

Programme Template

1. Name of the Programme and Code	Bachelor of Design DD1																		
2. Degree (UG/PG)	UG																		
3. Minimum Duration of the Programme (Specify for FT and PT, if applicable)	4 years, 8 semesters, FT only																		
4. Maximum Duration of the Programme (Specify for FT and PT, if applicable)	12																		
5. Capacity (Max. Student Strength) of the Programme	20 per batch																		
6. Number of Regular Faculty Members Involved as Teaching Faculty in the Programme	12																		
7. Minimum Credit Requirements for the Degree	143																		
8. Articulate the Program Learning Outcomes (PLO) <i>[For example see: Objectives vs. Outcomes and Student Outcomes]</i> PLO1. BDes graduates will effectively design and communicate human-centred and sustainable solutions. PLO2. BDes graduates will be proficient in a variety of hands-on design tools and techniques needed towards solving real-world problems. PLO3. BDes graduates will be prepared to engage and be adept in professional design practice and leadership roles. PLO4. BDes graduates will demonstrate a strong understanding of research, design principles and design methodologies.																			
9. Map PLOs with Institute Learning Outcomes (ILOs) of the Degree <i>[Indicate '1' for weak, '2' for good, and '3' for excellent relation. Leave the cell blank to indicate no relation]</i> <table border="1"> <thead> <tr> <th></th> <th>PLO1</th> <th>PLO2</th> <th>PLO3</th> <th>PLO4</th> </tr> </thead> <tbody> <tr> <td>ILO1</td> <td>3</td> <td>3</td> <td>2</td> <td>2</td> </tr> <tr> <td>ILO2</td> <td>2</td> <td>3</td> <td>2</td> <td>3</td> </tr> </tbody> </table>						PLO1	PLO2	PLO3	PLO4	ILO1	3	3	2	2	ILO2	2	3	2	3
	PLO1	PLO2	PLO3	PLO4															
ILO1	3	3	2	2															
ILO2	2	3	2	3															

ILO3	3	2	3	2
ILO4	3	2	3	2

10. Number of Programme Core Credits	82
11. Number of Programme Elective Credits	15
12. Number of Open Credits	12
13. Number of Project Core Credits	34

14. Details of Creative Expression and Ethical Reasoning (CEER) Component in the Programme [Mandatory for UG]	
Number of Credits Assigned	
Courses Involved and Credits Accounted <i>[e.g., If one module in AMLXXX with contact hours YY satisfies Z credits, then write AMLXXX (Z credits)]</i>	1. Drawing and Visualisation (1 credit) 2. Form and material exploration (1 credit) 3. Design Process (1 credit) 4. Design Management and Entrepreneurship (1 credit)

15. Details of Emerging Trends (ETT) Component in the Programme [Mandatory for UG]	
Number of Credits Assigned	
Courses Involved and Credits Accounted <i>[e.g., If one module in AMLXXX with contact hours YY satisfies Z credits, then write AMLXXX (Z credits)]</i>	1. Understanding Design and Environment (1 credit) 2. Design Futures (1 credit) 3. Systems design (1 credit)

16. Details of Environment and Sustainability (E&S) Component in the	
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Programme [Mandatory for UG]

Number of Credits Assigned	
Courses Involved and Credits Accounted <i>[e.g., If one module in AMLXXX with contact hours YY satisfies Z credits, then write AMLXXX (Z credits)]</i>	1. Understanding Design and Environment (3 credits) 2. Design History (1 credit) 3. Design project II: Thematic Design studio (5 credits) 4. Systems design (1 credit)

17. Details of Research/Technical Communication Component in the Programme [Mandatory for PG]

Number of Credits Assigned	
Courses Involved and Credits Accounted <i>[e.g., If one module in AMLXXX with contact hours YY satisfies Z credits, then write AMLXXX (Z credits)]</i>	1. Fundamentals of Design (1 credit) 2. Design Research (2 credits)

18. Details of Professional Ethics Component in the Programme [Mandatory for PG]

Number of Credits Assigned	
Courses Involved and Credits Accounted <i>[e.g., If one module in AMLXXX with contact hours YY satisfies Z credits, then write AMLXXX (Z credits)]</i>	1. Design Management and Entrepreneurship (1 credit) 2. Ergonomics and Human Factors (0.5 credits) 3. Design Project I (1 credit)

19. Details of External Connect Component in the Programme [Mandatory for PG]

Number of Credits Assigned	
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Courses Involved and Credits Accounted

[e.g., If one module in AMLXXX with contact hours YY satisfies Z credits, then write AMLXXX (Z credits)]

1. All Design Projects
2. Design seminar (2 credit)

20. List of prescribed courses in all baskets (BS, GE, DC/PC, DE/PE, ...)

Basic Sciences (BS)	General Engineering (GE)	Departmental/Programme Core (DC/PC)	Departmental/Programme Elective (DE/PE)
N/A	N/A	Drawing and Visualisation	Design for Usability
		Fundamentals of Design	Design for XR
		Form and Material Exploration	Game Design Fundamentals
		Human Factors in Design - 1	Interaction Design
		Understanding Design and Environment	Applied Behavioural Design
		Image Making	Universal Design
		Prototyping	Healthcare Innovation
		Typography	Advanced Form Studies
		Human Factors in Design - 2	Media Studies
		Design History	Information Design
		Studio I: ID	Advanced Illustrations & Storytelling
		Studio I: CD	Advanced Typography
		Studio I: IxD	Design for Animation
		Design Process	Design Studies
		Design Futures	Speculative Design
		Studio II: ID	Design in Indian Context
		Studio II: CD	Digital Heritage
		Studio II: IxD	Design Research Methodologies
		Design Research	Product Semantics
		Behavioural Design	Exhibition Design

