GUJARAT TECHNOLOGICAL UNIVERSITY

Bachelor of Engineering
Subject Code: 3130008
Semester III
Design Engineering 1 A
Module 1: Understanding Design Thinking

Type of Course: Project Work

Prerequisite: Optimistic mind-set, Enthusiasm of learning new things, Unlearn yourself

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks				Total Marks
				Theory Marks		Practical Marks		
L	T	P	C	ESE (E)	PA (M)	ESE Viva (V)	PA (I)	
0	0	2	1	0	0	80	20	100

Relevance

This course is meant for beginners. The course is designed to imbibe Design Thinking understanding and mind-set for the 3rd semester students.

Objective: Understanding Design Thinking

The course aims to expose students to the basic process and framework of Design Thinking and relevant tools & techniques for Creativity & Innovation.

Course Contents

This Course is designed to give very basic understanding of the Design Thinking methodology. In DE-1A, student will select very basic and small, individual or team project irrespective of their branch. This project would be from very general topic/domain like designing something for yourself/parents/Teacher/Friends (Whole class may select single project topic or similar topic in different small groups to have healthy competition among the class). This kind of basic project in 3rd semester would help in understanding of Design Thinking process easily when much technicality is not involve. In this module, student will use whole Design Thinking process as shown in fig.1 of general guideline document to complete their projects but here the learning objective or focus would be more on Observation or Empathy process. So students need to give more time to these phases and then reach up to the rough prototype phase. The content is divided into week-wise activities as shown below to better understand the course and to give enough time to all the learning aspects and students need to follow the same but depending upon the type and nature of projects, students and guide may allocate more/less time to the activities.

Design Thinking Process – with Tools & Techniques			
Module 1 (DE-1A): Understanding Design Thinking			
Broad segment	Week	Description	Operational need
Design Thinking Introduction	1	○ Overview, objective and goal of this course ○ What is Design Thinking? - Its importance, socio-economical relevance ○ Design thinking to foster innovation ○ Relevance of design and design thinking in engineering ○ Systematic problem identification & problem solving approaches	○ Brief lecture/exercise ○ Hands on exercise to understand attributes of Design Thinking
	2	○ Domain Selection (general topic/products in 3rd semester) ○ Team Building Exercise ○ Log book, documentation strategy – introduction, importance, preparation	○ Brief lecture/exercise ○ Hands-on sessions with cases/examples ○ Individual logbook is required
	3	○ Learning tools ✓ Design in nature/Bio-mimicry ✓ Design as a System approach ✓ Design as listening tool for mapping users' unmet needs	○ Brief lecture/exercise ○ Next week Students need to present on the learning from these topics
Empathization Phase	4,5,6	○ Observation: Through AEIOU framework ✓ Orientation to Field Work – Need for field visit? ✓ What/How/Where to Observe ✓ Ethnographic tools and its usage ✓ What difference it will make if the problem solved - partially or fully? ✓ Could solution be worse than the problem? ✓ Key pain and pleasure points ✓ Understanding of User Contexts ✓ Log book exercise ✓ Analysis of Data - Mind Mapping ○ Immerse via Role Playing	○ Students will be introduced to different observation/scouting methods in the theory session in class for all four weeks in different sessions ○ Then during weeks, they need to visit their selected domain/place for getting insights and define problems. ○ Minimum 4-5 field trips will be required to get better insights on users' needs.

		○ Interview: ✓ Formal and Informal interview ✓ Students may use Stanford methods given in below link - http://dschool.stanford.edu/wp-content/uploads/2013/10/METHODCARDS-v3-slim.pdf	
		○ Summary of AEIOU activity/inputs ○ Preparation of Mind Map, Empathy Map	○ Class as well as homework/field activity
Define Phase: Problem Definition by secondary research ,group work and presentation	7	○ Secondary research/Prior art search (prior art search is continuous activity and can be used in any phase to strengthen the idea) ○ Group wise presentation followed by Discussion ○ Define Problem statement (format is given in reference PPT on DE portal ○ Verification of problem identified by team through users/stakeholders	○ After rigorous and systematic field exercises, empathization and Secondary Research activities -student teams need to define their problem here (it can be further validate through Ideation phase)
Ideation Phase	8	○ Preparation of Ideation canvas ✓ Brainstorming (What, Why, How, When, For Whom) ✓ Situation/Context/Location ✓ Props/non-living things/tools/equipment ✓ Opportunity mapping	○ 2 hour – explanation of Ideation canvas to class ○ Then students will work on their Ideation canvas ○ Ideation activities shall be performed in class with team members under guidance of teacher
	9	○ Combination of Ideas from Ideation canvas ○ Sketching of mock concepts in log book ○ Design Thinking is a Convergent-Divergent process	○ Student teams need to discuss their Ideation canvas with other teams, faculty guides and users and take feedbacks
	10	○ Prioritizing and finalizing Idea (After group discussion and consulting with faculty guide, student teams need to select their final problem & idea for further development)	○ Students team need to validate the final Problem & idea/concept with Users/Stakeholders after this activity

