



Gyanmanjari
Innovative University

Syllabus
Gyanmanjari Institute of Management Studies
Semester-3(BBA)

Subject: Design Thinking and Innovation –BBA11E13309

Type of course: Major (Core)

Prerequisite:

Students must have basic understanding of business concepts, communication skills, teamwork, and analytical thinking with a willingness to explore creative problem-solving approaches.

Rationale:

The course develops creative thinking, innovation, and problem-solving abilities by applying Design Thinking principles to identify user needs and develop practical, customer-centric solutions for real-world challenges.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks		Total Marks
CI	T	P	C	SEE	CCE	
4	0	0	4	100	100	200

Legends: CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; LWA - Lab Work Assessment; V – Viva voce; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

Course Content:

Sr. No	Course Content	Hrs.	% Weightage
1	Introduction to Design Thinking Theory Topics • Concept, importance, and evolution of design thinking • Principles: Empathy, Ideation, Experimentation • Design thinking VS traditional problem-solving • Applications in business, marketing, and services • Overview of innovation and creativity	05 T 07 P	20



Practical 1: Design Thinking vs Traditional Problem-Solving Analysis Students analyze a business problem using traditional problem-solving methods and design thinking approaches to compare processes, solutions, and outcomes. Practical 2: Service Redesign Using Design Thinking Students analyze existing services such as library, canteen, or transportation systems and redesign service processes by applying empathy, ideation, and experimentation principles. Practical 3: Innovation Pitch Preparation & Presentation Students prepare and deliver a business pitch describing the identified problem, proposed solution, customer needs, innovation benefits, and implementation strategy. Practical 4: Marketing Innovation Strategy Development Students will prepare and deliver a group presentation explaining the importance, applications, and business relevance of emotional intelligence in leadership, teamwork, communication, and organizational effectiveness. They must include practical workplace examples and managerial implications in their presentation. Practical 5: Crazy Eight Ideation Activity Students generate eight different solution ideas within eight minutes for a selected problem to encourage creativity and rapid thinking. Examination Style:			
Sr. No	Evaluation Methods	SEE	CCE
1	ALA 1 Industry Visit for Innovation Practices: Students will visit a manufacturing unit, service organization, startup, or retail business to observe innovation practices, customer service processes, and problem-solving approaches. They will prepare a visit report and upload it on the GMIU Web Portal.		10
2	ALA 2 Local Business Problem Identification: Students will visit a local business and identify operational, marketing, or customer service problems. They will propose innovative solutions using design thinking principles and upload the report on the GMIU Web Portal.		10
3	WSQ (Watch Summarize question): Students will be asked logical questions from above topics and they need to describe with real examples.	20	
	Total	20	20



2	Empathy & Problem Identification Theory Topics • Understanding users and stakeholders • Empathy mapping • Field research techniques (interviews, observation, surveys) • Problem identification and reframing • Defining problem statements (POV – Point of View) Practical 1: Stakeholder Identification & Classification Students identify stakeholders associated with a selected product, service, or campus issue and classify them according to their roles, interests, influence, expectations, and level of involvement using stakeholder analysis matrices. Practical 2: User Persona Development Students collect user information through peer interactions and create detailed user personas including demographic characteristics, goals, needs, frustrations, motivations, and behavioral patterns. Practical 3: Root Cause Analysis Exercise Students apply root cause analysis techniques such as Five Whys and Cause-and-Effect diagrams to investigate user problems and identify their underlying causes. Practical 4: Stakeholder Expectation Mapping Students analyze stakeholder expectations and prepare stakeholder maps showing levels of influence, interest, requirements, and relationships to understand stakeholder priorities and concerns. Practical 5: Empathy Interview Students conduct interviews with classmates to identify their needs, feelings, problems, and expectations regarding a selected campus issue. They prepare empathy maps showing what users think, feel, say, and do. Practical 6: Stakeholder Meeting Simulation Students assume the roles of different stakeholders and conduct a simulated meeting to discuss their interests, expectations, conflicts, and requirements related to a business problem. Examination Style: <table border="1"> <thead> <tr> <th>Sr. No</th><th>Evaluation Methods</th><th>SEE</th><th>CCE</th></tr> </thead> <tbody> <tr> <td>1</td><td>ALA 3: Problem Reframing Exercise: Students will identify a real-world problem and convert it into multiple "How Might We" statements to explore alternative perspectives and innovative opportunities. They will prepare a PDF file and upload it on the GMIU Web Portal.</td><td></td><td>10</td></tr> <tr> <td>2</td><td>ALA 4: Customer Pain Point Analysis: Students will investigate customer frustrations and service difficulties related to a product or</td><td></td><td>10</td></tr> </tbody> </table>	Sr. No	Evaluation Methods	SEE	CCE	1	ALA 3: Problem Reframing Exercise: Students will identify a real-world problem and convert it into multiple "How Might We" statements to explore alternative perspectives and innovative opportunities. They will prepare a PDF file and upload it on the GMIU Web Portal.		10	2	ALA 4: Customer Pain Point Analysis: Students will investigate customer frustrations and service difficulties related to a product or		10	05 T 07 P	20
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		service and recommend suitable solutions based on user needs. They will prepare a PDF file and upload it on the GMIU Web Portal.				
	3	Case Study: Students need to solve the case study given by faculty.	20			
		Total	20	20		

