Course Structure
B.Des. (Humanising Technology)

	Year I		Year II	
	Semester I	**Semester II**	**Semester III**	**Semester IV**
Fundamental	**Course**	**Course**	**Course**	**Course**
Design Language	Design Drawing Digital Skills I Typography	Form Explorations Fundamentals of Photography	Art of Storytelling Narrative Prototyping Digital Skills II Interface Design	Simple Product Design
Design Visualisation	Design Fundamentals	Communication Design	Data Visualisation	Sensorial Design
Design Thinking		Design Research	Ideation & Prototyping	Usability Testing
Design Science	Design Theory	Introduction to Cognitive Science	Cognitive Ergonomics I	Cognitive Ergonomics II
Design & People	Social Anthropology		Ethnography	
Design & Technology		Creative Coding	Web Coding	Physical Computing Digital Skills III Interaction Design
Design Management	Business Communication		Business Acumen I	Business Acumen II
Research	Research Pathway I	Research Pathway II		Research Pathway III

Year III			
Semester V		**Semester VI**	
Fundamental	**Course**	**Fundamental**	**Course**
Design Thinking + Design Management	NGO Internship	Design Thinking + Design & Technology + Design Management	Immersive Experiences
Design Thinking + Design & Technology + Design Management	Web & Mobile Experiences	Design & Technology + Design Science + Design Thinking	Creative Entrepreneurship
Design Thinking + Design & Technology + Design Management	Connected Experiences	Design & People	Behavioural Design
Design Management + Design Thinking	Data Design	Design Management	Intellectual Property Rights for Designers

Year IV			
Semester VII		**Semester VIII**	
Fundamental	**Course**	**Fundamental**	**Course**
Design Thinking + Design Management + Design Science + Design & Technology	Capstone project	Design Management + Design Thinking + Design & People + Design & Technology + Design Science	Industry Internship
Design Visualisation + Design Management + Design Science + Design & People	Research Paper		

Brief description of the Courses listed in the course structure of all years:
(In continuation to 4.10 of Academic guidelines in Part I of this SRB)

1. **Design Drawing** develops an understanding of the basic drawing skills that allow students to discover different ways to communicate ideas visually.

2. **Digital Skills I** familiarises with the softwares, tools, possibilities to create Digital illustration, photo enhancements and manipulations.

3. **Typography** explores the fundamentals of type through the study of letterforms and typographic explorations.

4. **Design Fundamentals** examines the elements and principles of design in the applications of visual representations. It will further guide students in understanding the subjectivity and objectivity related to aesthetics.

5. **Design Theory** develops creative thinking skills and enriches the understanding of methods and strategies in design practices.

6. **Social Anthropology** explores the relevance of understanding the social context of design. Students are introduced to thinking critically about the ideologies behind the construction of objects, spaces and tools used in their daily life.

7. **Business Communication** grooms designers in the professional world related to communication and listening skills.

8. **Research Pathway I** acquaint students with basic terminologies of research and equip them to develop skills in writing research articles.

9. **Form Explorations** encourages material explorations, form generations and building of four dimensional forms by imbibing and utilizing workshop skills.

10. **Fundamentals of Photography** introduces the fundamentals of a camera and explores using photography for visual communication and document.

11. **Communication Design** outlines the skill and knowledge to create visual designs and narratives for effective communication.

12. **Design Research** introduces the tools and mindset to conduct empathy research, in addition takes up the tenets, frameworks to synthesise and define an insightful and in-depth problem statement.

13. **Introduction to Cognitive Science** aids in understanding the user behavior by deconstructing their mental model with respect to beliefs, attitudes and translates the knowledge in the context of Design research.

14. **Creative Coding** focuses on learning essential coding skills and practices through creating procedural and interactive visualizations that form the essential groundwork for further technology applications.

15. **Research Pathway II** develops an ability to read, critique and write white papers. It equips the students to understand the importance and use of white papers as well as make them capable of writing white papers using best practices.

16. **Art of Storytelling** familiarises with the process and tools of storytelling to create compelling narratives to pitch solutions whilst keeping users at the centre.

