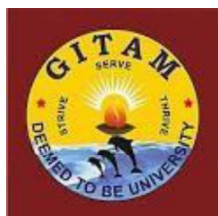


GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)
(Deemed to be University)
VISAKHAPATNAM * HYDERABAD * BENGALURU

Accredited by NAAC with A⁺ Grade



CURRICULUM AND SYLLABUS

of

BA Visual Communication

(w.e.f. 2021-22 admitted batch)

Academic Regulations

Applicable for the Undergraduate programmes in the Faculties of
Engineering, Humanities, Management and the Sciences

<https://www.gitam.edu/academic-regulations>

Programme Educational Objectives (PEOs)

- Impart knowledge of Visual Communication and related areas of studies and equip the students with the skills required to become competent and efficient industry-ready professionals in the field of visual communication.
- Empower learners by helping them hone their communication, ICT skills, and other professional and life skills as well as enhance their competencies in the digital media.
- Imbibe the culture of research, innovation, entrepreneurship, and incubation.
- Develop professional ethics, democratic values, and cultivate an appreciation of Indian and global cultures besides an attitude that embraces diversity and inclusion.
- Motivate students to become socially responsible professionals with local insights and global vision.

Programme Outcomes (POs)

- Gain knowledge about the different forms of Visual Communication.
- Understand, apply and develop strategies for planning, producing, and disseminating engaging content for visual media, television, film, and multimedia as per need.
- Explore media, communication, and dissemination techniques to entertain and engage a range of audiences via written, oral and visual media.
- Acquire skills to work in the field of Film, Advertising, Corporate Communication, Print, Electronic and Digital media as well as in academics.
- Content Development: Design and produce content Conduct investigations of complex problems: Integrate research-based knowledge and research methods including experiments, analysis and interpretation of media content and data, and synthesis of the information to provide valid conclusions.
- Design/development of solutions: come up with solutions for media and communication problems (print, electronic and new media) with appropriate consideration for human rights, disaster management, data analytics, health communication, cultural, societal, and environmental communication.
- Modern tool usage: Create, select, and apply appropriate techniques and tools to record, edit, share, broadcast/publish and analyse the media content (electronic, print, and social media) with an understanding of the limitations.
- Project management and finance: Synthesize knowledge and understanding of the media and communication principles and apply these to one's own work, as a member or a leader in a team, to manage core media projects and in multidisciplinary environments.

- Environment and sustainability: Elaborate the impact of the professional media and communication solutions for societal and environmental contexts and demonstrate the media knowledge for the promotion of sustainable development.
- Ethics: Integrate ethical principles and commit to professional ethics, responsibilities, and norms of the media practice.
- Individual and teamwork: Function effectively as an individual and as a member or leader in diverse teams and in multidisciplinary settings.
- Communication: Communicate effectively on social, cultural, political, and economic issues with the community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations and give and receive clear instructions.

Programme Specific Outcomes (PSOs)

- Understand and use the basic concepts of print, electronic and new media productions.
- Apply creative thinking and technical skills in media production, such as preparing, creating, and disseminating content for the different media/channels/platforms.
- Gain in-depth knowledge of pre-production, production, and post-production process in Film Making.
- Assimilate technical skills in Photography, Cinematography, Audio and Video Editing, 2D & 3D Animation, Designs and Visual Effects.
- Manage different social media handles and organize digital marketing activities as per the requirements.

University Core (UC)

Course code	Level	Course title	L	T	P	S	J	C
CSEN1001	1	IT Productivity Tools^	0	0	2	0	0	1*
LANG1001	1	Communication Skills in English - Beginners	0	0	4	0	0	2*
LANG1011	1	Communication Skills in English	0	0	4	0	0	2
LANG1021	1	Advanced Communication Skills in English	0	0	4	0	0	2
CLAD1001	1	Emotional Intelligence & Reasoning Skills (Softskills 1)	0	0	2	0	0	1
CLAD1011	1	Leadership Skills & Quantitative Aptitude (Softskills 2)	0	0	2	0	0	1
CLAD1021	1	Verbal Ability & Quantitative Ability (Softskills 3)	0	0	2	0	0	1
CLAD1031	1	Practicing Verbal Ability & Quantitative Aptitude (Softskills 4)	0	0	2	0	0	1
VEDC1001	1	Venture Development	0	0	0	2	0	2
DOSP10XX	1	Sports 1#	0	0	0	2	0	2*
DOSL10XX	1	Club Activity#	0	0	0	2	0	2*
POLS1001	1	Indian Constitution and History	2	0	0	0	0	2*
PHPY1001	1	Gandhi for the 21st Century	2	0	0	0	0	2*
DOSL10XX	1	Community Service#	0	0	0	0	2	2*
ENVS1001	1	Environmental Studies^	3	0	0	0	0	3*
MFST1001	1	Health and Welbeing#	0	0	2	0	0	1*
CLAD20XX	2	Softskills 5A/5B/5C	0	0	2	0	0	1
CLAD20XX	2	Softskills 6A/6B/6C	0	0	2	0	0	1
FINA3001	3	Personal Financial Planning#	0	0	2	0	0	1*

* Pass/Fail courses

Opt any three courses among the five

^ Online/Swayam/NPTEL Courses

Softskills courses 5 and 6

Course code	Level	Course title	L	T	P	S	J	C
CLAD2001	2	Preparation for Campus Placement - 1 (Softskills 5A)	0	0	2	0	0	1
CLAD2011	2	Preparation For Higher Education (GRE/ GMAT) - 1 (Softskills 5B)	0	0	2	0	0	1
CLAD2021	2	Preparation for CAT/ MAT - 1 (Softskills 5C)	0	0	2	0	0	1
CLAD2031	2	Preparation For Campus Placement - 2 (Softskills 6A)	0	0	2	0	0	1
CLAD2041	2	Preparation For Higher Education (GRE/ GMAT) - 2 (Softskills 6B)	0	0	2	0	0	1
CLAD2051	2	Preparation for CAT/ MAT - 2 (Softskills 6C)	0	0	2	0	0	1

Sports courses

Course code	Level	Course title	L	T	P	S	J	C
DOSP1001	1	Badminton	0	0	0	2	0	2
DOSP1011	1	Chess	0	0	0	2	0	2
DOSP1021	1	Carrom	0	0	0	2	0	2
DOSP1031	1	Football	0	0	0	2	0	2
DOSP1041	1	Volleyball	0	0	0	2	0	2
DOSP1051	1	Kabaddi	0	0	0	2	0	2
DOSP1061	1	Kho Kho	0	0	0	2	0	2
DOSP1071	1	Table Tennis	0	0	0	2	0	2
DOSP1081	1	Handball	0	0	0	2	0	2
DOSP1091	1	Basketball	0	0	0	2	0	2

DOSP1101	1	Tennis	0	0	0	2	0	2
DOSP1111	1	Throwball	0	0	0	2	0	2

Club Activity courses

Course code	Level	Course title	L	T	P	S	J	C
DOSL1001	1	Club Activity (participant)	0	0	0	2	0	2
DOSL1011	1	Club Activity (Member of club)	0	0	0	2	0	2
DOSL1021	1	Club Activity (Leader of CLub)	0	0	0	2	0	2
DOSL1031	1	Club Activity (Competitor)	0	0	0	2	0	2

Community Service courses

Course code	Level	Course title	L	T	P	S	J	C
DOSL1041	1	Community Services - Volunteer	0	0	0	0	2	2
DOSL1051	1	Community Services - Mobilizer	0	0	0	0	2	2

Faculty Core (FC)

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Critical Thinking and Analysis	None	4	0	0	0	0	4
LANG1041	1	Academic Writing	Critical Thinking and Analysis	4	0	0	0	0	4
	1	Digital Humanities	None	4	0	0	0	0	4
		Total Credits							12

Major Core (MC)

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Visual communication	None	3	0	0	0	0	3
	1	Visual Arts	None	1	0	4	0	0	3
	1	Visual Culture	Introduction to Visual communication	4	0	0	0	0	4
	2	Fundamentals of Graphic Design	None	1	0	4	0	0	3
	2	Photography	None	1	0	4	0	0	3
	2	2D Animation	None	1	0	4	0	0	3
	2	Audio Production	None	1	0	4	0	0	3
	2	Script writing & Story Boarding	Visual Arts	3	0	2	0	0	4
	3	Television broadcasting	None	2	0	2	0	0	3
	3	Visual Effects (VFX)	Fundamentals of Graphic Design	2	0	4	0	0	4
	3	Visual Media Editing	None	1	0	4	0	0	3
	3	Project		0	0	0	0	5	5
		Total Credits							41

Major Elective (ME)

Course code	Level	Course title	L	T	P	S	J	C	Credits for Electives
	3	Documentary Production	2	0	4	0	0	4	
	3	Web Design	2	0	4	0	0	4	
	3	Lighting and compositing	2	0	4	0	0	4	4
	3	Global Politics and Media	2	0	4	0	0	4	
	3	Advertising and Public Relations	3	0	2	0	0	4	
	3	3D Animation	2	0	4	0	0	4	4
	3	Social Media & Web Casting	3	0	2	0	0	4	
	3	Film Studies	3	0	2	0	0	4	
	3	3D Modeling for Virtual Reality	2	0	4	0	0	4	4
	3	Game Design	2	0	4	0	0	4	
	3	UX & UI Design	2	0	4	0	0	4	
	3	Media Management & Entrepreneurship	4	0	0	0	0	4	4
		Total Credits							16

Minors from other Departments

Sociology

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
SOCY1001	1	Introduction to Sociology 1	None	3	0	0	0	0	3
SOCY1011	1	Introduction to Sociology 2	None	3	0	0	0	0	3
	2	Classical Sociological Thought	Introduction to Sociology 1	3	0	0	0	0	3
	2	Sociology of Religion	Introduction to Sociology 1 & 2	3	0	0	0	0	3
	3	Political Sociology	Classssical Sociological Thought	3	0	0	0	0	3
	3	Science, Technology and Society	Classical Sociological Thought & Sociology of Religion	3	0	0	0	0	3
	2	Sociology of Gender		3	0	0	0	0	3

	3	Economic Sociology		3	0	0	0	0	3
		Total Credits							24

History

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Ancient India	None	3	0	0	0	0	3
	1	History of Medieval India-1 (1206-1526)	Ancient India	3	0	0	0	0	3
	1	Women in Indian History	None	3	0	0	0	0	3
	2	History of Medieval India - 2 (1526-1750)	History of Medieval India 1	3	0	0	0	0	3
	2	Modern History	None	3	0	0	0	0	3
	2	Glimpses of World History	None	3	0	0	0	0	3
	2	Indian National Movement	None	3	0	0	0	0	3
	3	Science and Technology in India-A Historical Perspective	None	3	0	0	0	0	3
		Total Credits							24

Economics

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Microeconomic Theory	None	3	0	0	0	0	3
	1	Macroeconomic Theory	None	3	0	0	0	0	3
	2	Theory of Public Finance	Microeconomic theory, Macroeconomic Theory	3	0	0	0	0	3
	2	Development Economics	Microeconomic theory, Macroeconomic Theory	3	0	0	0	0	3
	2	International Economics	Microeconomic theory, Macroeconomic Theory	3	0	0	0	0	3
	2	Indian Economy-I	Theory of Public finance, Development Economics, International Economics	3	0	0	0	0	3
	3	Indian Economy-II	Indian Economy-I	3	0	0	0	0	3
	3	History of Economic Thought	Theory of Public Finance, Development Economics, International Economics	3	0	0	0	0	3
		Total Credits							24

Kuchipudi Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	0	0	0	0	3
	1	Introduction to Kuchipudi	None	2	0	2	0	0	3
	2	Intermediate Kuchipudi	Introduction to Kuchipudi	2	0	2	0	0	3
	2	Advanced Kuchipudi	Intermediate Kuchipudi	2	0	2	0	0	3
	2	<i>Sāttvikabhinaya</i> Kuchipudi	Advanced Kuchipudi	2	0	2	0	0	3
	3	Kuchipudi Performance	Advanced Kuchipudi	2	0	2	0	0	3
	3	Improvisation in Kuchipudi	<i>Sāttvikabhinaya</i> Kuchipudi	2	0	2	0	0	3
	3	Cross-cultural Dance Studies	Introduction to Indian Dance	3	0	0	0	0	3
			Total Credis						24

Mohiniyattam Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	3	0	0	0	3
	2	Introduction to Mohiniyattam	None	2	0	2	0	0	3
	2	Intermediate Mohiniyattam	Introduction to Mohiniyattam	1	0	4	0	0	3
	2	Advanced Mohiniyattam	Intermediate Mohiniyattam	1	0	4	0	0	3
	3	Sattvikabhinaya in Mohiniyattam	Advanced Mohiniyattam	2	0	2	0	0	3
	3	Mohiniyattam Performance	Advanced Mohiniyattam	1	0	4	0	0	3
	3	Improvisation in Mohiniyattam	Sattvikabhinaya in Mohiniyattam	2	0	2	0	0	3
	3	Cross-cultural dance studies	Introduction to Indian Dance	3	0	0	0	0	3
		Total Credits							24

Bharatanatyam Dance

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indian Dance	None	3	3	0	0	0	3
	2	Introduction to Bharatanatyam	None	2	0	2	0	0	3
	2	Intermediate Bharatanatyam	Introduction to Bharatanatyam	1	0	4	0	0	3
	2	Advanced Bharatanatyam	Intermediate Bharatanatyam	1	0	4	0	0	3
	3	Sattvikabhinaya in Bharatanatyam	Advanced Bharatanatyam	2	0	2	0	0	3
	3	Bharatanatyam Performance	Advanced Bharatanatyam	1	0	4	0	0	3
	3	Improvisation in Bharatanatyam	Sattvikabhinaya in Bharatanatyam	2	0	2	0	0	3
	3	Cross-cultural dance studies	Introduction to Indian Dance	3	0	0	0	0	3
		Total Credits							24

English

Course code	Level	Course title	Prerequisite	L	T	P	S	J	C
	1	Reading Literature	None	3	0	0	0	0	3
	1	Evolution of English Language	None	3	0	0	0	0	3
	2	Exploring New Worlds: The 16th Century British Literature	None	3	0	0	0	0	3
	2	Introduction to Cultural Studies	None	3	0	0	0	0	3
	2	British Literature: 18th Century	None	3	0	0	0	0	3
	2	Indian Writing in English	None	3	0	0	0	0	3
	3	19th Century British Literature	None	3	0	0	0	0	3
	3	20th Century British Literature	None	3	0	0	0	0	3
		Total Credits							24

Mass Communication

Course code	Level	Course title	Pre-requisite	L	T	P	S	J	C
	1	Introduction to Mass Communication	None	3	0	0	0	0	3
	1	Film Appreciation	None	2	0	2	0	0	3