3	Ideation and Creativity Techniques Theory Topics - Brainstorming methods and rules - Creative tools: Mind mapping, SCAMPER, Six Thinking Hats - Divergent and convergent thinking - Idea screening and selection - Innovation in products and services Practical 1: Brainstorming for Business Problem Solving Students work in groups to generate multiple ideas for solving a real-life business or campus problem using brainstorming rules. The activity develops creative thinking, teamwork, and idea-generation skills. Practical 2: Mind Mapping of a Business Idea Students create a mind map to visually organize ideas related to a selected business concept or startup. This activity helps in understanding relationships between different aspects of a business idea. Practical 3: Product Improvement Using SCAMPER Technique Students apply the SCAMPER technique to redesign or improve an existing product or service. The activity encourages innovative thinking by exploring multiple possibilities for product enhancement. Practical 4: Six Thinking Hats Analysis Students analyze a given business situation using the Six Thinking Hats technique to evaluate it from different perspectives. This practical enhances critical thinking and collaborative decision-making skills. Practical 5: Divergent and Convergent Thinking Exercise Students first generate multiple solutions for a given problem (divergent thinking) and then select the most feasible solution (convergent thinking). The activity helps students understand the complete ideation process. Practical 6: Innovative Business Idea Pitch Students develop and present an innovative business idea that addresses a real-world problem. This practical improves creativity, communication, and entrepreneurial presentation skills. Examination Style: <table border="1"> <tr> <th>Sr. No</th> <th>Evaluation Methods</th> <th>SEE</th> <th>CCE</th> </tr> <tr> <td>1</td> <td>ALA 5: Innovation Idea Portfolio Students prepare a portfolio containing 15 original business or product ideas that solve</td> <td></td> <td>10</td> </tr> </table>				Sr. No	Evaluation Methods	SEE	CCE	1	ALA 5: Innovation Idea Portfolio Students prepare a portfolio containing 15 original business or product ideas that solve		10	05 T 07 P	20
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		different customer problems. Each idea should include the problem addressed, proposed solution, target users, and expected benefits.				
	2	ALA 6: Comparative Study of Innovative Companies: Students select two innovative companies and compare their innovation strategies, products, customer value, and competitive advantages. The findings should be submitted as a comparative analytical report.		10		
	3	Authentic Problem Solving: Faculty will Provide list of authentic problems, which students need to solve and submit to the faculty.	20			
		Total	20	20		
4	Prototyping and Testing Theory Topics • Concept of prototyping (low & high fidelity) • Tools for building prototypes • User testing and feedback collection • Iteration and refinement • Managing failure and learning Practical 1: Low-Fidelity Prototype Development Students create a low-fidelity prototype of a product or service using paper, cardboard, sticky notes, or other simple materials. This activity helps them visualize ideas quickly and understand the importance of early-stage prototyping. Practical 2: Digital Prototype Design Students design a basic digital prototype or interface of a product or service using online tools such as Canva, Figma, or PowerPoint. The practical introduces digital prototyping techniques and improves visual communication skills. Practical 3: User Testing and Feedback Collection Students exchange their prototypes with classmates, who act as users and evaluate them using a structured feedback form. This activity helps students understand user expectations and identify areas for improvement. Practical 4: Prototype Refinement Based on Feedback Students revise and improve their prototype after analyzing the feedback received during user testing. The activity emphasizes the iterative nature of the design thinking process and continuous improvement.				05 T 07 P	20