Product Development Phase	11	○ Preparation of Product Development Canvas (PDC) ✓ Product Experience ✓ Product Functions ✓ Product Features ✓ Components ○ Discussion on Product Development Canvas (PDC)	○ 2 hour – explanation of product development canvas to class ○ Then students will work on their PD canvas (min 3 hour continuous workshop) ○ Till 12th week of the course, Students team will discuss on their PDC with other groups and guide ○ Refinement of PDC after discussion
	12	○ Customer/User Revalidation (Reject/Redesign/Retain) ○ Refinement	○ Till 13th week of the course, student team will consult the Users/Stakeholders for their inputs for concept finalization after various stages and incorporate necessary changes.
Proof of Concept	13	○ Rough Prototype ○ Here strategy is "to fail fast to succeed faster"	○ Very early & rough prototype ○ Made up of paper, cardboard, thermocol etc. whichever material is available
Feedback & Final Report	14	○ Upload duly signed Continuous Assessment Card ○ Feedback, Online certificate generation through DE portal ○ Final Report	○ As per the feedback received from Users/Stakeholders/other student groups/guide, student teams need to modify their design and further action plan. ○ Report writing should be continuous activity throughout the semester

Submissions by the end of 3rd semester shall be:

A. Process Report comprising:
   a. Introduction (Describe your project in detail including domain – type, place, why and how team selected this domain and why this domain is important in relation to Design Thinking/Human-Centered process etc.)
   b. Preparation of canvases based on different phase of Design Thinking
   c. Feedback analysis with the user shall be clearly included in the report
   d. Summary of findings of Prior Art Search on purpose/project theme (2 summary papers per student)
   e. Summary of the learning from Design Thinking
   f. Summary on validation process and refinement in the rough prototype
   g. Any other important aspects you feel should be included

B. AEIOU framework
C. Mind Map
D. Empathy Map
E. Ideation Canvas
F. Product Development Canvas (PDC)
G. Rough prototype model/Conceptual Plan-Layout for process related branches
H. Individual Log Book (duly signed by faculty guide)
I. Continuous Assessment Card for Internal Evaluation (Document separately available on GTU website)

Note: As per the guidelines and evaluation schemes given in this document, students need to prepare report for their projects. Separate report format will not be provided by University, students and faculty members may create their own creative formats. However, in general guidelines document uploaded on GTU website, there are some report format links are given which may help for report format.

To,

The Principals/Directors of Colleges/Institutes, the Heads of Departments and GTU/Design Engineering coordinators:

Students deserve a proper practical/ viva/project examination of the work that they have done over the semester (or over the year for a 2-semester project). It is the responsibility of the University and Colleges that all its examinations are conducted fairly, sincerely and with due diligence. So please look into the following:

1. Please make proper arrangements so that all the examinations start in-time. If due to any reason, the exam should not start at the scheduled time, please inform the examiners that they should take extra time. But in no case the viva/ practical exam be conducted in a hurry without giving sufficient time for evaluation of every student. If an exam is scheduled to be held over two days, please make the necessary arrangements.

2. The University expects the Deans (and or special teams headed by the Dean or his/ her nominee) to visit the Colleges during the practical/ viva examinations. As it came to University's notice that some examiners and colleges are completing viva exam in 1 or 2 hours' time of entire class which is not acceptable in any case and it's immoral practice for any education institute. So all stakeholders need to take extra care of this issue.

3. Please see that all the necessary help and information is provided to examiner. Please receive them so that they can do their job properly without wasting their time in searching for the place and in contacting the concerned departments and students. If they wish to visit the laboratories/workshops, please make the necessary arrangements.

4. Please inform the examiner that he/she must note down the best 3 projects of the department and convey the details of such projects by uploading the details of the project or/and the complete project report on the University's server or send it to design@gtu.edu.in .

5. In case Internet or the server should not work, please provide the technical help to the examiner for preparing a CD of the reports of the best three projects of every department and please make arrangements to deliver the CD to the examination/BE section of the University.

PROCESS OF EVALUATION: At the ensuing 3rd semester examinations, the work of the students in Design Engineering – 1A is to be evaluated through Internal Viva exam and the evaluation is to be out of 80 marks. Institute may organize inter-department viva or project show case so students would get various expert opinions to motivate them.

For 3rd semester, internal Viva-Voce examination will be conducted at the end of the semester by a team of three examiners - One internal guide, one inter/own departmental faculty, one industry expert (industry expert may be optional but recommended). Internal examiners/teachers must be trained in Design Thinking through the FDP conducted by University.