	2	Graphic Design for Mass Media	None	1	0	4	0	0	3
	2	Photojournalism	None	1	0	4	0	0	3
	2	Media Law & Ethics	None	3	0	0	0	0	3
	2	Digital Film Making	None	1	0	4	0	0	3
	3	Foundational Concepts of Media Studies	None	2	0	2	0	0	3
	3	Digital Marketing	None	2	0	2	0	0	3
		Total Credits							24

Indology

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Indology	None	3	0	0	0	0	3
	1	Vedic Literature and Mythology	None	3	0	0	0	0	3
	2	Religion and Religiosity in India	Vedic Literature and Mythology	3	0	0	0	0	3
	2	Introduction to Indian Philosophy	Religion and Religiosity in India	3	0	0	0	0	3
	2	Introduction to Temple Architecture and Iconography	Introduction to Indology, Introduction to Indian Philosophy	3	0	0	0	0	3
	2	Ancient Indian Social Structure	Indian Philosophy	3	0	0	0	0	3
	3	Ancient Indian Knowledge Systems	Introduction to Indology, Introduction to Temple Architecture and Iconography, Ancient Indian Social Structure	3	0	0	0	0	3
	3	Global Indian Culture and Folk studies	Introduction to Indology, Ancient Indian Knowledge Systems	3	0	0	0	0	3
			Total Credits						24

Carnatic Music

Course Code	Level	Course Title	Prerequisite	L	T	P	S	J	C
	1	Introduction to Music	None	2	0	2	0	0	3
	1	Carnatic Music I	Introduction to Music	0	0	3	0	0	3
	1	Carnatic Music 2	Carnatic Music 1	2	0	2	0	0	3
	2	Compositions in Carnatic Music	Carnatic 2	0	0	4	0	0	3
	2	Carnatic and other Musical Forms	Compositions in Carnatic Music	2	0	2	0	0	3
	2	Other Music Compositions	Carnatic and other Musical Forms	0	0	4	0	0	3
	3	Other Composers	Other Music Compositions	2	0	2	0	0	3
	3	Performing Carnatic Music	Other Composers	2	0	2	0	0	3
		Total Credits							24

Credit Distribution

Stream	Credits	Percentage
University Core	12	10%
Faculty Core	12	10%
Program core	41	34%
Program Electives	16	13%
Minor	24	20%
Open Electives	15	13%
Total Credits	120	100%

CSEN1001: IT Productivity Tools

L	T	P	S	J	C
0	0	2	0	0	1*

This course introduces all software tools that improve the productivity of a student in enhancing his learning experience with all the activities taken up as part of his coursework.

Course Objectives

- to enable the learner, the skill in preparing technical documents of professional quality using docs, sheets and forms.
- to involve the student in designing and creating of websites and acquaint the student with the skill of processing audio, images, documents etc.
- to create awareness in analysing data using pivot tables, query manager etc.
- to create awareness in composing emails, mail merge, e-mail merge etc.
- to provide the exposure to work with collaborative tools.

List of Experiments

1. Create a typical document consisting of text, tables, pictures, multiple columns, with different page orientations.
2. Create a technical paper / technical report consisting of table of contents, table of figures, table of tables, bibliography, index, etc.
3. Compose and send customized mail / e-mail using mail-merge.
4. Create / modify a power point presentation with text, multimedia using templates with animation.
5. Create spreadsheet with basic calculations with relative reference, absolute reference and mixed reference methods.
6. Simple report preparation using filtering tool / advanced filtering commands / pivot tables in spreadsheet application.
7. Analyse the results of an examination studentwise, teacherwise, coursewise, institute-wise.
8. Collecting and consolidating data using collaborative tools like google docs, sheets, forms.
9. Create charts / pictures using online tools like: www.draw.io or smartdraw
10. Create a website of his interest.

Text Books:

1. Katherin Murray, 'Microsoft Office 365 Connect and collaborate virtually anywhere, anytime', Microsoft Press, ISBN: 978-0-7356-5694-9
2. EXCEL 2021 The Comprehensive Beginners to Advanced Users Guide to Master Microsoft Excel 2021. Learn the Essential Functions, New Features, Formulas, Tips and Tricks, and Many More
3. <https://drawio-app.com/tutorials/video-tutorials/>
4. Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics Fourth Edition ISBN-13: 978-1449319274

References/Online Resources

1. <https://www.coursera.org/learn/introduction-to-computers-and-office-productivity-software>
2. <https://www.coursera.org/projects/analyze-data-pivot-tables-crosstabs-google-sheets>
3. <https://www.coursera.org/learn/excel-advanced#syllabus>
4. <https://www.coursera.org/learn/how-to-create-a-website>
5. <https://support.microsoft.com/en-us/office>
6. <https://www.diagrams.net/>
7. <https://edu.google.com/>

Course Outcomes

- Create / alter documents / Technical Paper / Project report with text, pictures, graphs of different styles.
- Create / modify power point presentations with text, multimedia and to add animation using / creating templates.
- Perform basic calculations / retrieve data / create pivot tables / chart using a spreadsheet application.
- Create simple diagrams / charts using online tools like: www.draw.io .
- Manage documents, presentations, spreadsheets and websites in collaborative mode.

LANG1001: Communication Skills in English - Beginners

L	T	P	S	J	C
0	0	4	0	0	2*

Communication Skills in English (Beginner) is the first of the three-level courses for a developmental enhancement of learners' communication skills in English. This course focuses on giving learners exposure to factual level of comprehension (listening and reading) and application of the learning (Speaking/Writing) with an awareness for social and personality-based variations in communication. In addition to the LSRW skills, the focus of the course is on schematic thinking skills. This course is activity-based and practice-oriented in terms of procedural knowledge of vocabulary and grammatical structure. This syllabus is carefully developed to enable learners to engage in communication in English avoiding errors and be prepared for next level of learning English.

Course Objectives

- Train learners to listen actively, follow what is spoken in standard English, and answer questions to demonstrate their understanding of the main points of the speech, repeat part of what someone has said to confirm mutual understanding, though occasionally, there may be a need to ask for repetition or clarification. (Bloom's Taxonomy Level/s: 2 & 3)
- Equip learners with the skills to read and comprehend straightforward texts and simple argumentative writing to identify the topic, the desired/relevant information, the main points of the argument, and the major conclusion/s. (Bloom's Taxonomy Level/s: 2 & 4)
- Help learners apply their knowledge and language skills to make mini oral presentations, and produce short coherent written texts using appropriate cohesive devices, suitable vocabulary and grammatical structures. (Bloom's Taxonomy Level/s:3)
- Enable learners to communicate with reasonable accuracy in familiar contexts with adequate fluency and generally good control by equipping them with a repertoire of frequently used vocabulary, structures, and speech patterns. (Bloom's Taxonomy Level/s: 2 & 3)

List of Activities & Tasks for Assessment

1. Listening to others and getting to know their experiences, interests and opinions
2. Introducing oneself: Salutation, basic information, relating to the context
3. Starting a conversation: Salutation, expressing purpose, expressing gratitude
4. Sharing one's experiences, interests and opinions
5. Reading short newspaper articles for gist
6. Picking new words from an article and working on them to know the meaning and usage
7. Using the new (unknown) words in own sentences
8. Sharing news with others - initiate, sustain and conclude
9. Understanding the relevance of intonation to meaning from recorded conversations, and applying the learning in pair work (role play)
10. Writing a summary of a story/personal narrative after listening to it twice and making individual notes
11. Reading graphs, charts and maps for specific information, making note of the important information and talking briefly about it within a small peer group
12. Writing a paragraph about oneself: a brief profile including major successes, failures, and goals. Giving compliments/gratitude to others

13. Writing a paragraph (descriptive, complimentary) about others (Family, friends, role model, etc.)
14. Correcting each other's' drafts: errors in language - word choice, structure, and conventions/etiquette
15. Writing a short structured descriptive/narrative essay in 3 paragraphs, reading others' essays and sharing feedback

References

1. V. Sasikumar, P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Listening and Speaking - Foundation Books Cunninham, S. & Moor, P. (nd). New Cutting Hedge (Intermediate). Longman
2. Cambridge Academic English: An Integrated Skills Course for EAP (Intermediate) By Craig Thaine, CUP (2012)
3. Rutherford, Andrea J. (2007). Basic Communication Skills for Technology: Second Edition. Delhi: Pearson Education.
4. McCarthy, M., O'Dell, F., Mark, G. (2005). English Vocabulary in Use. Spain: Cambridge University Press.
5. New Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-1 by Sarah Philpot. OUP
6. Philpot, S. & Curnick, L. (2017). Headway: Academic Skills: Reading, Writing, and Study Skills. Introductory Level. OUP.
7. Thaine, C. (2012). Cambridge Academic English: An Integrated Skills for EAP . Intermediate. CUP.

Online References

- www.teachingenglish.org.uk
- learnenglishteens.britishcouncil.org
- <https://eslflow.com/>
- <https://www.englishclub.com/>
- <https://www.oxfordlearnersdictionaries.com/>
- <https://dictionary.cambridge.org/>
- learnenglishteens.britishcouncil.org
- <https://freerice.com/categories/english-vocabulary>

Course Outcomes

- Listen actively, understand and extract the essential information from short talks/conversations/discussions that are delivered in clear, standard speech. (Bloom's Taxonomy Level/s: 2 & 3)
- Read, understand, and extract specific information from straightforward factual and simple argumentative texts on general topics and subjects of interest. (Bloom's Taxonomy Level/s: 2 & 3)
- Speak clearly with some confidence on matters related to his/her interests and academic work, and make short structured oral presentations on topics of personal interest. (Bloom's Taxonomy Level/s: 3)
- Write short straightforward connected texts on a range of familiar/general topics using appropriate linking devices to achieve a clear sequence of ideas. (Bloom's Taxonomy Level/s: 3)
- Acquire sufficient language competency to express oneself in speech and writing with some confidence, using appropriate vocabulary and simple grammatical structures though lexical limitations and/or difficulty with formulation might be evident at times. (Bloom's Taxonomy Level/s: 2 & 4)

LANG1011: Communication Skills in English

L T P S J C
0 0 4 0 0 2

Communication Skills in English (Intermediate) is the second of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the beginner level syllabus, this course focuses on giving learners more exposure to the use of language for communicative purposes and equip them with next level skills (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course also includes inferential level of comprehension (listening and reading) that involves analysis and application of the language skills and decision-making skills while speaking/writing with an awareness for social and personality-based variations in communication. This course emphasizes guided writing through adequate tasks with pre and post context building. The focus is on stimulation and application of critical thinking in addition to schematic thinking for communication in real-life situations.

Course Objectives

- Train learners to actively listen to short audio texts with familiar content; guided activity like question-making and responding to others' questions based on the audio text would help learners engage in transactional dialogue; extended activities like extrapolating/critiquing the responses would help learners enhance their schematic thinking. (Bloom's Taxonomy Level/s: 2 & 4)
- Equip learners with strategies to read actively and critically and understand the writers' viewpoints and attitude by providing reading comprehension tasks using authentic texts such as op-ed articles from newspapers, and reports on contemporary problems. (Bloom's Taxonomy Level/s: 4 & 5)
- Help learners understand various aspects and techniques of effective presentations (group/individual) through demonstration and modelling, and enabling them to develop their presentation skills by providing training in using the tips and strategies given. Learners would be encouraged to observe and express opinion on teacher-modelling. Reflection on issues like anxiety, stage-fear, confidence, and levels of familiarity with topic and audience would be addressed. Practice would be given on tone, pitch, clarity and other speech aspects. Detailed peer feedback and instructor's feedback would cover all the significant aspects. (Bloom's Taxonomy Level/s: 2 & 4)
- Enable learners to become aware of the structure and conventions of academic writing through reading, demonstration, scaffolding activities, and discussion. Corrective individual feedback would be given to the learners on their writing. (Bloom's Taxonomy Level/s: 2 & 3)

List of Tasks and Activities

S. No.	Tasks	Activities
1	Listening to subject related short discussions/ explanations/ speech for comprehension	Pre-reading group discussion, Silent reading (Note-making), Modelling (questioning), Post-reading reflection /Presentation
2	Asking for information: asking questions related to the content, context maintaining modalities	Group role-play in a context (i.e. Identifying the situation and different roles and enacting their roles)

3	Information transfer: Verbal to visual (familiar context), demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pair work for discussion & feedback, Presentations, question-answer
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation and feedback	Pre-reading game/modelling, discussion in small groups, individual writing, and feedback
5	Introducing officials to peers and vice versa - Formal context	AV support, noticing, individual performance (3-4), pair work (in context), teacher modelling, group work for Introducing self and others in a formal context
6	Introducing friends to family and vice versa - Informal context	Teacher modelling/AV support, noticing structure & note-taking, Introducing friends and family in an informal context
7	Vocabulary in context: Find clues in a text and use them to guess the meaning of words/phrases. Apply the newly learnt vocabulary in communication (speaking and writing).	Comprehending verbal communication: Identifying the contextual clues in oral and written texts; guessing the meaning of words/phrases in context while reading texts and listening to discussions/talks
8	A five-day journal (diary) writing based on learners reading from newspaper on a single relevant/current social issue. Individual oral presentation and feedback from peers and instructor.	Note-making (group work), Discussion, Feedback
9	Follow the essentials of lectures, talks, discussions, reports and other forms of academic presentations and make individual and group presentations aided with images, audio, video, tabular data, etc.	Making power point presentation aided with images, audio, video, etc. with a small group by listening to academic lectures/talks/ discussions, etc.
10	Self-reflection: Re-reading one's own drafts, identifying errors, correcting the errors, and giving rationalize the changes	Pre-task discussion/modelling, Editing the texts by careful reading and identifying the errors, peer-exchange (Pair work), feedback/consolidation
11	Collaborative work (speaking and writing) in small groups of 3 or 4 learners: discussing a general/discipline-specific topic: creating outline, assigning specific roles to members of the group; and group presentation followed by peer and instructor feedback	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), feedback
12	Independent reading of different text types using appropriate reference sources by adapting suitable reading styles and speed. Focus on active reading for vocabulary: low-frequency collocations and idiomatic expressions.	Brain-storming, mapping of key terms (content specific), reading and note-making (individual), oral questioning, discussion
13	Role-play (specific social and academic situations): planning (making notes), understanding nuances of speaking in context, coordinating with situational clues and fellow speakers/participants	Peer discussion for outline, A-V support, observing (teacher modelling), role play (guided), role-play (free), feedback
14	Writing instructions: Guidelines - Flowcharts - Procedures to be followed	Pre-task reading, pair work, teacher/peer-discussion, feedback
15	Speaking spontaneously on topics of interest and writing short structured essays on the same topics adopting appropriate academic conventions and grammatical accuracy.	Reading for task preparation, note-making, speaking, reflection and corrective peer and teacher feedback