Practical 5: Prototype Demonstration and Evaluation Students present their prototype to the class, explaining its features, functionality, and intended user benefits. The class evaluates the prototype based on innovation, usability, and practicality. Practical 6: Learning from Failure Reflection Activity Students analyze a failed prototype or product design (their own or a case study) and identify the reasons for failure along with possible improvements. This practical develops resilience, critical thinking, and the ability to view failure as a learning opportunity. Examination Style: <table><tr><th>Sr. No</th><th>Evaluation Methods</th><th>SEE</th><th>CCE</th></tr><tr><td>1</td><td>ALA 7: Prototype Evaluation Report Students evaluate three existing products or digital applications by collecting feedback from at least 10 users for each. Based on the feedback, they prepare a report suggesting improvements to the products or services.</td><td></td><td>10</td></tr><tr><td>2</td><td>Assignment 1: Product Failure Analysis Report Students study a failed product, service, or startup and analyze the reasons for its failure. The report should include lessons learned and recommendations for improvement using Design Thinking principles.</td><td></td><td>10</td></tr><tr><td>3</td><td>QUIZ: Students will attempt a quiz consisting of multiple-choice questions covering core concepts from the unit. The quiz will assess their understanding of key theories, definitions, and applications.</td><td>20</td><td></td></tr><tr><td></td><td>Total</td><td>20</td><td>20</td></tr></table>				Sr. No	Evaluation Methods	SEE	CCE	1	ALA 7: Prototype Evaluation Report Students evaluate three existing products or digital applications by collecting feedback from at least 10 users for each. Based on the feedback, they prepare a report suggesting improvements to the products or services.		10	2	Assignment 1: Product Failure Analysis Report Students study a failed product, service, or startup and analyze the reasons for its failure. The report should include lessons learned and recommendations for improvement using Design Thinking principles.		10	3	QUIZ: Students will attempt a quiz consisting of multiple-choice questions covering core concepts from the unit. The quiz will assess their understanding of key theories, definitions, and applications.	20			Total	20	20		
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5	Innovation and Business Application Theory Topics • Types of innovation: Product, Process, Business model • Innovation strategies in organizations • Role of leadership and culture • Design thinking for startups and entrepreneurship • Case studies of companies using design thinking Practical 1: Identification and Classification of Innovations Students identify innovative products, services, or business practices from well-known companies and classify them as product, process, or	05 T 07 P	20																						



