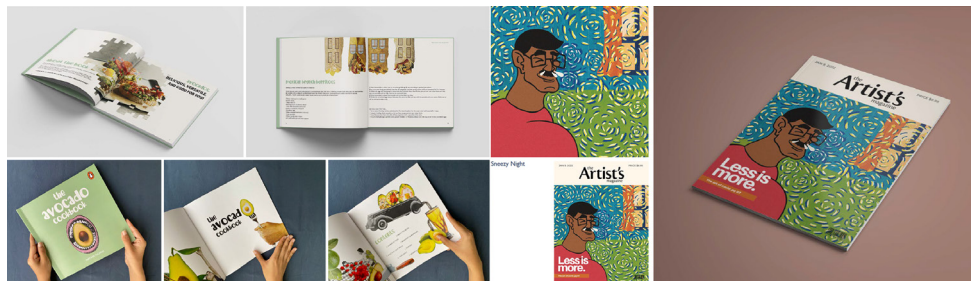


**UPON SUCCESSFUL COMPLETION OF THIS COURSE GRADUATES WILL HAVE DEVELOPED THE FOLLOWING CAPABILITIES:**

- » Understanding users within larger contexts where work is situated: environments, cultures, societies and world view
- » Understanding historical theory, contexts and finding roots to base work upon
- » Be articulate in Visual Language using form, shape, color, composition, typography and develop attention to detail
- » Ability to think and work using metaphors, signs and symbols to enhance meaning
- » Understand inherent nature of variety of printed and electronic media and use them effectively
- » Engaging in research with an inquiring mind, and methodical analysis to identify needs, generate insights and propose solutions
- » Develop critical thinking, problem solving ability, organising ability, and gain contextual perspectives
- » Develop lateral thinking ability to approach the unknown, crossing boundaries, and engage in multi-disciplinary ways
- » Work Collaboratively in Participative design, to learn from others and engage in joint creative effort
- » Engage in reflective & balanced practice where concerns span social, cultural and business contexts



**SRISHTI MANIPAL**  
INSTITUTE OF ART, DESIGN  
AND TECHNOLOGY  
(A Constituent Unit of MAHE, Manipal)



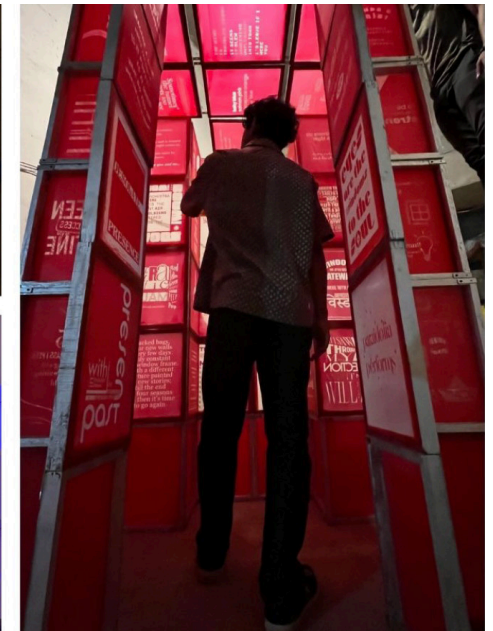
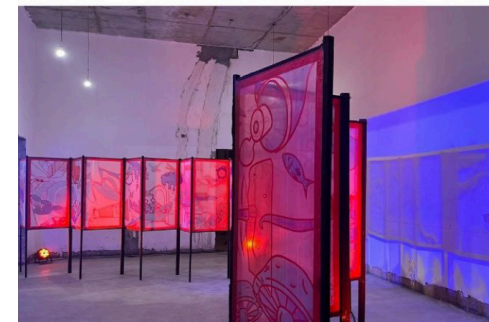
**INSTITUTION OF  
EMINENCE**

**NAAC  
A++  
GRADE  
ACCREDITED**

**nirf #3**

4 Years | Undergraduate Professional Program

## Bachelor of Design (B.Des) in Visual Communication & Strategic Branding 2026



### FOR FURTHER INFORMATION

**AKANKSHA CHHAJER**

akanksha.chhajer@manipal.edu

**ANAND VIJAYAN**

anand.vijayan@manipal.edu

For more information on the programs and courses

[www.srishtimanipalinstitute.in](http://www.srishtimanipalinstitute.in)

Help Desk: +919071784747 Direct: +91 80 24497101 / 02

[admissions@srishtimanipalinstitute.in](mailto:admissions@srishtimanipalinstitute.in)



APPROVED

## VISUAL COMMUNICATION & STRATEGIC BRANDING 2026

Design plays a crucial role in driving economic growth and cultural evolution. Modern designers must be able to collaborate and think critically to succeed. The Visual Communication and Strategic Branding (VCSB) course at the Srishti Manipal Institute teaches students to become socially aware professionals who can effect change through activism and advocacy. It provides a strong foundation in visual communication design, advertising, and branding, as well as elements of strategic design and design thinking. Students will learn design history and context, strong communication skills, and the ability to create and execute meaningful forms and messages using various media. Upon graduation, students may pursue careers in advertising agencies, design studios, NGOs, corporate communications departments, publishing houses, and the IT industry, including roles such as graphic designer, brand designer, packaging designer, and more. This course prepares students to make a meaningful impact in the world of design and communication.