Reference Books

1. P. Kiranmayi Dutt, Geetha Rajeevan. (2007). Basic Communication Skills. Foundation Books. CUP
2. Harmer, J. (1998). How to teach English. Longman
3. Sanjay Kumar & Pushp Lata. (2018). Communication Skills: A Workbook. OUP.
4. Cambridge IGCSE: English as a Second Language Teacher's Book Fourth Edition. By Peter Lucantoni. CUP (2014).
5. Cambridge Academic English: An Integrated Skills Course for EAP (Upper Intermediate) By Martin Hewings, CUP (2012)
6. Richards, J.C. and Bohlke, D. (2012). Four Corners-3. Cambridge: CUP.
7. Headway Academic Skills: Reading, Writing, and Study Skills Student's Book, Level-2 by Sarah Philpot. OUP
8. Latham-Koenig, C. & Oxenden, C. (2014). American English File. Oxford: OUP.
9. McCarthy, M. & O' Dell. F. (2016). Academic Vocabulary in Use. Cambridge: CUP

Online Resources

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. learnenglishteeners.britishcouncil.org
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

Course Outcomes

- Understand the speaker's point of view in fairly extended talks on general or discipline-specific topics, and follow simple lines of argument in discussions on familiar contemporary issues. (Bloom's Taxonomy Level/s: 3)
- "Read and demonstrate understanding of articles and reports on limited range of contemporary issues in which the writers adopt particular stances. Also provide samples of written communication containing fairly complex information and reasons for choices/opinions/stances. (Bloom's Taxonomy Level/s: 2 & 3)"
- Make short presentations on a limited range of general topics using slides, and engage in small group discussions sharing experiences/views on familiar contemporary issues and give reasons for choices/opinions/plans. (Bloom's Taxonomy Level/s: 3 & 4)
- Write clear, fairly detailed text (a short essay) on a limited range of general topics, and subjects of interest, and communicate clearly through email/letter to seek/pass on information or give reasons for choices/opinions/plans/actions. (Bloom's Taxonomy Level/s: 3)
- Reflect on others' performance, give peer feedback on fellow learners' presentations, responses to writing tasks and reading comprehension questions. (Bloom's Taxonomy Level/s: 5)

LANG1021: Advanced Communication Skills in English

L	T	P	S	J	C
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Communication Skills in English (Advanced) is the third of the three-level graded courses for a developmental enhancement of communication skills in English. Based on the learning outcomes set in the upper-intermediate syllabus, this course focuses on giving learners exposure to higher level of skills/input processing (ref. Bloom's taxonomy) and practice in terms of complexity and cognitive engagement. This course includes advanced level of comprehension i.e. analytical, evaluative and extra-polative processing (listening and reading) and involves problem-solving, logical reasoning and decision-making skills in terms of application of the learning (speaking/writing) with an awareness for social and personality based variations in communication. This course provides opportunities with activity-based practice of advanced oral and written communicative skills besides building awareness on the finer nuances of language use for various purposes. This course emphasizes free writing through meaningfully engaging tasks with a pre and post context building. There is ample scope for application of critical thinking through simulated activities for effective communication in real life situations.

Course Objectives

1. Enable learners to listen actively become aware of tone and attitude in speech, and demonstrate their comprehension of fairly complex lines of argument presented by a variety of speakers in talks/presentations/discussions. (Bloom's Taxonomy Level/s: 2 & 4)
2. Enable learners to become aware of tone and attitude in written texts, and demonstrate their comprehension of fairly complex lines of argument and points of view presented in a variety of texts by equipping them with upper intermediate to advanced level reading skills and strategies. (Bloom's Taxonomy Level/s:2 & 3)
3. Make effective presentations, engage in formal group discussions, and write structured essays/ short reports to highlight the significance of actions/decisions/experiences, and sustain views by providing relevant evidence and argument. (Bloom's Taxonomy Level/s: 3 & 4)
4. Equip learners with the skills and strategies to communicate effectively in speech and writing using the language with a degree of fluency, accuracy and spontaneity, and fairly good grammatical control adopting a level of formality appropriate to the context. Encourage learners to apply their knowledge of language and their communication skills in real life situations. (Bloom's Taxonomy Level/s:3 & 5)

List of Activities & Tasks for Assessment

S.No.	Tasks	Activities	CO
1	Evaluative and extrapolative reading of a long text/short texts on a current topic related to technology and society, identifying and questioning the author's intention, post-reading discussion in small groups, maintaining group dynamics, arriving at a consensus	Pre-reading group discussion, silent reading (Note-making), modelling (questioning), post-reading reflection and brief presentation of thoughts/ideas/opinions on the theme of the text	3
2	Debate in pairs based on listening to two recorded contemporary speeches by well-known leaders in different fields. Peer feedback and instructor feedback.	Pre-recorded audio/video for listening, student checklist for noticing key words/concepts, pre-task orientation (by teacher), pair work, feedback	1
3	Information transfer: Verbal to visual (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification and feedback before the final version is done	Pair work for discussion and feedback, presentations, question-answer	2
4	Information transfer: Visual to verbal (unfamiliar context); demonstration by teacher, learners' task (guided with scaffolding), learners' task (free), presentation, question-answer(among students), modification, editing, proofreading, and feedback before the final version is done	Pre-reading game/modelling, discussion in small groups, independent writing and feedback	4
5	Expressing opinion on a short argumentative text (e.g. a journal article or a newspaper editorial) and justifying one's opinion/stance; focus on the use of appropriate conventions of formal and polite speech, and managing bias	Listening to group discussions/debates, reading news-paper articles on the current issues and expressing opinions in favour or against the topic (in GDs, debates or writing argumentative essays).	3
6	Role-play (complex social and academic/professional situations): Focus on significant aspects of delivery including clarity, tone, and use of contextually appropriate vocabulary and conventions, observation, reflective discussion, and self-reflective writing	Reading newspaper/magazine articles/blog posts on current social issues, listening to talks/discussions/debates etc. and participating in role-plays using expressions appropriate to the context.	1
7	Collaborative writing in groups of 3 -4 on topics that would require data collection and reading followed by recorded peer-reflection and peer-feedback, group presentation and feedback	Pre-task modelling (peer), general discussion on structure, group work (collaboration), presentation, peer feedback, Open-class discussion	5
8	Formal Group Discussion on topics of current interest and relevance; focus on effective participation, reflection on control over argument/counter argument, and adherence to the conventions of formal GD	Noticing strategies from AV modelling, teacher scaffolding through open-house discussion, Note-making (Group work), Group Discussion (free), post performance discussion, Feedback	2

9	Mind-mapping for advanced reading, making correlations across texts, extending author's point of view	Reading texts on abstract topics and comprehending the author's perspective by inferring the unknown words' meaning in the context and making notes using mind-map strategy and presenting it orally.	3
10	Handling question and answer sessions after presentations: justifying arguments, taking counter-arguments, agreeing and disagreeing with rationale	Listening to some lectures, talks, and presentations in the academic seminars and adapting some strategies to handle the Q&A sessions using polite and formal expressions to agree or disagree with the statements.	1
11	Modelling an interview: with a panel of four judges (peers)	Pre-task activity for orientation/strategies (controlled/guided), Model interview (AV support), Group work (role play), interview in pair (one-to-one), Interview in group (many -to-one), oral corrective feedback (peer/teacher)	2
12	Writing a short reflective report of an event - incident/meeting/celebration	Writing a report on meetings/celebrations/events etc. by actively involving in such events and giving a short oral presentation on the same.	4
13	Speaking on abstract and complex topics beyond his/her own area of interest/field of study, using the language flexibly and effectively.	Reading texts on abstract topics and comprehending the author's perspectives. Similarly, listening to talks and discussions on an abstract topic of other discipline and making short oral presentation by sharing views and opinions.	3
14	Self-reflection on own speech in context(recorded): tone, pitch, relevance, content; extending the reflections/ideas to others	Listening to selected general discussions (audios and videos) and observing the language production. Recording own speech on some general topic and providing a critical review (self-reflection) on it by focusing on the tone, expressions and relevance of the content, etc.	1
15	Collaborative and individual task: planning, preparing (preparing an outline, structure, setting objectives and presenting the plan of action) and executing a mini-project, and submitting a brief report on the same peer and instructor feedback after the planning stage and on completion of the mini project	Pre-task modelling (peer/teacher), general discussion on structure, group work (collaboration), oral corrective, task distribution, presentation, feedback	5

Reference Books

1. Latham-Koenig, C. & Oxenden, C. (2014). American English File-5. Oxford: OUPRichards,
2. J.C. and Bohlke, D. (2012). Four Corners-4. Cambridge: CUP.
3. Cambridge Academic English: An Integrated Skills Course for EAP (Advanced) By Martin Hewings and Craig Thaine, CUP (2012)

4. Berlin, A. (2016). 50 Conversation Classes: 50 Sets of Conversation Cards With an Accompanying Activity Sheet Containing Vocabulary, Idioms and Grammar. Poland: CreateSpace Independent Publishing Platform
5. Zemach, D. E., Islam, C. (2011). Writing Paragraphs: From Sentence to Paragraph. Germany: Macmillan Education.
6. Stewart, J. P., Fulop, D. (2019). Mastering the Art of Oral Presentations: Winning Orals, Speeches, and Stand-Up Presentations. United Kingdom: Wiley.
7. Kroehnert, Gary. (2010). Basic Presentation Skills. Sidney: McGraw Hill.
8. Cunningham, S. & Moor, P. (nd). Cutting Edge (Advanced) With Phrase Builder. Longman Publishers. CUP
9. McCarthy, M & O'Dell, F. (2017). English Idioms in Use (Advanced). Cambridge: CUP.

Online Resources

1. <https://www.grammarly.com/blog/>
2. <https://www.nationalgeographic.org/education/>
3. <https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>
4. <https://www.englishclub.com/>
5. <https://www.oxfordlearnersdictionaries.com/>
6. <https://dictionary.cambridge.org/>
7. learnenglishteens.britishcouncil.org
8. <https://freerice.com/categories/english-vocabulary>
9. <http://www.5minuteenglish.com/>
10. <https://breakingnewsenglish.com/>
11. <https://www.digitalbook.io/>
12. <https://librivox.org/>

Course Outcomes

- Listen to extended lectures, presentations, and discussions on a wide range of contemporary issues and demonstrate understanding of relatively complex lines of argument. (Bloom's Taxonomy Level/s: 2)
- Make presentations using suitable AV aids and engage in formal group discussions on a wide range of topics of contemporary interest, demonstrating awareness of standard/widely accepted conventions. (Bloom's Taxonomy Level/s: 3)
- Read and demonstrate understanding of the writer's stance/viewpoint in articles and reports on a wide range of contemporary issues and discipline-specific subjects. (Bloom's Taxonomy Level/s: 2 & 4)
- Write analytical essays on a wide range of general topics/subjects of interest, and engage in written communication (emails/concise reports) to exchange relatively complex information, giving reasons in support of or against a particular stance/point of view. (Bloom's Taxonomy Level/s: 3 & 4)
- Complete a mini project that necessitates the use of fairly advanced communication skills to accomplish a variety of tasks and submit a report in the given format. (Bloom's Taxonomy Level/s: 4 & 5)

CLAD1001: Emotional Intelligence & Reasoning Skills (Soft Skills 1)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions as well as feelings (Salovey & Mayer, 1990). In terms of emotional intelligence, self-awareness and self-management have to do with our ability to relate to ourselves. Social awareness and relationship management have to do with our ability to relate to others. Similarly, the ability to solve questions on Analytical Reasoning and Data Sufficiency is a critical area tested in almost all competitive examinations and admission tests. Upon completion, students should be able (1) to deal with their own emotions as well as the emotions of others and relate better with both. Using better knowledge of EI, students will also be able to set more meaningful goals for themselves, choose suitable time management techniques that work best for them and work in teams more effectively. (2) to apply different concepts, ideas and methods to solve questions in reasoning and data sufficiency

Course Objectives:

1. Use EI to relate more effectively to themselves, their colleagues and to others. Apply self awareness and self assessment (SWOT) to better understand and manage their own emotions. Apply social awareness to empathize with others and build stronger relationships with others.
2. Set meaningful goals based on their strengths and weaknesses and apply time management techniques, such as Q4 organizing to put first things first.
3. Manage conflicts and work in teams in an emotionally intelligent manner.
4. Solve questions on non-verbal and analytical reasoning, data sufficiency and puzzles

Unit	Topics	Hours
1	Self Awareness & Self Regulation: Introduction to Emotional Intelligence, <i>Self Awareness</i> : Self Motivation, Accurate Self Assessment (SWOT Analysis), Self Regulation: <i>Self Control, Trustworthiness & Adaptability</i>	3
2	Importance, Practising Social Awareness, Building Relationships, Healthy and Unhealthy Relationships, Relationship Management Competencies- Influence, Empathy, Communication, Types of Conflicts, Causes, Conflict Management	3
3	Social Media: Creating a blog, use of messaging applications, creating a website to showcase individual talent, creation of a LinkedIn Profile	2
4	Goal Setting & Time Management: Setting SMART Goals, Time Wasters, Prioritization, Urgent Vs Important, Q2 Organization	3
5	Teamwork: Team Spirit, Difference Between Effective and Ineffective Teams, Characteristics of High Performance Teams, Team Bonding, Persuasion, Team Culture, Building Trust, Emotional Bank Account	4
6	Verbal Reasoning: Introduction, Coding-decoding, Blood relations, Ranking, Directions, Group Reasoning	6
7	Analytical Reasoning: Cubes and Dices, Counting of Geometrical figures	3
8	Logical Deduction: Venn diagrams, Syllogisms, Data Sufficiency, Binary logic	4
9	Spatial Reasoning: Shapes, Paper Cutting/Folding, Mirror images, Water images and Rotation of figures	2
	Total Hours	30

Course Outcomes

- Students will be able to relate more effectively to themselves, their colleagues and to others
- Students will be able to set their short term and long term goals and better manage their time
- Students will be able to manage conflicts in an emotionally intelligent manner and work in teams effectively
- Students will be able to solve questions based on non-verbal and analytical reasoning, data sufficiency and puzzle

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1011: Leadership Skills & Quantitative Aptitude (Soft Skills 2)

L T P S J C
0 0 2 0 0 1

Course Description:

Communication Skills is having the ability to convey information to others so that messages are understood and outcomes delivered. Some essential qualities of Communication Skills include understanding the needs of others, clearly communicating messages, adapting the communication style, and using a range of communication methods. Presentation Skills is having the ability to confidently deliver an engaging message to a group of people which achieves the objectives. Some essential qualities of Presentation Skills include a thorough preparation of content, structuring content logically, managing nerves, engaging your audience, delivering presentation objectives, positively influencing the audience, and responding to audience needs. Tackling questions based on numbers, arithmetic, data interpretation and puzzles requires the application of different rules and concepts of numerical computation, numerical estimation, and data estimation.

Course Objectives:

1. Learn and apply, through different individual and group activities, different ideas and skills to communicate in a positive and impressive manner.
2. Apply the goal setting process (based on SWOT) and Q2 organizing for effective time management.
3. Apply different concepts in numbers, numerical computation and numerical estimation to solve questions that often appear in various competitive examinations and admission tests.
4. Apply different concepts for tackling questions based on data interpretation, progression and series that are frequently given in various competitive examinations and admission tests.