	business model innovations. This activity helps students understand different types of innovation and their practical applications. Practical 2: Business Model Innovation Canvas Students select an existing business and propose innovative changes to its business model using the Business Model Canvas. The practical develops strategic thinking and demonstrates how innovation can create competitive advantage. Practical 3: Innovation Strategy Analysis Students study a selected organization's innovation strategy and analyze how it achieves business growth through innovation. This activity enhances analytical skills by connecting innovation practices with organizational success. Practical 4: Leadership and Innovation Role Play Students participate in a role-play where they act as organizational leaders addressing a business challenge through innovation and creative decision-making. The activity highlights the importance of leadership, teamwork, and an innovation-driven organizational culture. Practical 5: Startup Solution Design Using Design Thinking Students identify a real-life problem and develop a startup idea by applying the Design Thinking process from problem identification to solution development. This practical encourages entrepreneurial thinking and customer-centric innovation. Practical 6: Case Study Presentation on Design Thinking Students analyze the design thinking approach adopted by a successful company and present how it contributed to product, service, or business innovation. The activity develops research, presentation, and critical evaluation skills while understanding real-world applications of design thinking. Examination Style: <table border="1"> <thead> <tr> <th>Sr. No</th><th>Evaluation Methods</th><th>SEE</th><th>CCE</th></tr> </thead> <tbody> <tr> <td>1</td><td> Assignment 2: Entrepreneur Interview Report Students interview a local entrepreneur or business owner regarding innovation practices adopted in the organization. The report should include interview questions, responses, key learnings, and suggestions for future innovations. </td><td></td><td>10</td></tr> <tr> <td>2</td><td> Assignment 3: Industry Innovation Study Students visit (physically or virtually) an organization, startup, retail outlet, manufacturing unit, or service provider and identify five innovative business practices. A detailed report </td><td></td><td>10</td></tr> </tbody> </table>	Sr. No	Evaluation Methods	SEE	CCE	1	Assignment 2: Entrepreneur Interview Report Students interview a local entrepreneur or business owner regarding innovation practices adopted in the organization. The report should include interview questions, responses, key learnings, and suggestions for future innovations.		10	2	Assignment 3: Industry Innovation Study Students visit (physically or virtually) an organization, startup, retail outlet, manufacturing unit, or service provider and identify five innovative business practices. A detailed report		10		
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		with observations, photographs (if available), and conclusions shall be submitted.				
	3	Article Writing: Student will write a structured article on the topic assigned by faculty.	20			
		Total	20	20		

Suggested Specification table:

Distribution of Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage %	10%	20%	20%	20%	20%	10%

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.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Explain the concepts and principles of design thinking and innovation in business contexts.
CO2	Apply empathy tools to understand customer needs and identify real-world problems.
CO3	Generate creative and innovative ideas using structured ideation techniques.
CO4	Develop prototypes and test solutions using user feedback.
CO 5	Analyze and apply innovation strategies in organizations and entrepreneurial settings.

Instructional Method:

The course delivery method will depend upon the requirement of content and needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc. From the content 10% topics are suggested for flipped mode instruction. Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory. The internal evaluation will be done on the basis of the Active Learning Assignment. Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.



Reference Books:

- [1] Brown, T. (2009). Change by design: How design thinking creates new alternatives for business and society. Harper Business.
- [2] Kelley, D., & Kelley, T. (2013). Creative confidence: Unleashing the creative potential within us all. Crown Business.
- [3] Norman, D. A. (2013). The design of everyday things (Revised and expanded ed.). Basic Books. (Original work published 1988)
- [4] Mootee, I. (2013). Design thinking for strategic innovation: What they can't teach you at business or design school. Wiley.
- [5] Keeley, L. (2013). Ten types of innovation: The discipline of building breakthroughs. Wiley.

Suggested Guidelines:

SEE	Topic	Criteria	Marks	Description
1	WSQ (Watch Summarize question):	Summary & Understanding	10	Summarizes logically, showing clear understanding of the question/topic with correct explanation.
		Real Example Application	10	Provides relevant, practical real-life examples supporting their answer effectively.
2	Case Study	Problem Analysis & Understanding	10	Clearly identifies and explains the problem, showing logical understanding of the situation.
		Solution & Practical Application	10	Provides feasible, relevant, and practical solutions with clear justification.
3	Authentic Problem Solving	Problem Identification	5	Understanding organizational and behavioural issues
		Analytical Thinking	5	Quality of analysis and interpretation
		Strategy Development	5	Practicality and innovation of solutions



		Report Writing & Documentation	5	Structure, clarity, and professionalism of report
4	QUIZ	Concept Understanding	10	Demonstrates accurate understanding of key terms, frameworks, and theories through correct answers in the quiz.
		Application & Reasoning	10	Applies concepts logically in scenario-based or short-answer questions, showing clear reasoning and practical understanding.
5	Article Writing	Content Understanding and Relevance	5	Understanding of the assigned topic, relevance of concepts, and application of subject knowledge
		Analytical Thinking and Critical Insights	5	Quality of analysis, interpretation, arguments, and practical viewpoints included in the article
		Structure, Organization, and Presentation	5	Logical flow, clarity, formatting, language quality, and overall presentation of the article
		Creativity, Examples, and Conclusion	5	Use of examples, originality of ideas, managerial insights, and effectiveness of conclusion

