

I Semester

INNOVATION and DESIGN THINKING			
Course Code	21IDT19/29	CIE Marks	50
Teaching Hours/Week (L: T:P: S)	1:0:0	SEE Marks	50
Total Hours of Pedagogy	25	Total Marks	100
Credits	01	Exam Hours	01
Course Category: Foundation			
Preamble: This course provides an introduction to the basic concepts and techniques of engineering and reverses engineering, the process of design, analytical thinking and ideas, basics and development of engineering drawing, application of engineering drawing with computer aide.			
Course objectives:			
<ul style="list-style-type: none">To explain the concept of design thinking for product and service developmentTo explain the fundamental concept of innovation and design thinkingTo discuss the methods of implementing design thinking in the real world.			
Teaching-Learning Process (General Instructions)			
These are sample Strategies; which teachers can use to accelerate the attainment of the various course outcomes.			
<ul style="list-style-type: none">Lecturer method (L) does not mean only the traditional lecture method, but a different type of teaching method may be adopted to develop the outcomes.Show Video/animation films to explain conceptsEncourage collaborative (Group Learning) Learning in the classAsk at least three HOTS (Higher-order Thinking) questions in the class, which promotes critical thinkingAdopt Problem Based Learning (PBL), which fosters students' Analytical skills, develops thinking skills such as the ability to evaluate, generalize, and analyze information rather than simply recall it.Topics will be introduced in multiple representations.Show the different ways to solve the same problem and encourage the students to come up with their own creative ways to solve them.Discuss how every concept can be applied to the real world - and when that's possible, it helps improve the students' understanding.			
Module-1			
PROCESS OF DESIGN			
Understanding Design thinking			
Shared model in team-based design – Theory and practice in Design thinking – Explore presentation signers across globe – MVP or Prototyping			
Teaching-Learning Process	Introduction about the design thinking: Chalk and Talk method Theory and practice through presentation MVP and Prototyping through live examples and videos		
Module-2			
Tools for Design Thinking			
Real-Time design interaction capture and analysis – Enabling efficient collaboration in digital space – Empathy for design – Collaboration in distributed Design			
Teaching-Learning	Case studies on design thinking for real-time interaction and analysis		

Process	Simulation exercises for collaborated enabled design thinking Live examples on the success of collaborated design thinking	
Module-3		
Design Thinking in IT Design Thinking to Business Process modelling – Agile in Virtual collaboration environment – Scenario based Prototyping		
Teaching-Learning Process	Case studies on design thinking and business acceptance of the design Simulation on the role of virtual eco-system for collaborated prototyping	
Module-4		
DT For strategic innovations Growth – Story telling representation – Strategic Foresight - Change – Sense Making - Maintenance Relevance – Value redefinition - Extreme Competition – experience design - Standardization – Humanization - Creative Culture – Rapid prototyping, Strategy and Organization – Business Model design.		
Teaching-Learning Process	Business model examples of successful designs Presentation by the students on the success of design Live project on design thinking in a group of 4 students	
Module-5		
Design thinking workshop Design Thinking Work shop Empathize, Design, Ideate, Prototype and Test		
Teaching-Learning Process	8 hours design thinking workshop from the expert and then presentation by the students on the learning from the workshop	
Course Outcomes: Upon the successful completion of the course, students will be able to:		
CO Nos.	Course Outcomes	Knowledge Level (Based on revised Bloom’s Taxonomy)
C01	Appreciate various design process procedure	K2
C02	Generate and develop design ideas through different technique	K2
C03	Identify the significance of reverse Engineering toUnderstand products	K2
C04	Draw technical drawing for design ideas	K3

Assessment Details (both CIE and SEE)

methods of CIE need to be defined topic wise i.e.- Tests, MCQ, Quizzes, Seminar or micro project/Course Project, Term Paper)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The student has to obtain a minimum of 35% of maximum marks in SEE and a minimum of 40% of maximum marks in CIE. Semester End Exam (SEE) is conducted for 50 marks (1 hours' duration) based on this grading will be awarded.

The student has to score a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

Continuous Internal Evaluation:

Three Unit Tests each of **20 Marks (duration 01 hour)**

1. First test at the end of 5th week of the semester
2. Second test at the end of the 10th week of the semester
3. Third test at the end of the 15th week of the semester

(Preferred pattern of the all test are similar to the SEE pattern, however; teacher may follow the CIE test pattern of other engineering courses)

Two assignments each of **10 Marks**

4. First assignment at the end of 4th week of the semester
5. Second assignment at the end of 9th week of the semester

Report writing /Group discussion/Seminar any one of three suitably planned to attain the COs and POs for **20 Marks (duration 01 hours)**

6. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be **scaled down to 50 marks**

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

Semester End Examination:

Theory SEE will be conducted by University as per the scheduled timetable, with common question papers for subject

SEE paper will be set for 50 questions of each of 01 marks. The pattern of the question paper is MCQ. The time allotted for SEE is **01 hours**

Suggested Learning Resources:**Text Books :**

1. John.R.Karsnitz, Stephen O'Brien and John P. Hutchinson, "Engineering Design", Cengage learning (International edition) Second Edition, 2013.
2. Roger Martin, "The Design of Business: Why Design Thinking is the Next Competitive Advantage", Harvard Business Press, 2009.
3. Hasso Plattner, Christoph Meinel and Larry Leifer (eds), "Design Thinking: Understand – Improve – Apply", Springer, 2011
4. Idris Mootee, "Design Thinking for Strategic Innovation: What They Can't Teach You at Business or Design School", John Wiley & Sons 2013.

References:

5. Yousef Haik and Tamer M. Shahin, "Engineering Design Process", Cengage Learning, Second Edition, 2011.
6. Book - Solving Problems with Design Thinking - Ten Stories of What Works (Columbia Business School Publishing) Hardcover – 20 Sep 2013 by Jeanne Liedtka (Author), Andrew King (Author), Kevin Bennett (Author).

Web links and Video Lectures (e-Resources):

1. www.tutor2u.net/business/presentations/. /productlifecycle/default.html
2. https://docs.oracle.com/cd/E11108_02/otn/pdf/. /E11087_01.pdf
3. www.bizfilings.com › Home › Marketing › Product Development
4. <https://www.mindtools.com/brainstm.html>
5. <https://www.quicksprout.com/. /how-to-reverse-engineer-your-competit>
6. www.vertabelo.com/blog/documentation/reverse-engineering
<https://support.microsoft.com/en-us/kb/273814>
7. <https://support.google.com/docs/answer/179740?hl=en>
8. <https://www.youtube.com/watch?v=2mjSDIBaUIM>
thevirtualinstructor.com/foreshortening.html
<https://dschool.stanford.edu/.../designresources/.../ModeGuideBOOTCAMP2010L.pdf>
<https://dschool.stanford.edu/use-our-methods/> 6. <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process> 7.
<http://www.creativityatwork.com/design-thinking-strategy-for-innovation/> 49 8.
<https://www.nngroup.com/articles/design-thinking/> 9.
<https://designthinkingforeducators.com/design-thinking/> 10.
www.designthinkingformobility.org/wp-content/.../10/NapkinPitch_Worksheet.pdf

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning

- <http://dschool.stanford.edu/dgift/>

https://onlinecourses.nptel.ac.in/noc19_mg60/preview