Unit	Topics	Hours
1	Communication Skills: <i>The Communication Process</i> , Elements of Interpersonal Communication, <i>Non-Verbal Communication</i> : Body Language, Posture, Eye Contact, Smile, Tone of Voice, <i>Barriers to Communication</i> . Effective Listening Skills: Active Listening, Passive Listening, Asking Questions, Empathizing, Being Non Judgemental, Being Open Minded, Mass Communication: Design of Posters, Advertisements, notices, writing formal and informal invitations	5
2	Focus on Audience Needs, Focus on the Core Message, Use Body Language and Voice, Start Strongly, Organizing Ideas & Using Visual Aids: SPAM Model, Effective Opening and Closing Techniques, Guy Kawasaki's Rule (10-20-30 Rule), Overcoming Stage Fear, Story Telling	3
3	Problem Solving & Decision Making: Difference Between the Two, Steps in Rational Approach to Problem Solving: Defining the Problem, Identifying the Root Causes, Generating Alternative Solutions, Evaluating and Selecting Solutions, Implementing and Following-Up, Case Studies	3

4	Group Discussion: Understanding GD, Evaluation Criteria, Nine Essential Qualities for Success, Positive and Negative Roles, Mind Mapping, Structuring a Response, Methods of Generating Fresh Ideas	4
5	Number Theory: Number System, Divisibility rules, Remainders and LCM & HCF	3
6	Numerical Computation and Estimation - I : Chain Rule, Ratio Proportions, Partnerships & Averages, Percentages, Profit-Loss & Discounts, Mixtures, Problems on Numbers & ages	6
7	Data Interpretation: Interpretation and analysis of data in Tables, Caselets, Line-graphs, Pie-graphs, Box-plots, Scatter-plots and Data Sufficiency	3
8	Mental Ability: Series(Number, Letter and Alphanumeric), Analogy(Number, Letter and Alphanumeric) and Classifications	3
	Total Hours	30

Course Outcomes

- Students will be able to communicate 'one-on-one' and 'one-on-many' confidently using both verbal and non-verbal messages and deliver impressive talks/ presentations to a group both with and without the use of PPTs and create posters, advertisements, etc.
- Students will be able to apply the the rational model of problem solving and decision making in their problem solving and decision making efforts.
- Students will be able to solve questions based on numbers and arithmetic given in various competitive examinations
- Students will be able to solve questions based on data interpretation, progressions and series.

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1021: Verbal Ability & Quantitative Ability (Soft Skills 3)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

Vocabulary is an important part of verbal ability. An understanding of word formation, prefixes, suffixes and roots is necessary to remember and use a vast repository of words. Approaching words through word families and other ways of groupings is an effective way of gaining mastery over vocabulary. Understanding and getting acquainted with the different rules and exceptions in the use of grammar and structure, especially from the relevant examination point of view, is crucial to cracking questions given in many competitive tests. Similarly, improving reading comprehension skills and test taking abilities in this area takes time and effort, especially given the fact that most students do not possess strong reading habits. In so far as quantitative aptitude is concerned, students need to develop a strong foundation on the basic mathematical concepts of numerical estimation, geometry, mensuration, data sufficiency, etc. to be able to crack different round 1 tests of major recruiters and admission tests of top Indian and foreign universities.

Course Objectives:

1. List and discuss the different word formation methods, word denotation, connotation, collocation, etc. and introduce selected high frequency words, their antonyms, synonyms, etc
 2. Apply different advanced reading skills to solve questions based on author's tone, main ideas and sub-ideas, inferences, parajumbles, etc. that are frequently asked in various competitive exams and admission tests.
 3. Solve different types of questions based on vocabulary, such as word analogy; structure, grammar and verbal reasoning; introduce common errors and their detection and correction.
 4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude. This includes questions on time and work, time and distance, pipes and cisterns, lines and angles, triangles, quadrilaterals, polygons and circles, 2 & 3 dimensional mensuration.
-
1. **Vocabulary Builder:** Understanding Word Formation, Prefixes, Suffixes and Roots, Etymology, Word Denotation, Connotation and Collocation, Synonyms and Antonyms
 2. **Reading Comprehension:** Advanced Reading Comprehension: Types of RC passages, Types of Text Structures, Types of RC Questions: Distinguishing Between Major Ideas and Sub Ideas, Identifying the Tone and Purpose of the Author, Reading Between the Lines and Beyond the Lines, Techniques for Answering Different Types of Questions
 3. **Para Jumbles:** Coherence and Cohesion, Idea Organization Styles, Concept of Mandatory Pairs and Its Application: Transitional Words, Antecedent-Pronoun Reference, Article Reference, Cause and Effect, Chronological Order, General to Specify, Specify to General, Idea-Example, Idea-Explanation, Etc.

4. **Grammar Usage:** Rules Governing the Usage of Nouns, Pronouns, Adjectives, Adverbs, Conjunctions, Prepositions and Articles
5. **Numerical Computation and Estimation - II:** Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams, Races and Games of Skill, Simple Interest & Compound Interest
6. **Geometry:** Lines and Angles, Triangles, Quadrilaterals & Polygons, and Circles
7. **Mensuration:** 2-Dimensional Mensuration (Triangles, Quadrilaterals and Circles), 3-Dimensional Mensuration (Cubes, Cuboids, Cylinder, Cone, Sphere)

Course Outcomes:

1. List and discuss word formation methods, selected high frequency words, their antonyms, synonyms, etc.
2. Analyze reading passages and quickly find out the correct responses to questions asked, including para jumbles, by using reading skills like skimming, scanning, reading between the lines, etc.
3. Solve different types of questions based on vocabulary, structure, grammar and verbal reasoning
4. Solve questions on numerical estimation, mensuration, data sufficiency based on quantitative aptitude

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD1031: Practicing Verbal Ability & Quantitative Aptitude (Soft Skills 4)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

A sound knowledge of the rules of English grammar, structure and style and its application in detecting errors in writing are important areas of Verbal Ability frequently tested as a part of the written test in many competitive examinations and admission tests of major recruiters and universities respectively. This module focuses on all important areas of grammar and structure commonly asked in major tests, such as GMAT, CAT, XLRI, CRT, etc. Similarly, in the area of Quantitative Aptitude, different kinds of questions are asked from Combinatorics (Permutations & Combinations, Probability], Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7), and Mental Ability (Number series, Letter series & Alpha numeric series, Analogies (Numbers, letters), Classifications, Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, and Statistics) . This module focuses on all these areas by building on what the students already learnt in their earlier studies.

Course Objectives:

1. Apply the rules of grammar to solve questions in Error Detection, Sentence Correction and Sentence Improvement.
 2. Apply the rules of structure to solve questions in Error Detection, Sentence Correction and Sentence Improvement, Fill-in-blanks and Cloze Passages.
 3. Explain methods of solving problems in Combinatorics (Permutations & Combinations, Probability], Cryptarithmic & Modular Arithmetic (Cryptarithmic, Application of base system (7, 24), Clocks (Base 24), Calendars (Base 7)]
 4. Explain how to solve questions in Mental Ability (Number series, Letter series & Alpha numeric series, Analogies, Numbers, letters, Classifications] and Algebra (Exponents, Logarithms, Problems related to Equations, Special Equations, Statistics)
-
1. Error Detection: Pronouns, Conjunctions, Prepositions and Articles
 2. Error Detection: Tenses and their Uses
 3. Sentence Correction: Subject-Verb Agreement, Antecedent-Pronoun Agreement, Conditional Clauses
 4. Sentence Correction: Modifiers (Misplaced and Dangling) & Determiners, Parallelism & Word Order, and Degrees of Comparison
 5. Combinatorics: Permutations & Combinations, Probability

6. Crypt arithmetic & Modular Arithmetic: Crypt arithmetic, Application of Base System (7, 24), Clocks (Base 24), Calendars (Base 7)
7. Algebra: Exponents, Logarithms, Word-problems related to equations, Special Equations, Progressions, Statistics

Course Outcomes:

1. Identify and correct errors in English grammar and sentence construction
2. Identify and correct errors in Structure, Style and Composition
3. Solve problems in Combinatorics, Cryptarithmic, and Modular Arithmetic
4. Solve problems in Mental Ability and Algebra

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

VEDC1001: Venture Development

L	T	P	S	J	C
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Course Description

In this course, you will discover your deeper self in terms of how you might contribute to society by creating exciting new products and services that can become the basis of a real business. Your efforts, creativity, passion, and dedication to solving challenging problems are the future of our society, both in your country and worldwide.

The course is divided into four sections:

1. Personal discovery of your core values and natural skills
2. Ideation and improving the impact
3. Business model design for the innovation
4. Presenting your idea in a professional manner suitable for a new venture pitch

Each section has key frameworks and templates for you to complete, improving your idea step by step until the final presentation.

First, you will discover your personal values and emerging areas of knowledge that are the foundations of any successful company. Next, you will learn how to develop insight into the problems and desires of different types of target customers and identify the design drivers for a specific innovation. Then, you will learn specific design methods for new products and services. And as important as the product or service itself, it is a strategy for monetizing the innovation – generating revenue, structuring the operating costs, and creating the operating profit needed to support the business, hire new employees, and expand forward.

This project is intended to be for teams of students. Innovation and entrepreneurship are inherently team-based. This course will give you that entrepreneurial experience.

This is the beginning of what might be the most important journey of personal and career discovery so far in your life, one with lasting impact. This is not just a course but potentially an important milestone in your life that you remember warmly in the years to come.

Course Objectives

Students will have the opportunity to:

- Discovery who you are – Values, Skills, and Contribution to Society
- Understand how creativity works and permeates the innovation process
- Learn the basic processes and frameworks for successful innovation.
- Gain experience in actually going through the innovation process.
- Conduct field research to test or validate innovation concepts with target customers.
- Understand innovation outcomes: issues around business models, financing for start-ups, intellectual property, technology licensing, corporate ventures, and product line or service extensions.

Course Materials

- Meyer and Lee (2020), Personal Discovery through Entrepreneurship, The Institute for Enterprise Growth, LLC. Boston, MA., USA
- Additional readings

- Additional videos, including case studies and customer interviewing methods.

Expectations of you in the classroom: Each student is expected to be prepared to discuss the readings/exercises assigned for each class. It's not optional! Students will be randomly asked to discuss and summarize the material. Your learning – and your success—in this course are heavily dependent upon your willingness to participate actively in class discussion. Your class participation will be assessed on the quality and consistency of your effort in each and every class.

Late assignments: Late assignments are subject to grade penalty. Lateness will only be considered for grading if prior notice was given to the instructor before the due date.

Presentation: Achieving success with an innovative idea requires you to package and present the idea in a crisp, creative, and powerful manner. The activity of presenting helps you to internalize your idea -- as you talk about it and obtain feedback – and improve upon it. There would be two major presentations during the course, plus a series of other smaller unscheduled presentations of work in progress or course material. Prepare, practice, and succeed!

Time spent outside of class: The course is hands-on and requires students to conduct field research through direct interactions with people (interviews/surveys) and online/in the library. Specifically, the course requires that students conduct studies with potential target users and stakeholders. You must be prepared to go out of your comfort zone to dig for information. You will need to search for information online and arrange to meet or talk to relevant people who may have the information you need.

Group Project Overview

This is a semester length project and the cornerstone component of the course. The group project will give you the opportunity to apply the course concepts to a real situation. You will learn about the entrepreneurship for your own business or your work in organizations. Even if you are not going to be an entrepreneur, you need to know how to identify the opportunities, who to persuade people, and how to create economic and social values in many different contexts.

Talking to customers is one of the most important steps in investigating your business because your entrepreneurial vision must correspond to a true market opportunity. With your group, select 5-6 potential customers willing to be interviewed. They should represent a cross-section of our target market and should provide information that helps you refine your opportunity. This is not a simple survey: you are seeking in-depth understanding of the lifestyle and behaviors of your customer that can help you shape your opportunity. Please remember, you are not simply looking to confirm you have a great idea, but to shape your idea into a great opportunity. You will maximize your chances for success and your ability to execute your business cost-effectively by making early (rather than later) changes to your concept.

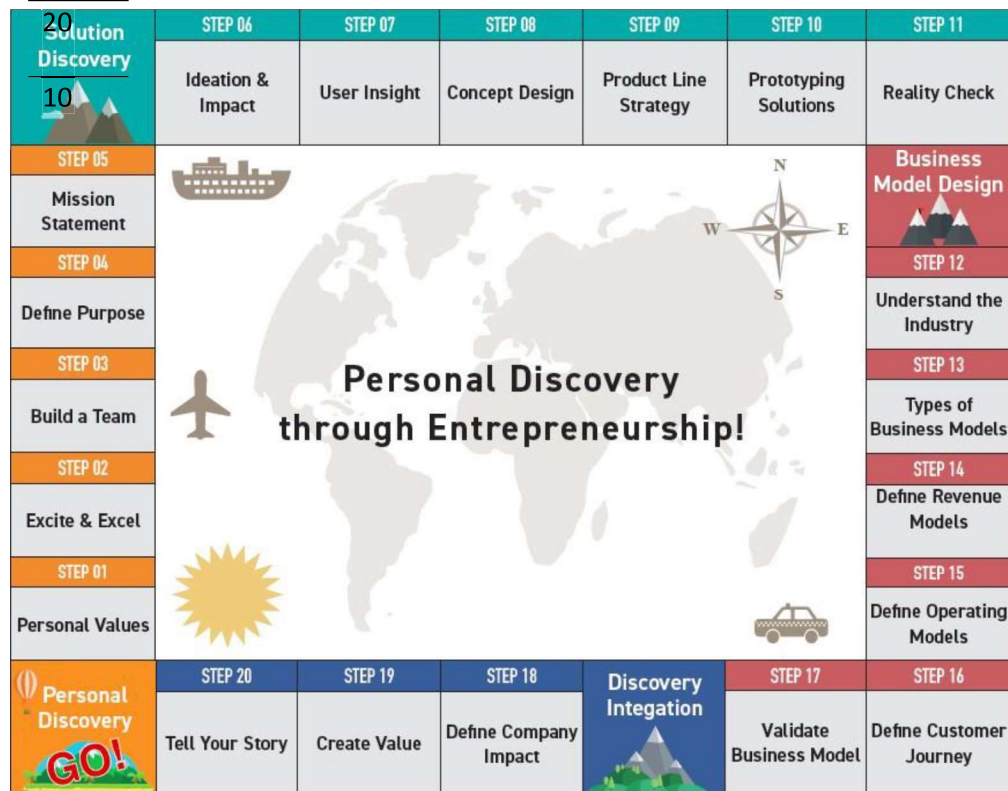
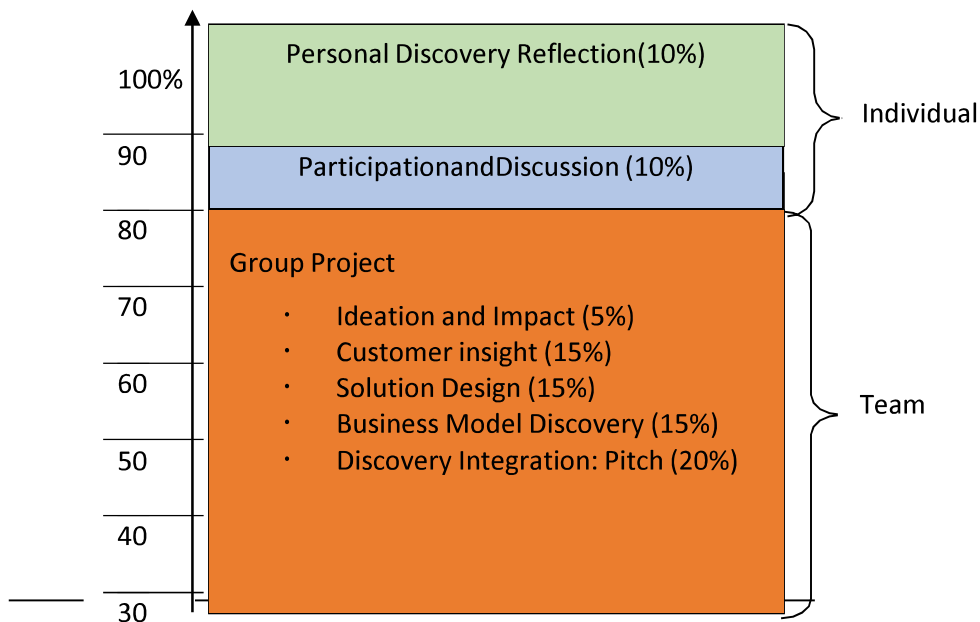
“Design” is fun, particularly when you merge customer insight with your own creativity. Enjoy! In this book, we provide structured methods to be an active listener and learner from customers as well as a product or service designer.

