

NIRMA UNIVERSITY

Institute:	Institute of Design
Name of Programme:	Bachelor of Design (Product and Interaction Design Prog.)
Course Code:	2DD304CC25
Course Title:	Design Project - II (Design for Play)
Course Type:	Core
Year of introduction:	2025-26

L	T	Practical component				C
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Course Learning Outcomes (CLO):

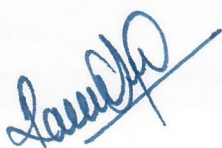
At the end of the course, the student will be able to:

1. Analyze cultural and psychological aspects of play to evaluate diverse play artifacts (BL 4)
2. Conduct user-centered research to identify needs and opportunities in play-based design (BL 3)
3. Develop and prototype inclusive play concepts that foster engagement and creativity (BL 6)
4. Evaluate prototypes through structured user testing and iterative refinement (BL 5)

Contents

**Teaching
Hours
(Total 90)**

Unit 1	Understanding Play – Context, Culture, and Psychology	18
	<ul style="list-style-type: none"> • Theories of play: Why people play; cognitive, social, and emotional functions. • Iconic toys and play artifacts: Historical and contemporary references. • Vernacular and indigenous play objects: Local materials, cultural narratives, and traditions. • Play for all senses: tactile, auditory, visual and kinesthetic engagement. • Play across life stages: children, adolescents, adults, elderly. • Special needs and inclusive play: designing for accessibility and diverse abilities. • Psychology of play: motivation, creativity, and imagination. 	
Unit 2	Research and Insights for Play-Based Design	30
	<ul style="list-style-type: none"> • Defining focus areas: age groups, learning, entertainment, inclusivity and skill development • Research methods: ethnography, observation, interviews, and participatory approaches. 	



- Framing problem statements: articulating opportunities for play-centered design.
- Synthesising research: identifying user needs, behavioural patterns, and cultural influences.
- Generating insights to guide concept directions.

Unit 3 **Concept Development, Prototyping, and User Testing** 42

- Concept generation: ideation methods tailored for play artifacts.
- Low- and mid-fidelity prototyping: form, function, and interaction.
- Iterative prototyping: testing concepts with users at different stages.
- Evaluating engagement, usability, and inclusivity through structured feedback.
- Refining concepts based on user testing outcomes.
- Final prototype development and design documentation for presentation.

Self Study:

Suggested Readings/References:

Books:

1. Norman, D. (2013). *The Design of Everyday Things (Revised & Expanded)*. Basic Books.
2. Sutton-Smith, B. (1997). *The Ambiguity of Play*. Harvard University Press.
3. Brown, S. (2010). *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul*. Penguin.
4. Ulrich, K. & Eppinger, S. (2015). *Product Design and Development*. McGraw-Hill Education.
5. Fullerton, T. (2019). *Game Design Workshop: A Playcentric Approach to Creating Innovative Games*. CRC Press.

Online Resources:

1. LEGO Foundation Articles on Play & Learning – *Research on play behavior and cognitive development*.
2. MIT OpenCourseWare – Toy Product Design – *Lecture series on designing play experiences*.
3. GDC (Game Developers Conference) Talks on Toy Design – *Insights from professionals in interactive toy development*.
4. Toy Industries of Europe (TIE) Guidelines – *Understanding toy manufacturing and safety regulations*.