17. **Narrative Prototyping** develops skills to build minimalistic and efficient storyboards for compelling narrative represented through audio visual media. This skill enables prototyping and walk through of solutions.

18. **Digital Skills II** helps to build expertise in using the relevant softwares to generate to industry standard audio visual representations.

19. **Interface Design** introduces the design of user interfaces and focusing on improving usability and user experience.

20. **Data Visualisation** build skills to decode complexity and represent complex information in simple, efficient visuals.

21. **Ideation & Prototyping** familiarize with the process of concept building and introduces the use of various tools, skills and iterative prototyping processes to bring concepts to reality.

22. **Cognitive Ergonomics I** prepares the student to recognize the process of user cognition that considers perceptive, affective and socio-environmental attributes that influence the decision making. This knowledge is applied when crafting effective, user- centric experiences.

23. **Ethnography** Aids in the exploration of cultural sensitivity, and building a knowledge base on cultural idioms that can inform contextual design. Ethnocentric ideals are challenged and the students are encouraged to be perceptive to alternate perspectives. Students learn the links between material and non-material culture, and

how to study people in their lived environment.

24. **Web Coding** focuses on the interface of coding and hardware with mobile or web applications to see and practice possibilities with design as the focus. It also explores 3D digital software to visualise tangible products.

25. **Business Acumen I** introduces the elementary concepts of marketing such as market research, trends and forecasting.

26. **Physical Computing** develops electronic (sensors & proto boards) and coding skills required to prototype interactive interactions with physical objects.

27. **Digital Skills III** introduces Unity as a tool for prototyping 3D animations, experiences and interactive games

28. **Simple Product Design** Introduction to the design and prototyping of a tangible product, considering the principles of physical ergonomics, materials, processes and user needs.

29. **Sensorial Design** enriching design by including multi- sensorial perceptions.

30. **Usability Testing** deals with the testing of usability factors of solutions to iterate with certainty.

31. **Cognitive Ergonomics II** enables the students to apply the decision-making strategies and system thinking approach when designing solutions.

32. **Interaction Design** uses concepts and applications in human computer interaction (HCI) to inform the design of interactions while taking into consideration the social, cultural and psychological contexts of users.

33. **Business Acumen II** uses Business Economics and Finance to understand the dynamics of firms, markets and budgets.

34. **Research Pathway III** develops an ability to read, understand the structure of research papers. It equips the students to inculcate the best practices of writing research papers and prepare them to develop essential skills to design a scientific research poster.

35. **NGO Internship** a month-long internship in social design, it facilitates the application of the learnings of the foundation years on field.

36. **Web and Mobile Experiences** deconstructs the process of the design for web and mobile experiences and gain expertise in UX, UI design, pitching, validation and deployment processes.

37. **Connected Experiences** focuses on research, design and prototyping of connected experiences across various sectors with a functionable understanding of IoT technology.

38. **Data Design** focuses on using complex, real time data to design constructive stories considering core visual ergonomics and decision science.

39. **Immersive Experiences** aims to build skills and capabilities to experiment and design contextual virtual experiences as solutions to the problem at hand.

40. **Creative Entrepreneurship** using experiential learning, builds the basic fundamentals of Entrepreneurship. Addresses the process of creating and evaluating a business idea, to plan business generation and craft an effective pitch.

41. **Behavioural Design** Behavioural Design facilitates the interpretation of the science of human behaviour, to design persuasive interventions by applying behavioural insights and the methods derived from games and gameplay as approaches, to systematically and intentionally change behaviours while solving design challenges in a physical or a digital world."

42. **Intellectual Property Rights for Designers** imparts relevant knowledge to understand the appropriate legal structures with reference to Designs, Patents, Copyrights and Trademarks.

43. **Research Paper** will provide an opportunity to construct arguments, and build new knowledge whilst exploring individual interests and convictions as a designer.

44. **Capstone project** will analyse a real-life-problem and design the solution where in creativity and value creation are in balance. This project will elucidate the skills, rigour, and competencies of a Humanising technology student's.

45. **Industry Internship** will train the students with the current practice trends as a designer and build on-the-job skills required to successfully work in a professional environment. In addition, opportune an experiential validation of a student's preference to a certain design domain in professional practice.