Business modeling is not as hard as it might sound. This is the design of your business – how it charges customers, what is spent producing and selling products or services, and the money that can be made for each unit sold. We keep it simple – so should you.

For the final outcome, you will be required to come up with Pitch that can be used as the basis for actually starting a company based on an impactful innovation. Once again, we provide a specific format and tools for creating a compelling Pitch. We also want you to think about an exciting proposition that is more than just making money, but rather, one that helps society. This will give

you innovation and venture concept greater lift with customers – and it will also make you feel better, deep inside.

Project Components and Grading



[20 Steps and activities in this course]

Deliverables

There are a number of different deliverables for the course that follow the templates presented in the book, as applied to your own venture idea. Do your best to keep up with the timeline of the

class; do not fall behind! Later templates build on the learnings from prior templates. Make the most of your team! Everyone needs to pitch in. In no case, should one person be taking the lead on all templates. Rather, different team members should take the lead on specific deliverables. Coordinate well. Let your teacher know if a team member is not carrying his or her load.

Specific Deliverables

Ideation and Impact Hand-in Package: 5% of total grade
clearly written, with a one-page explanation for the team's decision

- Problem to Solve Templates, Step 4, Page 62 and 63 (with a page of additional explanation if needed)
- Idea Impact Template, Step 6, Page 69 (with a page of explanation)

Customer Interviews and Insight Hand-in Package: 15%
(1st Round of Customer Interviews)

- Customer Interviews Template, Step 7, Pages 75-78, plus add additional template forms for each additional customer interview. The more, the better.
- Idea Reshaping Template, Step 7, Pages 84 and 85. Integration into overall conclusions. How have you improved your original idea through customer research?
- Latent Needs Template, Step 7, Page 93 – what are the frustrations of users that are not solved by current products or services?
- Full Use Case Template, Step 7, Page 99 – how do your customers' needs change over the full use case, and what innovative ideas can you propose at each step of the way?

Concept Design (and Test) Hand-in Package: 15%

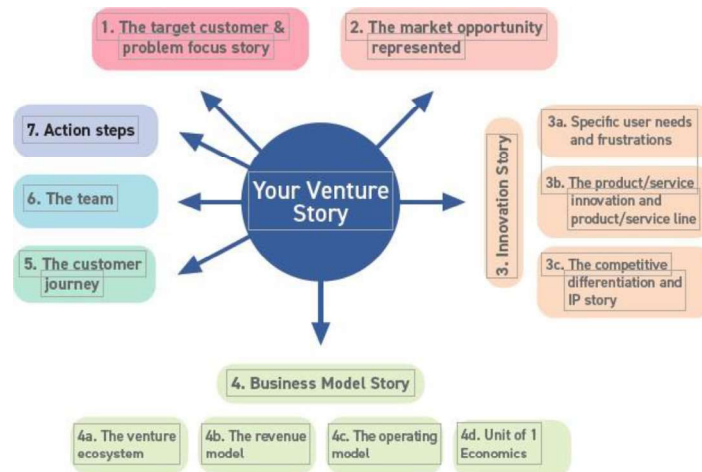
- Customer Value Proposition Template: Step 8, Page 107. This becomes the landing point for what you learned in your customer interviews.
- Competitive Analysis Template: Step 8, Page 109. (Use the Web or actual stores/dealers)
- Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126 (You can add additional pages with design illustration and explanations of your bubble chart)
- Reality Check Survey Template and Results: Step 11, Page 141, 143-144 (You can use more than 2 pages for reporting the results.)

Business Model Design Hand-in Package: 15%

- Industry Analysis Templates: Step 12, Pages 153 and 154
- Illustrate the Business Model Template: Step 13, Page 170 (Use different colours or line patterns to show the flows of product, money, and information)
- Revenue Model Template: Step 14, Page 177
- Operating Model Template: Step 15, Page 187
- Customer Journey Template: Step 16, Page 195
- Validating the Business Model Template: Step 17, Pages 199 and 200

Discovery Integration Hand-in Package: 20%

- Business and Social Vision Impact Statement Template: Step 18, Page 210.
- Per Unit Profitability Template: Step 19, Page 229
- Your Venture Story Pitch: Step 20 (PowerPoint)
- Overall Pitch Design Template: Page 264



Assemble the templates from all your work above, plus any others that you found particularly meaningful, and from these, create your Team's Innovation Pitch. The book has lists specific templates that fit for each part of the final presentation.

Do not just regurgitate the templates in your pitch; rather, take the key points from them to create your own, unique presentation. The templates help you think – but most are too complex to present to outside people who have not taken the course. Therefore, design this pitch as if you presenting to a new set of investors.

And don't forget to add an attractive title page with your team members names and email addresses! You can also add an Appendix at the very back with particularly interesting information, such as industry data or the results of your customer interviews and Reality Check.

Individual Innovation Assignments

You will be required to submit two Reflection Journals as well as a maximum two pages double spaced Synthesis, Integration and Application paper by email at the Week 4 and Week 14 respectively. Please note, this exercise is not about regurgitating the course concepts.

(1) Personal Discovery Reflection Journal (10%)

At the beginning of this semester, you will have a time to think about your self (who you are, what you are good at, what areas you want to contribute on) using a couple of templates. After that sessions, you will have a quiet moment to think about yourself, your career, and your happiness in your life. Please write 2-page reflectional journal what you feel and learning through the personal discovery sessions.

(2) Insight Learning Reflection Journal (10%)

At the end of this semester, you are to prepare a short reflection of impressive sessions as well as related activities outside the classroom. Specially, (1) reflect on the key points from lectures, reading, discussion, guest speakers, and interviews, (2) apply this to your own situation, and (3) outline ways that you intend to use this knowledge in the future.

Course Schedule

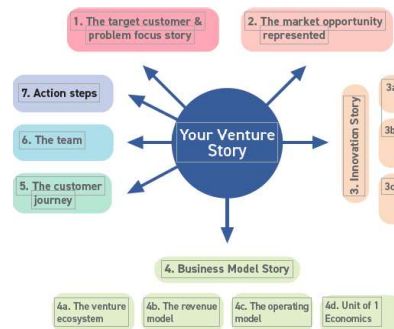
We ek	Sessi on	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
1	1	Course Overview	<ol style="list-style-type: none"> 1. Why is entrepreneurship important? 2. What is Personal Discovery through Entrepreneurship? 3. Four Stages; Personal Discovery, Solution Discovery, Business Model Discovery, Discovery Integration 4. Preparation (finding interesting areas) 	Lecture and Discussion
	2	Personal Discovery (Step 01, Step 02)	<ol style="list-style-type: none"> 1. Personal Values 2. Strength and Weakness 	Individual: <ul style="list-style-type: none"> • Work with the templates provided on pages: • Core values: 22, 23 • Skills: 27, 28, 29, 30, 31 • Societal Contribution: 33, 34
2	3	Find Teammates (Step 03)	<ol style="list-style-type: none"> 1. Review Problem Area Template at the beginning of the book to find classmates who want to work on the same problem area. 2. Find teammates <ol style="list-style-type: none"> (1) Shared values (2) Levels of commitment (3) Skills and experiences (Same or Different?) 	Problem template: Page 9 <ul style="list-style-type: none"> • Talk to your classmates and find teammates. See who wants to work on in the same problem space, with a shared vision of solutions, and complementary skill sets. • Sit back and assess: Team templates on Pages 44, 45, and 46. • Prepare to present your team, the problem it is going to tackle, and its collective skills.
	4	Define Purpose (Step 04) Create Mission (Step 05)	<ol style="list-style-type: none"> 1. Methods for defining and refining a venture's purpose 2. Defining a Venture's Purpose 3. Creating a Vision Statement 	Team: <ul style="list-style-type: none"> • Purpose and Mission Templates: Pages 49 and 52 • Be prepare to present to the class. • Personal Discovery Reflection Journal Due

We ek	Sess ion	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
3	5	Ideation & Impact (Step 06)	Ideation Methods <ul style="list-style-type: none"> • An in-class ideation exercise 	Team: <ul style="list-style-type: none"> • Problem to Solve Templates, Step 4, Page 62, and 63
	6		Increasing the Impact of an Idea. (The Eat-Your-Coffee Video – a good example of ideation)	Team: <ul style="list-style-type: none"> • Idea Impact Template, Step 6, Page 69
4	7	User Insights Frameworks (Step 07)	<ul style="list-style-type: none"> • Identify and find the right target users. • Interview style and methods • The Customer Interview template. 	Team: <ul style="list-style-type: none"> • Customer Interviews Template, Step 7, Pages 75 • Edit interview template for your project.
	8		Laddering methods for interviews	Team: <ul style="list-style-type: none"> • Latent Needs Template, Step 7, Page 93
5	9	User Insights Customer Interviews (Step 07)	<ul style="list-style-type: none"> • Finding latent needs • Field work check-in 	Team: <ul style="list-style-type: none"> • Latent Needs Template, Step 7, Page 93 • Field work – customer interviewing
	10		<ul style="list-style-type: none"> • Think about innovation across the entire use case • Field work check-in 	Team: <ul style="list-style-type: none"> • Full Use Case Template, Step 7, Page 99 • Field work – customer interviewing
6	11	User Insights Interpreting Results (Step 07)	<ul style="list-style-type: none"> • Interpreting customer interview results • Field work check-in 	Team: <ul style="list-style-type: none"> • Field work – customer interviewing • Also talk to retailers/dealers if appropriate
	12		<ul style="list-style-type: none"> • Idea Reshaping based on Customer Interviews • Field work check-in 	Teams prepare results of results from customer interviews and how the original ideas have been reshaped & improved.
7	13	User Insights Interpreting Results (Step 07)	<ul style="list-style-type: none"> • Customer Research Reports • Implications for product and service design 	<ul style="list-style-type: none"> • Teams prepare PPTs for class presentation • Customer Insight Template Hand-in Package
	14			

We ek	Sess ion	Topics and Steps	Key CONCEPTS Introduced in Class	Class Focus Activity
8	15	Concept Design (Step 08)	<ul style="list-style-type: none"> • Defining Customer Value • Understanding Customer Value Proposition 	Team: <ul style="list-style-type: none"> • Customer Value Proposition • Template: Step 8, Page 107 • Draft the CVP
	16		<ul style="list-style-type: none"> • Presentation and review of CVPs 	Team: <ul style="list-style-type: none"> • Complete CVP
9	17	Competitive Analysis and Positioning (Step 08)	<ul style="list-style-type: none"> • Understanding of Competitive Matrix • Competitive positioning: creating your separate space 	Team: <ul style="list-style-type: none"> • Identify major competitors, and dimensions for analysis • Template: Step 8, Page 109
	18		<ul style="list-style-type: none"> • Presentations of Competitive Analyses and Positionings 	Team: <ul style="list-style-type: none"> • Perform the competitive analysis and present results, including positioning
10	19	Product Line Strategy (Step 09)	<ul style="list-style-type: none"> • Product line framework: good, better, best on underlying platforms, plus application to Services. 	Team: <ul style="list-style-type: none"> • Identify good, better, best variations based on the underlying concept. • Product line template: Page 115
	20	Product Visioning Subsystem Design, and Prototype Sketch (Step 10)	<ul style="list-style-type: none"> • The structured bubble chart, showing implementation options and the team's choices • Prototype sketching (The Blureo Video is a good example of iterative prototyping driven by customer discovery.) 	Team: <ul style="list-style-type: none"> • Prototype sketch, and for Web apps, a wireframe. For physical products, an initial bill of materials. • Underlying bubble chart showing your decision process. • Product Vision and Subsystem Design Templates: Step 10, Pages 121 and 126
We ek	Sess ion	Topics and Steps	• Key CONCEPTS Introduced in Class	Team or Individual Activity
11	21	Reality Check (Step 11)	<ul style="list-style-type: none"> • The purpose of the Reality Check, testing the product concept, channel preferences, and much other. 	Team: <ul style="list-style-type: none"> • Reality Check Survey Template and Results: Step 11, Page 141, 143-144

	22		<ul style="list-style-type: none"> • Guidance on the number or additional customers for the reality check survey • How to analyze and interpret the results 	<ul style="list-style-type: none"> • Customize the Reality Check template for your venture. • Do a quick round of customer surveying. Aim for 12 more interviews.
12	23	Industry Analysis (Step 12)	<ul style="list-style-type: none"> • Team reports on Reality Check Results • Examine major components of an Industry Analysis • Review Templates 	Team: <ul style="list-style-type: none"> • Prepare and present the results of your reality check, plus any pivots you wish to make. • Concept Design (and Test) Hand-in Package • Industry Analysis Templates: Step 12, Pages 153 and 154s
	24	Business Model (Step 13)	<ul style="list-style-type: none"> • Defining the Business Model: • Lecture on basic structure and different types. • Illustrating it as the flow of product, money, and information. 	Team: <ul style="list-style-type: none"> • Business Model Illustration Template, Step 13, Page 170