EVALUATION SCHEME:

Sr. No.	Particular	Sub-Head Weightage
1.	Understanding of Design Thinking methodology/ need ✓ Importance and understanding of Design Thinking for innovation, entrepreneurship, societal solutions with various learning tools	15
2.	Observation towards Empathy ✓ Field Activity/observation and outcome ✓ Mind Mapping - Summarization and data analysis ✓ Observation Technique (AEIOU Framework)	20
3.	Log book (Individual completed log book, duly signed by guide regularly) Continuous Assessment Card for Internal Evaluation (Complete and duly signed by guide regularly)	10
4.	Understanding of Canvases/Framework ✓ AEIOU, Mind Mapping ✓ Empathy mapping ✓ Ideation Canvas ✓ Product development Canvas	15
5.	Design Problem Definition ✓ Prior art search/Secondary research ✓ Diachronic and Synchronic analysis	10
6.	Report: Compilation of work report (process report), Online Certificate generated through DE Portal, Future action plan, Question and Answer, Communication Skill, Attitude	10
		80

Note:

- ✓ Total Marks for the subject: 100 (Internal end semester viva exam – 80 & Internal continuous evaluation – 20)
- ✓ Minimum passing marks: 40/80
- ✓ Examiner essentially needs to evaluate the learning process of the student during the semester, not only the final outcome. As outcome is important for any project but during the student stage, projects are intended for practical learning and "Learning by doing" is the Mantra for Design Engineering subject (One should celebrate the failure also and learn from it to get success). So

please evaluate the Design Thinking process and their learning properly with giving sufficient time for each project.

- ✓ Students need to explain all canvases prepared in hard copy to the panel of examiners.
- ✓ Power point presentation is not mandatory.

GUJARAT TECHNOLOGICAL UNIVERSITY

Bachelor of Engineering
Subject Code: 3150709
SUBJECT NAME: Professional Ethics
Semester V

Type of course: NA

Prerequisite: NA

Rationale:

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks				Total Marks
L	T	P	C	Theory Marks		Practical Marks		
				ESE(E)	PA	ESE (V)	PA(I)	
3	0	0	3	70	30	0	0	100

Content:

Sr. No.	Content	Total Hrs
1	Concepts and theories of Business Ethics: Definitions of Ethics, Personal ethics and Business ethics, Morality and law, How are moral standards formed? Religion and Morality, Morality, Etiquette and Professional codes, Indian Ethical Traditions.	6
2	Business Ethics: Principles of personal Ethics, Principles of Professional ethics, Evolution of Ethics Over the years, Honesty, Integrity and Transparency are the touchstones of Business Ethics, Distinction Between Values and Ethics, Roots of unethical Behaviour, Ethical Decision – Making	6
3	Ethical Dilemmas, Sources and Their resolutions: What is an Ethical Dilemma, Sources of Ethical Behaviour, Code of Personal Ethics for Employees, How to Resolve an Ethical Problem, How to Resolve Ethical Dilemmas.	5
4	Ethical Decision – marking in Business: Ethical Models that Guide Decision making, Which Approach to use, Ethical Decision Marking with Cross – holder conflicts and competition, Applying Moral Philosophy to Ethical Decision Making, Kohlberg's Model of Cognitive Moral Development, Influences on Ethical Decision Making, Personal values and Ethical Decision Marking	10
5	Individual factors: Moral Philosophies and values – Moral Philosophy defined, Moral philosophies, Applying Moral Philosophy to Ethical decision Making, Cognitive moral Development, White – Collar Crime, Individual factors in Business Ethics	9
6	Human Values for Indian Managers, Lessons from Ancient Indian Education system, The law of Karma, Quality of Working life, Ethics of Vivekananda, Gandhiji, Aurobindo and Tagore.	9

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Suggested Specification table with Marks (Theory):

Distribution of Theory Marks					
R Level	U Level	A Level	N Level	E Level	C Level
25	20	10	25	20	0

Legends: R: Remembrance; U: Understanding; A: Application, N: Analyze and E: Evaluate C: Create and above Levels (Revised Bloom's Taxonomy)

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Reference Books:

1. Business Ethics by AC Fernando
2. Business Ethics by Ferrell, Fraedrich and Ferrell.
3. Ethics in Management and Indian Ethos by Biswanath Gosh

Course Outcomes: After learning the course the students will able to

Sr. No.	CO statements	Marks %Weightage
CO-1	Awareness of types of ethical challenges and dilemmas confronting members of a range of professions (business, media, police, law, medicine, research)	25
CO-2	Identify and describe relevant theoretical concepts related to professional ethics in engineering	20
CO-3	Understand the basic perception of profession, professional ethics, various moral issues & uses of ethical theories	20
CO-4	Distinguish among morals, values, ethics, and the law and to explore how they each impact engineering practice	25
CO-5	Apply learning from Indian history and ethos to ethical practices in engineering.	10