		Systems Design	Design Innovation & Entrep.
		Design Seminar	Strategic Design Management
		Design Management & Entrepreneurship	Design for Sustainability
			Environments and Health
			Design for the Ambient Environment
			Body Conscious Design
			Design for Resource-Constrained Populations
			Design for UX
			Digital Game Design
			Comics & Graphic Novels
			Independent Study

21. Nominal Semester-wise Academic Plan

Semester	Course-1	Course-2	Course-3	Course-4	Course-5	L	T	P	Credits	Contact Hours	
I	DDP 1001	DDP 1002	DDP 1003	DDP 1004	DDL 2111						Color Legends
	Drawing and Visualisation	Fundamentals of Design	Form and Material Exploration	Human Factors in Design - 1	Understanding Design and Environment						Department Core
	1 0 6 4	1 0 6 4	1 0 6 4	2 0 2 3	2 0 2 3	7	0	22	18	29	Common course with BTech in Design
II	DDP 1005	DDP 1006	DDP 1007	DDP 1011	DDP 1008						Design project
	Image Making	Prototyping	Typography	Human Factors in Design - 2	Design History						Department Elective
	1 0 6 4	1 0 6 4	1 0 6 4	2 0 2 3	1 0 4 3	6	0	24	18	30	OE/HUSS
III	DDP 2001	DDP 2003	DDP 2005	DDL 2007	DDP 2009						
	Studio I: ID	Studio I: CD	Studio I: IxD	Design Process	Design Futures						
	1 0 6 4	1 0 6 4	1 0 6 4	2 0 2 3	1 0 4 3	6	0	24	18	30	
IV	DDP 2002	DDP 2004	DDP 2006	DDL 2008	DDL 2010						
	Studio II: ID	Studio II: CD	Studio II: IxD	Design Research	Behavioural Design						
	1 0 6 4	1 0 6 4	1 0 6 4	2 0 2 3	2 0 2 3	7	0	22	18	29	
Summer	DDR 2011 Social Immersion (NGU) (0 0 4 2)										
V	DDP 3001	DDL 3003	DDP XXX	DDP XXX							
	Design Project I	Systems Design	Department Elective	Department Elective	HUSS						
	1 0 8 5	2 0 2 3	1 0 4 3	1 0 4 3	2 0 2 3	7	0	20	17	27	
VI	DDP 3002	DDP XXX	DDP XXX								
	Design Project II - Thematic Studio	Advanced Elective	Advanced Elective	Open Elective	Open Elective						
	1 0 8 5	1 0 4 3	1 0 4 3	2 0 2 3	2 0 2 3	7	0	20	17	27	
Summer	DDR 3011 Internship (NGU) (0 0 4 2)										
VII	DDP 4001	DDR 4003	DDP XXX	DDL 4004							
	Design Project III	Design Seminar	Advanced Elective	Design Management & Entrepreneurship	Open Elective						
	0 0 20 10	1 0 0 1	1 0 4 3	2 0 2 3	2 0 2 3	6	0	28	20	34	
VIII	DDP 4002										
	Thesis Project	Open Elective									
	1 0 26 14	2 0 2 3				3	0	28	17	31	
						Total			143	237	
22.Average Contact Hours per Faculty <i>per Week</i> , for this Programme						9.2 (as per the formulae) <i>Calculation (221*4)/(12*8)</i>					
23.Average Credit Students per Faculty per Semester, for this Programme						109 <i>Calculation (131*20*4)/(8*12)</i>					

24.If the program is a revision of an existing program, please list the major changes made.	• The core credits have been reduced from 158 (existing) to 143 (revised) for a more eased structure. • The number of department core courses has reduced from 32 to 23, with merging courses and updating contents. • The overall curriculum structure has shifted from being fragmented and disconnected to systematic and interlinked, improving coherence and flow. • The first-year design foundation, previously fragmented, is now integrated, offering a stronger, more cohesive start to the program. • The number of design projects has decreased from 6 to 4. • The curriculum's alignment with 21st-century skills has improved from "Good" to "Better", reflecting greater relevance to contemporary industry and societal needs. • The Programme Learning Outcomes (PLOs), which were previously indistinct, are now clearly defined and measurable. • The mapping between ILO and PLOs has become distinct and systematic, ensuring clearer learning progression and career pathways for students.
25.Please elaborate on,	
a) How flexibility for the students has increased?	The introduction of specialised studios will provide greater flexibility for cross-learning. Additionally, common courses with BTech in Design will ensure more collaborative co-learning and

	development.
b) How engagement and interaction with the student have increased?	The reduction in the number of courses and design projects will promote greater interaction between faculty and students. This change aims to ease the workload while retaining the joy of learning. Additionally, the thematic design project encourages students to work in groups alongside faculty, leading to enhanced interaction and improved learning experiences.
c) How hands-on learning is emphasized in the program?	The hands-on learning component is now systematically introduced from semester 1 onward, leading up to the design projects in semester 5. These projects will be largely self-initiated by students, as they will have gained rigorous hands-on experience by that time. Attention has been paid to ensure that the hands-on learning is distributed efficiently, allowing students to work confidently with both 2D and 3D forms and formats. After the 4th semester, students will have the option to choose electives based on their career pathways and areas of interest. This will enable them to build specialised hands-on knowledge while maintaining a generalised understanding across all semesters.