We ek	Sess ion	Topics and Steps	• Key CONCEPTS Introduced in Class	Team or Individual Activity
13	25	Business Model (Steps 14, 15, 16, 17)	<ul style="list-style-type: none"> • Revenue and Expenses • The key decision points in the Revenue Model • The key decision points in the Operating Model • Designing the Customer Journey • Validating the Business Model (The Polka Dog Bakery Video: an example of creating a new retail experience, plus new products.) 	Team <ul style="list-style-type: none"> • Step 14, Page 177 • Step 15, Page 187 • Step 16, Page 195 • Step 17, Pages 199 and 200 • Validate the Revenue and Operating Model by trying to have phone calls with a few Sellers and Manufacturers to validating pricing, channels, and costs.
	26			
14	27	Impact Visioning (Step 18)	<ul style="list-style-type: none"> • Develop clear statements for business and societal impact. • Look at good existing examples of companies that do both. 	Team: <ul style="list-style-type: none"> • Start integrating your research and templates towards the final presentation, provided in Step 20, Page 264 • Business Model Design Hand-in Package
	28	Creating Value (Step 19)	<ul style="list-style-type: none"> • Develop a project of the profitability in make low volumes for a product, a service, and a Web app. • Discuss applications of the framework to your venture. 	Team: <ul style="list-style-type: none"> • Develop and present Unit of 1 Economics Template, Step 19, Page 229 • Keep working on the Final presentation

We ek	Sess ion	Topics and Steps	Key CONCEPTS Introduced in Class	Team or Individual Activity
15	29	Tell Your Story	<ul style="list-style-type: none">• Presentation Format and Style• Format:<ul style="list-style-type: none">(1) Title Slide with names and contact information(2) The Target Customer and the Problem to be Solved(3) The Market Opportunity(4) The Innovation Story(5) The Business Model Story(6) The Customer Journey(7) The Team(8) The Proposed Action Steps.(9) Appendices (if needed or desired)• If you have built a prototype during the class, please bring it and show it to us! <p>(The Fortify Video is a good example of how a good technical idea can translate into a business model, and next, into a well-funded venture.)</p>	<p>Team:</p> <ul style="list-style-type: none">• The PPT Presentation  <ul style="list-style-type: none">• Practice, practice, practice!• Not too many words on one slide• Use pictures• Use template to develop your thinking, but try to create slides that are not just the templates.
	30			
Final Course Deliverables			Due on the Monday after the weekend of the final class meeting.	<p>Team: Your Venture PPTs</p> <p>Individual: Insight Learning Reflection Journal</p>

Course Outcomes

- Identify one's values, passions, skills and their will to contribute to society
- Formulate an idea and validate it with customers
- Demonstrate prototyping and analyze the competition for the product
- Create business models for revenue generation and sustainability of their business
- Come up with a pitch that can be used as the basis for actually starting a company based on an impactful innovation and societal impact

DOSP1001: Badminton

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Badminton
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Badminton - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Badminton: Grips - Racket, shuttle
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Badminton Gameplay: Service, Forehand, Backhand
7. Preparatory Drills and Fun Games
8. Game Variations: Singles/ Doubles/ Mixed

Reference:

1. Handbook of the Badminton World Federation (BWF)

DOSP1011: Chess

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Chess
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Chess - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Chess: Pieces & functions, basic play
4. Chess board moves & terminology
5. Chess Gameplay: Openings, castling, strategies & tactics
6. Preparatory Drills and Fun Games
7. Game Variations & Officiating

Reference:

1. International Chess Federation (FIDE) Handbook

DOSP1031: Football

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Football
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Football - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Kicking, heading, ball control, Keeping
4. Movement, throwins, tackling, defense, scoring, defense
5. Gameplay- Formations, passing, FKs, CKs, PK, tactics
6. Preparatory Drills and Fun Games
7. Game Variations: Small sided games, 7v7, 11v11

Reference:

1. FIFA Laws of the Game

DOSP1041: Volleyball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Volleyball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Volley - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Striking, Ball control, Lifting
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Jumps, strikes, layoffs, attack, defense

Reference:

1. FIVB - Official Volleyball Rules

DOSP1051: Kabaddi

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Kabaddi
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Kabaddi - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Raiding, catching
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Chain system movement

Reference:

1. Amateur Kabaddi Federation of India (AKFI) - Official Rules
2. Rules of Kabaddi - International Kabaddi Federation

DOSP1091: Basketball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Basketball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Basketball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Passing, Receiving, Dribbling
4. Sports Specific fitness and warmup drills
5. Stances and footwork: Jumps, dribbles, catching, throws
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, attack, defense

Reference:

1. FIBA Basketball Official Rules

DOSP1111: Throwball

L	T	P	S	J	C
0	0	0	2	0	2*

This course provides instruction and the opportunity for participation in sports and physical fitness activities. Skills, strategies, rules, and personal wellness goals are included as appropriate. This course will provide students with an understanding of the fundamental concepts of the physiological functions and training principles associated with the chosen sport.

Course Objectives:

1. Understand training principles used in the sport
2. Demonstrate knowledge of the game in a recreational /competitive play setting
3. Organize an event around the sport
4. Demonstrate concepts of warm up, game conditioning, training plans

Course Outcomes:

1. Learn to play Throwball
2. Understanding of the fundamental concepts such as rules of play, game variations
3. Understanding of the governing structure and administration of the sport
4. Understand the event management of the sport
5. Apply sport concepts into an active physical lifestyle

List of Activities:

1. Watch a sport documentary / training video / game history
2. On field coaching and demonstration session
3. Guided practice and play
4. Event management & game officiating
5. Friendly competitions and structured matches

Instructional Plan:

1. Introduction to Throwball - History and development
2. Rules of the Game, Play Area & dimensions
3. Fundamental Skills - Throwing, Receiving
4. Sports Specific fitness and warmup drills
5. Stances and footwork
6. Preparatory Drills and Fun Games
7. Gameplay: Shots, throws, movements, control

Reference:

1. World Throwball Federation - Rules of the Game

DOSL1001: Club Activity – Participant

L	T	P	S	J	C
0	0	0	2	0	2*

This course recognizes student participation in multiple activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to engage in and identify and pursue their personal interests and hobbies.

Course Objectives

- Create opportunities for students to participate in a variety of non-academic experiences
- Interact with and learn from peers in a setting without an external performance pressure
- Allow exploration of interesting activities and reflection about these experiences
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Participation in various club based activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Identify personal interest areas
- Learn from diverse perspectives and experiences
- Gain exposure to various activities and opportunities for extra-curricular activities
- Learn to manage time effectively
- gain confidence

DOSL1011: Club Activity – Member of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and acknowledges student members' work in organizing events and activities organized by various student organizations that pursue specific co-curricular and extra-curricular interests. These activities allow students to actively learn from the process of conceptualizing and organizing such activities as part of a team.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multi media, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be a member of a club and organize activities in that particular interest area
2. Learn from diverse perspectives and experiences
3. Learn to design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be a member of a club and organize activities in that particular interest area
- Learn from diverse perspectives and experiences
- Learn to design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

DOSL1021: Club Activity – Leader of the Club

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

DOSL1031: Club Activity – Competitor

L	T	P	S	J	C
0	0	0	2	0	2*

This course encourages and recognizes student members' work in leading the student organizations through various leadership roles. As leaders they work not just to organize events and activities in specific co-curricular and extra-curricular interests, but also lead the teams that form the core members of the clubs. These activities allow students to learn and practice leadership and management skills through real world experience.

Course Objectives

- Create opportunities for students to learn from organizing club activities
- Learn teamwork, leadership, planning and management of events and activities
- Learn to appreciate multiple perspectives, cultures, and individual capabilities
- Learn to manage time effectively

List of Student Club Activities

1. Music (vocals, instruments, technical, recording, mixing, production, management)
2. Dance (Indian classical, western, jazz, latin, contemporary, folk, production, event management)
3. Theatre (classical, experimental, one-act, street, production, direction, casting, etc.)
4. Arts (fine arts, painting, calligraphy, sketching, caricaturing, etc)
5. Craft (origami, model making, sculpture, pottery, etc)
6. Cooking (home-style, baking, confectionery, Indian, intercontinental, etc.)
7. Graffiti (street, mural, collage, multimedia, etc)
8. Workshops, quizzes, debates, elocution, etc
9. Filmmaking (adventure, drama, film appreciation, documentary, etc)
10. Photography (conventional, immersive (360), landscape, portrait, technical, editing, etc.)
11. College Fests
12. Designing (graphic design, landscape, interior, etc)
13. Competitive coding
14. Recreational sports activities
15. Other club activities organized by student clubs

List of Activities

1. Be the leader of the club and implement the charter, vision and mission of the club
2. Learn from diverse perspectives and experiences
3. Learn to lead the team, design and execute extra-curricular activities
4. Develop management skills through hands on experience
5. Explore different managerial roles and develop competencies

Text Books

1. Small move: big Change (Caroline Arnold)
2. How to Win at College: Surprising Secrets for Success from the Country's Top Students (Cal Newport)

References

1. Making the most of college: Students speak their minds (author - Richard Light)
2. Failing Forward: Turning Mistakes into Stepping Stones for Success (John C Maxwell)
3. The Last Lecture (Randy Pausch)
4. Lean in (Sheryl Sandberg)
5. Youtube- Introduction to various club activities

Course Outcomes

Upon successful completion of the course, student will be able to

- Be the leader of the club and implement the charter, vision and mission of the club
- Learn from diverse perspectives and experiences
- Learn to lead the team, design and execute extra-curricular activities
- Develop management skills through hands on experience
- Explore different managerial roles and develop competencies

POLS1001: Indian Constitution and History

L	T	P	S	J	C
2	0	0	0	0	2*

Course Description:

This course analyzes the basic structure and operative dimensions of the Indian Constitution. It explores various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution. The course also deals with various challenges faced by the constitution and its coping mechanisms. Broadly, the students would understand and explain the working of different institutions and political debates ensuing from the operation of the Indian constitution in action.

Course Objectives:

1. To introduce constitutional history of India.
2. To explain the process of making Indian constitution
3. To analyze Fundamental of Rights, Duties and other principles in constitution
4. To create familiarity with political developments which shaped the constitution.

Course Outcomes:

On the successful completion of the course students would be able to:

1. Demonstrate an understanding of the Constitution of India and how constitutional governance is carried out in India
2. Interpret knowledge of the Fundamental Rights and Duties of the Citizens as well as the Obligation of the state towards its citizens
3. Correlate familiarity with key political developments that have shaped the Constitution and amended it from time to time.
4. Equip themselves to take up other courses in law after having done a foundation course on Indian Constitution

Unit I: India as a Nation

6 hrs

Khilani, S. (2004). *Introduction, The Idea of India*, Chapter 1. New Delhi: Penguin Books, pp. 1-15.

Rowat, D. (1950). 'India: The Making of a Nation', *International Journal*, 5(2), 95-108. doi:10.2307/40194264

Brass, P. (2018). 'Continuities and Discontinuities between pre- and post-Independence India', Chapter 1. *The Politics of Idea since independence*, New Delhi: Cambridge University Press. pp. 1-30.

Module Learning Outcomes

1. Understand ideas of India
2. Explain the story behind making constitution and its future.
3. Articulate the differences between pre and post-colonial governments.

Unit 2: Understanding the Constitution

6 hrs

Mehta, U.S. (2011). 'Constitutionalism' in *The Oxford Companion to Politics in India*, (ed) by Nirja Gopal Jayal, and Pratap Bhanu Mehta, New Delhi: Oxford University Press. pp. 15-27.

Austin, G. (2016), 'The Constituent Assembly: Microcosm in Action' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp. 1-25.

Beteille, Andre (2008): "Constitutional Morality," *Economic and Political Weekly*, Vol 43, Issue No 40

Prahladan, Vivek (2012): "Emergence of the Indian Constitution," *Economic and Political Weekly*, Vol 47, Issue No 07.

Module Learning Outcomes

Understand the concept of constitutionalism. Demonstrate strength or weakness of constitutional morality in India

Evaluate constituent assembly debates in framing Indian Constitution.

Unit 3: The Preamble, Fundamental Rights and Directive Principles of State Policy 6 hrs

Bhakshi, P.M. (2011). 'Preamble' in *The Constitution of India*, New Delhi: Universal Law. Pp. 1-5.

Laxmikanth, M. (2017). 'Chapter IV: Preamble of the Constitution' in *Indian Polity*, Chennai: McGraw Hills.

Kumar, Virendra (2007): "Basic Structure of The Indian Constitution: Doctrine of Constitutionally Controlled Governance [From Kesavananda Bharati to I.R. Coelho]" *Journal of the Indian Law Institute*, Vol 49, No 3, pp 365-398.

Austin, G (2016), ' ' in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, pp.63-105.

Reddy, S (1980). Fundamental Ness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute*, 22(3), pp. 399-407.

Bhatia, Gautam (2017): "The Supreme Court's Right to Privacy Judgement," *Economic and Political Weekly*, Vol 52, Issue No 44

Module Learning Outcomes

1. Explain the relationship between 'Preamble' and 'The constitution'.
2. Interpret the key concepts of preamble
3. Analyzes the dynamic nature of Indian constitution
4. Understanding Fundamental Rights
5. Evaluate Directive Principles of State Policy
6. Interpret case studies on Fundamental Rights.

Unit 4: Citizenship

6 hrs

Jayal, N.G. (2019). 'Reconfiguring citizenship in contemporary India' in *South Asia Journal of South Asian Studies*, pp.33-58.

Roy, Anupama. (2010). 'Chapter I: Enframing the citizen in contemporary times' in *Mapping Citizenship in India*, New Delhi: Oxford University Press.

Das, Veena (2010): "State, Citizenship and the Urban Poor," *Citizenship Studies*, Vol 15, pp 319-333.

Valerian Rodrigues

Module Learning Outcomes

1. Explain different dimensions of citizenship in Indian context
2. Evaluate the basis of citizenship
3. Compare 'claim' and 'status' of citizenship

Unit 5: Separation and Distribution of Powers

6 hrs

Pal, Ruma. (2016). 'Separation of Powers' in *The Oxford Handbook of the Indian Constitution*, (ed) by Sujit Choudhry, Madhav Khosla, and Pratap Bhanu Mehta, Delhi: Oxford University Press.

Bakshi, P. (1956). 'Comparative Law: Separation of Powers in India'. *American Bar Association Journal*, 42(6), 553-595.

Rao, P. (2005). 'Separation of Powers in a Democracy: The Indian Experience'. *Peace Research*, 37(1), 113-122.

Kumar, Ashwani (2019): "Constitutional Rights, Judicial Review and Parliamentary Democracy," *Economic and Political Weekly*, Vol 51, Issue 15

Tillin, Louise. (2015). 'Introduction' in *Indian Federalism*. New Delhi: Oxford University Press. pp. 1-30.

Chakrabarty, Bidyut and Rajendra Kumar Pandey. (2008). *Federalism' in Indian Government and Politics*, New Delhi: Sage Publications. pp. 35-53.