### ELIGIBILITY

As per AICTE guidelines published on the admissions page of the Srishti Manipal Institute (SMI) website.

### MEDIUM OF INSTRUCTION

English (All our transactions and transcripts will be in English).

### DURATION

8 semesters (4 years); must be completed within 6 years from the start of the course of study.

### MAJOR AND MINOR

Navigation for students under the CBCS is provided through the choice of an academic major and minors. In addition to this, there is a choice of open electives, through General Studies and Interim.

An Academic Major typically consists of a Core Curriculum, with prescribed units of study. The Core Curriculum may comprise of the disciple specific studios. The choice of learning units taken as an academic major may also include similar disciple specific studios chosen from the other specialised courses.

An Academic Minor is a student's second choice and has its own prescribed units of study. A minor is chosen from learning units offered as prescribed as chosen from an interdisciplinary studies cluster other than the one in which their course is located.

CURRICULUM COMPONENTS	SEMESTER
Generic Skills	1, 2
Contextual Enquiry	1, 2
Performance of Understanding	1, 2
Disciple Specific Studios	3, 4, 5, 6
Design Charette	3, 4, 5, 6
Internship	Between 6 & 7
Project	7
Term Paper	7
Thesis	8
Exhibition	8
Open Electives	1, 2, 3, 4, 5, 6
Workshops	1, 2, 3, 4, 5, 6, 7
General Studies	1, 2, 3, 4, 5, 6, 7
Ability & Skill Enhancement Courses	1, 2, 3, 4, 5, 6
Holistic Education (HED)	1, 2, 3, 4, 5, 6

## DESCRIPTION OF CURRICULUM COMPONENTS

**FOUNDATION STUDIES** introduces students to basic principles and tools of Art and Design through contextual studies and hands-on learning and is common to all courses.

**STUDIOS** are learning spaces where students develop core skills and knowledge, while navigating in a trans-disciplinary environment.

**WORKSHOPS** provide intense learning experiences in making and doing, across the different disciplines.

**GENERAL STUDIES** are designed to develop and broaden one's world view and sharpen critical thinking and communication skills.

**ELECTIVES** allow students to expand their skills, develop interests and provide opportunities for travel and exchange.

**ABILITY & SKILL ENHANCEMENT COURSES (AEC), (SEC)** include learning units that enable enrichment of knowledge specific to a discipline, or are skill-based and provide hands-on-training and competencies.

**CHARETTES** are end of semester challenges that allow students to apply their learning from the studios and workshops to participate in brief-driven, quick-fire design assignments.

**INTERIM** is an open elective that encourages exploration through an open-ended framework for learning by engaging with artistic practices. Contemporary artists are invited from all over the world to lead place-based projects.

**INTERNSHIP** in an art or design studio/organization / industry provides students an opportunity to refine and apply their learning in a professional environment.

**TERM PAPER** allows the integration of theory and reflection with practice or artefact creation.

**PROJECT** involves the application, synthesis and demonstration of capabilities acquired, and is a qualifier to the thesis.

**THESIS PROJECT** in the final year is the synthesis and demonstration of capabilities acquired. The first semester includes a qualifying research project; the second a Final Thesis project which is interdisciplinary, within a current context.

**HOLISTIC EDUCATION (HED)** provide opportunities for students to stay healthy as well as broaden their talents in various activities.

## CURRICULUM COMPONENTS

(This list may be amended and is listed here as indicative of the program of study)

### SEMESTER 1 & 2 ODD & EVEN

#### FOUNDATION STUDIES

(Common and Compulsory to All Specialisations)

#### Studio

Generic Skills  
Contextual Enquiry  
General Studies  
Interim (Learning Expeditions)

### SEMESTER 3 – ODD

#### DISCIPLE SPECIFIC STUDIOS

#### Studio

#### Workshops

### SEMESTER 4 – EVEN

#### OPEN ELECTIVE – INTERIM

#### DISCIPLE SPECIFIC STUDIOS

#### Studio

#### Workshops

### SEMESTER 5 – ODD

#### DISCIPLE SPECIFIC STUDIOS

#### Studio

#### Workshops

### SEMESTER 6 – EVEN

#### OPEN ELECTIVE – INTERIM

#### DISCIPLE SPECIFIC STUDIOS

#### Studio

#### Workshops

### SEMESTER 7 – ODD

#### PRE-THESIS PROJECT

#### TERM PAPER

### SEMESTER 8 – EVEN

#### THESIS PROJECT

#### EXHIBITION