments	
	2.2	3D Assets & Modeling	
	2.3	Infographics	
3	**Adobe InDesign: Publication Design**		12
	3.1	INTRODUCTION TO INDESIGN - Publication Design	
	3.2	EXPLORING INDESIGN - Core Tools, Effects & Layouts	

	3.3	EXPLORING INDESIGN - Book & Brochure Design Basics	
	3.4	EXPLORING INDESIGN - Visual Branding	
4	**Working Across Applications: Final Project : Specialisation Brochure**		15
	4.1	THE FINAL PROJECT – Research Phase	
	4.2	THE FINAL PROJECT - Ideation, prototyping & mockups	
	4.3	THE FINAL PROJECT - The Making Phase	
	4.4	THE FINAL PROJECT PEER REVIEW	
	4.5	THE FINAL PROJECT REVIEW	

Course Outcomes

1. CO1 - Show STRENGTH in knowledge & application of design elements and principles.
2. CO2 - UNDERSTANDING the role, functionality & areas of application of software & Artificial Intelligence.
3. CO3 - COMPETENCY in using digital design tools through a design thinking process across software typologies within 2D, 3D & video-based production.
4. CO4 - DEMONSTRATE the ability to understand a brief and design an appropriate solution.
5. CO5 - FLUENCY in digital imaging nomenclature, process and cross platform working in order to create clear & functional publications
6. CO6 - UNDERSTANDING of industry roles & processes

References:

- **Graphic Design and Print Production Fundamentals** by Wayne Collins, et al. - https://opentextbc.ca/graphicdesign/
- Abstract : The Art Of Design, Netflix
- http://lthscomputerart2.weebly.com/the-elements--principles-of-graphic-design.html
- https://youtu.be/BpHtWOQlNoo
- www.youtube.com/bringyourownlaptop
- Point & Line To Plane by Kandinsky
- Concerning The Spiritual In Art by Kandinsky
- https://www.adobe.com/in/creativecloud/buy/students.html
- https://inkscape.org/
- https://www.photopea.com/
- https://www.blackmagicdesign.com/in/products/davinciresolve
- https://www.scribus.net/downloads/
- https://www.marq.com/
- **Website prototyping :** https://uizard.io/
- Colour matching and palette creation https://www.khroma.co/train/
- Digital drawing support https://www.autodraw.com/
- Writing and visual prompt based https://www.jasper.ai/
- Paper on GANPaint ai https://ganpaint.io/

Sustainable Systems (BDES 106)

L	T	P
1	1	1

Course Name: Sustainable Systems **Course Contact Hours: 2**

Course Credit Hours: 3 **Course Code: BDES 106**

Course Objectives:

- Exhibit respect for diverse cultural attitudes regarding our ecological systems and an awareness for their relevance to creative practice
- Exhibit awareness of moral and ethical problems related to sustainability
- Drive scientific inquiry related to questions raised during lectures.
- Linkages, connectedness and participative work can lead to a better understanding of designed spaces, products and services etc.

Course Description:

Through a series of seminars and studio classes students will experiment with ideas to understand the concepts of the following:

- Understanding systems as a natural order. What are multiple kinds of systems in nature and our day to day lives?
- Are we going to run out of anything?
- Circular Economy- Who are the stakeholders? Circular economy can be implemented efficiently only if equal support from suppliers, designers, businesses, policy makers and consumers.
- Life Cycle of Materials- where important materials in products we use every day come from, how they get discarded and how these materials can be used more efficiently.

The course pushes students further to understand multiple perspectives and resources that influence us as a society, as communities and as individuals– citizens and, most importantly as designers. In the set tasks the students should also discover the impact we exercise with our decisions as designers on the environment and therefore, the future of our plant. While designing better futures designers are also meant to look at addressing concerns ailing the eco-systems that have been created by anomalies of the past. The class sessions will be a mixture of conversations and discussions on the premise that is defined above. Students will express their understanding, reflections and perspectives through papers/ reports, presentations and a final project.