Arora, B. and Kailash, K. K. (2018). 'Beyond Quasi Federalism: Change and Continuity in Indian Federalism', in *Studies in Indian Politics*, pp. 1-7.

Agrawal, Pankhuri (2020): "COVID-19 and dwindling Indian Federalism," *Economic and Political Weekly*, Vol 55, Issue No 26

Module Learning Outcomes

1. Explain the importance of separation of powers in a democracy
2. Understand the relation between three organs of the government
3. Evaluate the system of 'checks and balances'
4. Understand the difference between unitary and federal political systems
5. Critically analyze the Indian model of Federalism
6. Evaluate the distribution of responsibilities between union and state governments.

Recommended Readings:

De, Rohit. (2018). *A People's Constitution – The Everyday Life of Law in the Indian Republic*, USA: Princeton University Press.

Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, Oxford, 1966.

Lahoti, R.C. (2004). *Preamble: The Spirit and Backbone of the Constitution of India*. Delhi: Eastern Book Company.

Rajeev Bhargava (ed), *Ethics and Politics of the Indian Constitution*, Oxford University Press, New Delhi, 2008.

Subhash C. Kashyap, *Our Constitution*, National Book Trust, New Delhi, 2011.

Tillin, Louise. (2015). *Indian Federalism*. New Delhi: Oxford University Press.

Zoya Hassan, E. Sridharan and R. Sudarshan (eds), *India's Living Constitution: Ideas, Practices, Controversies*, Permanent Black, New Delhi, 2002.

PHPY1001: Gandhi for the 21st Century

L	T	P	S	J	C
2	0	0	0	0	2*

Course Description

This course provides the students with basic knowledge on Gandhi's early life, transformations in South Africa and his entry into India's national movement. While going through the social-political, economic and educational philosophies of Gandhi, the course analyses how his ideologies are relevant even in the 21st century.

Course Objectives

The objectives of the course are;

1. To provide the students with the basic knowledge on Gandhi's life and his philosophies
2. To understand the early influences and transformations in Gandhi
3. To analyse the role of Gandhi in India's national movement
4. To apply Gandhian Ethics while analysing the contemporary social/political issues
5. To appreciate the conflict resolution techniques put forward by Gandhi and its significance in the current scenario.

Module I : MK Gandhi: Childhood and Education

M K Gandhi, Formative Years (1869-1893): Early childhood - study in England - Indian influences, early Western influences.

Module II: From Mohan to Mahatma-South African Experiences

Gandhi in South Africa (1893-1914): South African Experiences - civil right movements in South Africa - invention of Satyagraha - Phoenix settlement- Tolstoy Farm - experiments in Sarvodaya, education, and sustainable livelihood.

Module III: Gandhi and Indian National Movement

Gandhi and Indian National Movement (1915-1947): Introduction of Satyagraha in Indian soil -non-cooperation movement - call for women's participation - social boycott - Quit-India movement - fighting against un-touchability - Partition of India- independence.

Module IV: Gandhi and Sustainable Development

Gandhian Constructive Programs-Eleven Vows-Sarvodaya-Seven Social Sins-Gandhian Economics and Sustainable Development

Module V: Gandhi and Contemporary Issues

Conflict Resolution Techniques of Gandhi-Ecological Challenges and Gandhian solutions-Gandhian Ethics-An Analysis

Learning Outcomes

1. To understand the life of Gandhi
2. To understand the role of Gandhi in Indian national movement
3. To analyse the origin and significance of Satyagraha
4. To understand the eleven vows of Gandhi which he followed through-out his life.

5. To examine the significance of constructive programs today

Course Outcomes

After the successful completion of the course the students will be able to;

1. Understand the life of Gandhi
2. Appreciate the role of Gandhian non-violence and Satyagraha in India's freedom struggle.
3. Critically examine the philosophy of Gandhi on Education, Sarvodaya, and Satyagraha
4. Analyse the contemporary significance of Gandhian constructive programmes and eleven vows
5. Examine the possible solutions for some of the contemporary challenges like environmental issues, moral degradation and ethical dilemmas.

References

1. Gandhi, M K. (1941). *Constructive Programme*. Ahmadabad: Navjivan Publishing House
2. Gandhi, M. K. (1948). *The Story of My Experiments with Truth*. Ahmadabad: Navjivan Publishing House
3. Gandhi, M K. (1968). *Satyagraha in South Africa*. Ahmadabad: Navjivan Publishing House.
4. Khoshoo, T N (1995). *Mahatma Gandhi: An Apostle of Applied Human Ecology*. New Delhi:TERI
5. Kripalani, J.B. (1970). *Gandhi: His Life and Thought*. New Delhi: Publications Division.
6. Narayan, Rajdeva (2011). *Ecological Perceptions in Gandhism and Marxism*. Muzaffarpur: NISLS
7. Pandey, J. (1998). *Gandhi and 21st Century*. New Delhi: Concept.
8. Weber, Thomas (2007). *Gandhi as Disciple and Mentor*. New Delhi: CUP

DOSL1041: Community Services - Volunteer

L	T	P	S	J	C
0	0	0	0	2	2*

This course recognizes student participation in Community service activities organized by various student organizations and other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop empathy, citizenship behavior and community values.

Course Objectives

- To help students develop empathy and citizenship behavior
- Enable students to develop an altruistic attitude and community development sensibility
- Allow exploration of community service activities and reflect about these experiences
- Learn to work in small and large teams for achieving community objectives

List of Community Service Activities

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

List of Activities

1. Participation in various community service activities
2. Weekly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

References

1. A path appears: Transforming lives, creating opportunities (Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)

Course Outcomes

- Experience of volunteering in a variety of Community service activities
- Gaining empathy for lesser privileged sections of society by experience
- Understanding the process of generating community awareness
- Understanding Disaster management and relief through training and experience
- Developing environmental and sustainability awareness

DOSL1051: Community Services - Mobilizer

L	T	P	S	J	C
0	0	0	0	2	2*

This course recognizes student leadership in mobilizing community service activities as members of various student organizations or other Government and non-government organizations that exist for providing service to communities. These activities allow students to develop leadership, management skills, empathy, citizenship behavior and community values.

Course Objectives

- To help students understand leadership in a community environment
- Enable students to develop an altruistic attitude and community development sensibility
- Allow deep understanding of community service through practical experience
- Learn to lead small and large teams for achieving community objectives

List of Community Service Activities

1. Community Health Services
2. Swachh Bharat Abhiyan and other Cleanliness drives
3. Tree Plantation and similar environmental conservation initiatives
4. Rain water harvesting awareness and implementation
5. Fundraising and visits to Orphanages, Old-age homes, etc.
6. Health and disease awareness programs
7. Working with NGOs
8. Disaster mitigation and management training and relief work
9. Rural Upliftment projects
10. Campus awareness and action projects (cleanliness, anti-ragging, blood donation, etc)
11. Community investigations and surveys for development research
12. Educational support for underprivileged (remedial classes, coaching, training, etc)
13. Service camps
14. Advocacy and information literacy initiatives
15. Other activities serving local communities

List of Activities

1. Organizing and leading teams in various community service activities
2. Fortnightly reflection paper
3. Portfolio (on social media using an instagram account)
4. Two learning papers (one per semester)

Text Books

1. Soul of a citizen: living with conviction in Challenging times (author: Paul Rogat Loeb)
2. Community Services intervention: Vera Lloyd

References

1. A path appears: Transforming lives, creating opportunities
(Nicholas Kristof and Sheryl WuDunn)
2. The story of My Experiments with Truth (author: M. K. Gandhi)
3. List of student run and other Government and non-government community service organizations

Course Outcomes

- Experience of mobilizing and executing Community service activities
- Providing opportunities for community service volunteering for other fellow students
- Understanding the process of mobilizing cash, kind and volunteer support
- Building leadership and management skills
- Building empathy and citizenship behavior

ENVS1001: Environmental Studies

L	T	P	S	J	C
3	0	0	0	0	3*

The course enables the students to adapt eco-centric thinking and actions rather than human-centric thinking on natural resources, their utilization and conservation. The course also focuses on the importance of ecosystems, biodiversity and their degradation led to pollution. This course helps in finding solutions through application of control measures to combat pollution and legal measures to achieve sustainable development.

Course Objectives

1. To impart knowledge on natural resources and its associated problems.
2. To familiarize learners about ecosystem, biodiversity, and their conservation.
3. To introduce learners about environment pollution.
4. To acquaint learners on different social issues such as conservation of water, green building concept.
5. To make learners understand about the present population scenario, its impacts and role of informational technology on environment and human health.
6. To make learners understand about the importance of field visit.

Course Outcomes

After the completion of the course student will be able to

1. List different natural resources and their uses
2. Summarize the structure and function of terrestrial and aquatic ecosystems.
3. Identify causes, effects, and control measures of pollution (air, water & soil).
4. Function of green building concept.
5. Adapt value education

UNIT – I Multidisciplinary nature of environmental studies & Natural Resources:

No of Hours:
10

Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness. Natural resources and associated problems. Uses and over exploitation of Forest resources, Water resources, Mineral resources, Food resources, Energy resources. Role of an individual in conservation of natural resources.

Activity:

1. Planting tree saplings
2. Identification of water leakage in house and institute-Rectify or report
3. Observing any one day of a week as Car/bike/vehicle free day.

UNIT – II Ecosystem and biodiversity

No of Hours:
10

Ecosystem: Structure components of ecosystem: Biotic and Abiotic components. Functional components of an ecosystem: Food chains, Food webs, Ecological pyramids, Energy flow in the ecosystem (10% law), Ecological succession.

Biodiversity: Definition, Biogeographical classification of India, Values of biodiversity: consumptive use, productive use, social, ethical, aesthetic. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching, man wildlife conflicts. Conservation of biodiversity: In – situ and Ex-situ

Activity”

1. Visit to Zoological Park-Noting different ecosystem
2. Biodiversity register- Flora and fauna in the campus

UNIT – Environmental Pollution

No of Hours:

III

10

Definition Causes, effects, and control measures of: -Air pollution. Water pollution. Soil pollution. Marine pollution. Noise pollution. Nuclear hazards. Solid waste Management: Causes, effects, and control measures. Role of an individual in prevention of pollution. Pollution case studies.

Activity

1. Visit to treatment plant and documentation.
2. Documentation of segregation of solid waste-Dry and Wet

Learning Outcomes:

After completion of this unit, the student will be able to

UNIT – IV Social Issues and the Environment

No of Hours:

10

From Unsustainable to Sustainable development Urban problems related to energy. Water conservation, rainwater harvesting, watershed management. Environmental ethics: Issues and possible solutions. Green building concept.

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.

Activity:

1. Observing zero hour at individual level-documentation.
2. Eco friendly idols.
3. Rainwater harvesting-creating storage pits in nearby area.

UNIT – V Human Population and the Environment and Environment Protection Act and Field work

No of Hours:

10

Population growth, variation among nations. Environment and human health. HIV/AIDS, Human rights. Value Education. Women and Child Welfare. Role of Information Technology in Environment and human health. Environment Legislation. Air (Prevention and Control of Pollution) Act. Water (Prevention and Control of Pollution) Act. Wildlife Protection Act. Environmental Protection Act, Issues involved in enforcement of environmental legislation.

Activity:

1. Visit to a local polluted site-industry/agriculture
2. Identifying diseases due to inappropriate environmental conditions

Text Book(s)

1. Erach Bharucha. Textbook of environmental studies for undergraduates courses-Universities Press, India Private Limited. 2019.
2. Kaushik A and Kaushik C.P. Perspectives in Environmental Studies. New Age International Publishers Edition-VI. 2018.
3. Dave D Katewa S.S. Textbook of Environmental Studies, 2nd Edition. Cengage Learning India. 2012.

Additional Reading

1. Benny Joseph. Textbook of Environmental Studies 3rd edition, McGraw Hill Publishing company limited. 2017.

Reference Book(s):

1. McKinney M.L., Schoch R.M., Yonavjak L. Mincy G. Environmental Science: Systems and Solutions. Jones and Bartlett Publishers. 6th Edition. 2017.
2. Botkin D.B. Environmental Science: Earth as a Living Planet. John Wiley and Sons. 5th edition. 2005.

Journal(s):

1. <https://www.tandfonline.com/loi/genv20>
2. <https://library.lclark.edu/envs/corejournals>

Website(s):

<https://www.ugc.ac.in/oldpdf/modelcurriculum/env.pdf>

[From Climate Science to Action | Coursera](#)

	Programme Objectives (POs)												PSO's		
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3
CO1	2												2		
CO2		2				1							2		
CO3			1						1					1	
CO4				2							2				1
CO5	1													1	
CO6					2							1			1

1-Low, 2-Medium and 3-High Correlation

MFST1001: Health & Wellbeing

L	T	P	S	J	C
0	0	2	0	0	1*

The course provides the students a better understanding of the role of a proper diet in maintenance of human health. This course emphasizes the composition of the food, and will help to understand how to exercise, the role of sports and physical fitness in development of a good health. The course also focuses on the importance of emotional well-being and mindfulness. This course helps in teaching the role of yoga in maintenance of physical balance.

Course Objectives

- To provide an understanding of the relationship between food and nutrition
- To emphasize the role of exercise, sports and physical fitness in obtaining a good health
- To explain about the mindfulness and emotional well being
- To teach the role of yoga and meditation in maintaining the body balance

UNIT-I

Understand the relationship between Food and Nutrition and how food composition affects nutritional characteristics. Knowledge about regulatory principles in determining diets and recommended daily allowances. Understand how to create personalised diet/nutrition plans.

UNIT-II

Understand how exercise, activity and sports helps in developing good health. Experiential exposure to the role of proper, specific nutritional interventions along with structured activities on developing proper physical health. Practical exercises and assignments in sports and exercise regimes.

UNIT-III

Introduction to emotional wellbeing and mindfulness. Teaching of mindfulness practices to reduce stress, increase relaxation and improve mental wellbeing.

UNIT-IV

Introduction to Yoga theory and how Yoga helps in maintaining balance in the body. Practice of Yoga and meditation to improve overall emotional and physical balance. Practical yoga exercises and meditation techniques

Course outcomes:

By the end of the course, student will

- Learn the role of nutrition and diet in maintaining a good health
- Will understand how the exercise, sports and physical activities will improve health
- Will learn mindfulness practices for reducing stress
- Will know the importance of yoga and meditation

CLAD2001: Preparation for Campus Placement-1

(Soft Skills 5A)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course addresses all relevant areas related to campus placements and readies them to ace their upcoming/ ongoing recruitment drives. Specifically, it focuses on students' career preparedness, interview skills, test preparedness, etc.

Course Objectives:

Prepare the students for their upcoming/ ongoing campus recruitment drives.