Course Content:

Unit	Modules		No. of Hours
	Materials		
1	1.1	INTRODUCTION TO COURSE	8

	1.2	DISCUSSION ON CIRCULARITY AND MATERIALS	
	1.3	RESEARCH THROUG CASE STUDIES	
	1.4	PRESENTATION/ REPORT SUBMISSION	
	Circular Business Ideas		
2	2.1	IDEATION	8
	2.2	MID TERM REVIEW	
	Policies and rules/ regulations		
3	3.1	FIELD TRIP	6
	3.2	RESEARCH EXISTING POLICIES LOCAL AND GLOBAL	
	Conceptual Design Using Chosen material		
	4.1	IDEATION	
4	4.2	PROTOTYPING	6+2
	4.3	3D VISUALIZATION	
	4.4	PRESENTATION	

Course Outcomes

1. CO 1. **UNDERSTANDING** systems as a progression with a life cycle.
2. CO 2. **COMPETENCE** in devising meaningful design practices.
3. CO 3. **UNDERSTANDING** to consider the environment, economic and social aspects as interrelated tracts of thought and design.
4. CO 4. **EXHIBITING** awareness of interrelationships within and between systems
5. CO 5. **COMPETENCE** in use a combination of analogue and digital tools for research and analysis in Progress work
6. CO6: **STRENGTH:** in the development of 2D, 3D, creative works for final outcomes.

References:

Chris Goodall, All that Matters- Sustainability

Suggested Documentaries for self study

1. Consumed
2. The story of stuff
3. The true cost
4. Minimalism
5. Standing Tall
6. Plugged In: The True Toxicity of Social Media Revealed
7. Gringo Trails
8. Culture in decline: consumption - vanity disorder
9. Zero Days
10. State of surveillance
11. The bureau of digital sabotage
12. The great hack
13. Human

14. A class divided
15. Explained series – Season 1 episode 3 – Why women are paid less?
16. Explained series – season 1 -episode 20 – The racial wealth gap
17. Explained series – Season 2 -episode 4– The next pandemic
18. Gender diversity & identity in Queertopia - VPRO documentary
19. India's Third Gender Movement | The Zainab Salbi Project Ep. 2
20. Equal Half
21. Indian hospital revisited – episode 1 and 2 Incurable India
22. Delivering Healthcare in India
24. Future Intelligence
25. The great leap forward
26. The strange world of nano science
27. Visions of the future
28. After Ebola: Nebraska and the next pandemic
29. Why do viruses kill?
30. The Secrets of Viruses & Bacteria, Evolution to Epidemic
31. Big Data vs. Big Disease: How Algorithms Can Stop Pandemics
32. The New Black

Time (BDES 108)

L	T	P
1	1	3

Course Name: Time **Course Contact Hours: 4**

Course Credit Hours: 5 **Course Code: BDES 108**

Course Objectives:

- Time explores the concepts of abstraction, sequencing for building narratives, deconstruction, and analysis.
- By the end of the course, the students should not only understand the value of time but how to apply contextual inquiry in each project they take up.
- The course will also teach critical reflections while understanding self-growth through individual and group assignments.
- This course is not about skill learning but rather about skill application. It allows the students to figure their own pathways to complex realities and how to make sense of it all through metaphors, narratives and ideation.

Course Description:

Time is a course about context and its importance in any design or non-design project. This course makes the students challenge their perceptions of time and how that may correlate to the world around them and their own paths in design.

We often think about Time as a concept where abstractions are bound by the idea of documenting and archiving information, where Time is recorded as a means to understand the passage of it in relation to the outside. Given the lucidity of time, where it can be both linear and circular simultaneously, the ideas of time are also linked to both space and memory. Keeping all this in mind the Time course dives deep into one's understanding of time as a contextual buildup through various debates, discussions, and deconstructions.

Course Content:

Sr.No	Modules/ Units	No. of Hours	**No. of Hours**
1	**Sequential Storytelling - Project 1**	**32**	
	1.1 Time: scale, memory 1.2 Panel transitions, sequential imagery 1.3 Metaphors in image-building 1.4 Abstraction: colours, shapes		6
2	**Cinema and You - Project 2**	**28**	

	2.1 Introduction to Indian cinema 2.2 Film analysis and deconstruction 2.3 Narrative building through context 2.4 Development process and group collaboration	6

Course Outcomes

1. CO1: Show they have knowledge of abstraction, storytelling, and reflection in their contextual inquiries
2. CO2: Show competence in representing ideas through any medium that fits the context best and not be inhibited to pick up a new skill for the same
3. CO3: Show fluency in analysing complex patterns using forms that depict passage of time
4. CO4: Show strength in working with others in collaborative contexts to understand the value of self-learning and peer-to-peer learning
5. CO5: Develop an understanding of contextual inquiry
6. CO6: Understand the basic theories and perspectives about Time as a concept and apply the same in narrative building

References:

- The Age of Earthquakes: A Guide to the Extreme Present by Douglas Coupland, Hans Ulrich Obrist, Shumon Basar.