1. Career Preparedness: Resume & Cover Letter Writing, Interview Skills: Elevator Pitch, Making the First Impression, Being Other-Oriented, Being Positive and Curious, communicating with Confidence and Poise, Frequently Asked Questions & How to Answer Them, Pitfalls to Avoid, Etc. Etiquette: Hygiene, Courtesy, Culture differences, Workplace, use of cell phone, Profanity, Slang, Protocol.
2. Verbal Ability: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning.
3. Quantitative Aptitude: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
4. Reasoning: Logical and Verbal Reasoning

Course Outcomes:

1. Write a power resume and covering letter
2. Answer interview questions with confidence and poise
3. Exhibit appropriate social mannerisms in interviews
4. Solve placement test questions on verbal ability, quantitative aptitude and reasoning

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2011: Preparation for Higher Education (GRE/ GMAT)-1 (Soft Skills 5B)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve questions from all four broad areas of GRE/ GMAT
 2. Orient the students for GRE/ GMAT through mock tests
-
1. Verbal Reasoning: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning
 2. Quantitative Reasoning: Arithmetic, Algebra, Geometry, Data Analysis
 3. Analytical Writing Assessment: Issue/ Argument
 4. Integrated Reasoning

Course Outcomes:

1. Solve questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2021: Preparation for CAT/ MAT - 1 (Soft Skills 5C)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve questions from all four relevant areas of CAT/ XAT/ MAT, etc.
 2. Orient the students for CAT/ XAT, etc. through mock tests
-
1. Quantitative Ability: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
 2. Data Interpretation: Data Interpretation and Data Sufficiency
 3. Logical Reasoning: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
 4. Verbal Ability: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

Course Outcomes:

1. Solve questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2031: Preparation for Campus Placement-2

(Soft Skills 6A)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

This course builds on the previous course and focuses on all four major areas of campus placements, including career preparedness, mock interviews, verbal ability, quantitative aptitude and logical reasoning.

Course Objectives:

1. To comprehensively prepare all eligible and aspiring students for landing their dream jobs.
 2. To sharpen the test-taking skills in all four major areas of all campus drives
-
1. Career Preparedness II: Mock Interviews, Feedback and Placement Readiness
 2. Verbal Ability II: Practising Reading Comprehension, Error Detection, Sentence Completion, MCQs, FIBs, Para jumbles, Cloze Test, Critical Reasoning
 3. Quantitative Aptitude II: Number Systems, Algebra, Geometry, Data Handling, Data Sufficiency, Word Problems
 4. Reasoning II: Logical and Verbal Reasoning

Course Outcomes:

1. Demonstrate career preparedness and confidence in tackling campus interviews
2. Solve placement test questions of a higher difficulty level in verbal ability, quantitative aptitude and logical reasoning.
3. Practice test-taking skills by solving relevant questions accurately and within time.

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay

2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2041: Preparation for Higher Education (GRE/ GMAT)-2

(Soft Skills 6B)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

1. The course offers a special track for students who aspire to go abroad in pursuit of their higher education for which a GRE/ GMAT score is a prerequisite. It covers all four topical areas of these tests at a higher difficulty-level and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve higher level questions from all four broad areas of GRE/ GMAT
 2. Orient the students for GRE/ GMAT through mock tests
-
1. Verbal Reasoning II: Reading Comprehension, Sentence Equivalence, Text Completion, Sentence Correction, Critical Reasoning
 2. Quantitative Reasoning II: Arithmetic, Algebra, Geometry, Data Analysis
 3. Analytical Writing Assessment II: Issue/ Argument
 4. Integrated Reasoning II

Course Outcomes:

1. Solve higher level questions from all four broad areas of GRE/ GMAT
2. Practice answering several mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

CLAD2051: Preparation for CAT/ MAT - 2 (Soft Skills 6C)

L	T	P	S	J	C
0	0	2	0	0	1

Course Description:

The course offers a special track for UG students who aspire to go for higher education in business management in India for which cracking CAT/ MAT/ other related test is mandatory. It covers all four topical areas of these tests at a higher level of difficulty and includes fully solved mock tests as well.

Course Objectives:

1. Prepare the students to solve all types of questions from all four relevant areas of CAT/ XAT/ MAT, etc.
1. Quantitative Ability II: Arithmetic, Algebra, Geometry, Mensuration, Calculus, Trigonometry
2. Data Interpretation II: Data Interpretation and Data Sufficiency
3. Logical Reasoning II: Data Management, Deductions, Verbal Reasoning and Non-Verbal Reasoning
4. Verbal Ability II: Critical Reasoning, Sentence Correction, Para Completion, Para Jumbles, Reading Comprehension

Course Outcomes:

1. Solve higher difficulty level questions from all four relevant areas of CAT/ MAT as listed above
2. Practice test-cracking techniques through relevant mock tests

References:

1. Verbal Ability & Reading Comprehension by Arun Sharma and Meenakshi Upadhyay
2. Study material for CAT, SAT, GRE, GMAT by TIME, CareerLauncher and IMS etc.
3. Quantitative Aptitude by R S Agarwal S Chand Publications
4. Quantitative Aptitude by Pearson Publications

FINA3001: Personal Financial Planning

L	T	P	S	J	C
0	0	2	0	0	1*

Course Overview

Personal Financial Planning is one of the most significant factors in our lives. It is essential that funds are available as and when required at various stages of life. Unavailability of funds at critical stages of our life leads to financial distress and leads to many medical and non-medical problems. There are certain planned and unplanned events in our life. On the one hand, education of our children, their marriage, our retirement etc. are some of the planned events of our life, but at the same time, some medical urgency, accident or death of an earning member might be some unplanned events. Many of these events are beyond our control, but the availability of funds can be planned to avoid any financial distress. In other words, we cannot stop the rain but can plan for an umbrella.

This course looks at the many challenges an individual faces in a complex financial environment and the rising uncertainties of one's life. It focuses on achieving long-term financial comfort of individual and family through goal setting, developing financial and life strategies, acquiring personal financial planning knowledge and managing risk throughout one's life.

Course Objectives:

1. To build students' ability to plan for long-term financial comfort of individual and family through goal setting, developing financial and life strategies.
2. To provide students with knowledge on terms, techniques to evaluate investment avenues.
3. To build the skill set of the student to enable them to file their tax returns.

Course Outcome:

1. Describe the financial planning process and application of time value of money
2. Application of life and non-life insurance products in financial planning
3. Understand the investment avenues and analysis of investment returns
4. Understand the retirement planning and its application
5. Describe and analysis the Tax Planning

Unit 1: Basics of Financial Planning

Financial Planning Meaning, Need, Objectives, Financial Planning Process, Time Value of Money and its application using excel (NP)

Unit 2: Risk and Insurance Management

Need for insurance, Requirement of insurance interest, Role of insurance in personal finance, Steps in insurance planning, Life and Non-life insurance products, Life insurance needs analysis (NP)

Unit 3: Investment Products and Measuring Investment Returns

Investment Products: Small Saving Instruments, Fixed Income Instruments, Alternate

Investments, Direct Equity

Measuring Investment Returns: Understanding Return and its concept, Compounding concept, Real vs Nominal Rate of Return, Tax Adjusted Return, Risk-Adjusted Return (NP)

Unit 4: Retirement Planning

Introduction to the retirement planning process, estimating retirement corpus, Determining the retirement corpus, Retirement Products (NP)

Unit: 5 Tax Planning

Income Tax: Income tax principles: Heads of Incomes, Exemptions and Deductions, Types of Assesses, Rates of Taxation, Obligations for Filing and Reporting, Tax aspects of Investment Products, Wealth Tax

Text Books

1. National Institute of Securities Management (NISM) Module 1 & XA
2. Madhu Sinha, Financial Planning, 2 Edition, McGraw Hill India
3. Simplified Financial Management by Vinay Bhagwat, The Times Group

Reference Books

1. Personal Financial Planning (Wealth Management) by S Murali and K R Subbakrishna, Himalaya Publishing House.
2. Mishra K.C., Doss S, (2009). Basics of Personal Financial Planning 1e. National Insurance Academy, New Delhi: Cengage Learning.
3. Risk Analysis, Insurance and Retirement Planning by Indian Institute of Banking and Finance.

Introduction to Critical Thinking and Analysis

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course aims to introduce and develop critical thinking skills necessary for the pursuit of Humanities and Social Sciences studies. This course dissects the components of arguments and helps students to interpret them. This course combines theory and practice aimed at developing skills such as active learning and reflection which are crucial competencies for independent thinking and learning. Students undertake critical analysis assignments to develop key skills in understanding theoretical meaning, logical analysis and reasoning, and analytical thinking and developing effective argumentation. *The Power of Critical Thinking* by Lewis Vaughn will be treated as a textbook for the course and relevant portions from the book will be referred in the class to substantiate teaching-learning process.

Course Objectives:

The course objectives are to:

1. Inform students of the importance and function of critical thinking.
2. Empower students to identify types of argument and bias within arguments to evaluate the strength of arguments better.
3. Highlight logical fallacies in moral, political, and scientific arguments.
4. Nurture critical thinking in communication and writing.

Module I: The Basics

No of Hours: 13

The Nature and Importance of Critical Thinking; Arguments and Claims and Explanations; Objective Claims and Subjective Judgements; Obstacles to Critical Thinking: Fact and Opinion, Power of Self vs Group, Subjective vs Social Relativism.

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. understand the dynamics of critical thinking; L2
2. differentiate arguments from claims; L2
3. aware of obstacles to critical thinking; L2
4. aware of subjective and social relativism; and L2
5. logically put forward arguments L3

Pedagogy tools: Blended learning, video lectures, self reading

Module II: Reason and Reasoning**No of Hours: 12**

How to Reason Logically; Reasons for Belief and Doubt; Dealing with Conflicting Claims; Experience and Evidence, Premises, Rhetoric and Stereotypes

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be:

1. aware of how to think logically. L2
2. understand the importance of beliefs and doubts; L2
3. aware of conflicting claims; L2
4. aware of fallacies and premises. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module III: Arguments**No of Hours: 12**

Identifying Arguments- Arguments and Non-Arguments; Deductive & Inductive Reasoning; Connectives and Truth Values, Validity.

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. develop a variety of arguments for a given problem; L3

2. differentiate arguments from non-arguments; L3
3. develop skills to identify truth and validating the same; L3
4. understand the importance both deductive and inducting reasoning. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module IV: Explanations

No of Hours: 12

Inference to Explanation: Inferences, Consistency, Criteria, Identifying Good Theories; Judging Scientific Theories: The Scientific Method, Testing and Judging Theories; Moral Premises, Legal Reasoning; Writing with Appropriate Precision (Logical Reasoning)

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes:

Students will be able to:

1. develop inferences for explanations; L2
2. aware of theories of consistency and criteria; L2
3. comprehend how to scientifically test the theories; L2
4. aware of involvement of moral values in human thinking; L2
5. develop skills in precision writing. L3

Pedagogy tools: Blended learning, video lectures, self reading

Module V: Critical Thinking in Humanities and Social Sciences

No of Hours: 12

Culture of Inquisitiveness and Models of Inquiry; Questioning; Interpreting the Text; Schools of Interpretation

Essential Reading:

Relevant sections from Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.

Learning Outcomes

Students will be able to:

1. understand the importance of inquiry and inquisitiveness; L2
2. questioning and interpreting the texts; L4
3. evaluate credibility of sources while put forwarding causal explanations L3

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Reference Readings:

- Alec Fisher, *Critical Thinking: An Introduction Second Edition*. Cambridge University Press, 2001.
- Bradley H. Dowden, *Logical Reasoning*, California State University, Sacramento, 2019.
- James Shiveley, “Using Internet Primary Sources to Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues’ Libraries Moduleed, 2009.
- John Barell, *Developing More Curious Minds*, Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2003.
- Lewis Vaughn, *The Power of Critical Thinking*, Sixth Edition, New York and Oxford: Oxford University Press, 2013.
- Madhu Chanda Sen. *An Introduction to Critical Thinking*. Pearson Publications, 2010.
- Richard Epstein, *Critical Thinking*. Wadsworth Publishing, 2005.
- S Harding, “Rethinking Standpoint Epistemology: What is Strong Objectivity?”, in L. Alcoff and E. Potter (eds), *Feminist Epistemologies*, New York: Routledge, 1993.
- Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*, Palgrave, New York, 2005.
- Terence Ball, “History and the Interpretation of Texts”, in Gerald F Gaus and Chandran Kukathas, eds, *Handbook of Political Theory*, Sage Publications, London, pp. 18-30.
- Tom Chatfield, *Your Guide to Effective Argument: Successful Analysis & Independent Study*, Sage, London, 2018.

Academic Writing

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: Critical Thinking and Analysis

L	T	P	S	J	C
4	0	0	0	0	4

Course Description

This course is designed to help undergraduate students develop skills necessary for writing such as argument building, planning structure, addressing the issue and assimilation of research. Students will be made to use such skills into building writing assignments of varied nature and thus get a chance to develop writing habits for various purposes. This course will also train students in ethical aspects of writing.

Course Objectives

This course aims to help students to:

1. Understand and differentiate text and writing types, moods and tones,
2. Critically analyse texts, research and use findings to write and compose essays,
3. Identify and analyse various writing techniques and their functions,
4. Familiarise with conventions of academic writing.

Course Structure

Module I: Introduction to the Process of writing and Genres

Hours: 13

Types of Writing - Descriptive, Persuasive, analytical; Mood and tone of Writing; Importance of Vocabulary and language; Different purposes and different writings - Report, Proposal, Resume, Formal letter.

Essential Reading

- 1) "What is Academic Writing?" By L Lennie Irvin
- 2) Genres and Special Assignment (Relevant portions) from *How to Write Anything* by John J Ruszkiewicz and Jay Dolmage

Learning Outcomes

After completion of this Module, the student will be able to:

- Identify and evaluate the mannerism used by the author/writer (tone, argument, hedging, symbolism etc.) L 1 & 2
- Evaluate, relate and use conventions of academic writing L 3, 4 & 5

Pedagogy tools: Blended learning, video lectures, self reading and activities such as -Quiz on vocabulary, Report writing, Resume building.

Module II: Tools of Writing

Hours: 12

Understanding of the topic; Gathering of information and Assimilation; Summary, Paraphrase and Notes; Paragraph formation and division; Structuring a write up for essays

Essential Reading

- 1) Pre-writing Activities and Drafting Your Essay from online source by Purdue University Writing lab https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_fiction/pre_writing.html
- 2) Research and Sources (section 35-42) from *How to Write Anything* by John J Ruskiewicz and Jay Dolmage

Learning Outcomes

After completion of this Module, the student will be able to:

- Understand how to plan and execute writing strategies L2
- Follow different writing conventions and write according to the purpose L3 & 4

Pedagogy tools: Blended learning, video lectures, self reading and activities such as Oral presentations, Summarizing, Paraphrasing, Note making.

Module III: Writing Essays

Hours: 12

How to form essays - Addressing questions, Addressing issues/topics; How to use research - other's work, review, using quotations; Building arguments and points; development and linking of sections.

Essential Reading

- 1) Introduction from A Students' Writing Guide: How to plan and Write Successful Essays by Gordon Taylor.
- 2) Part 1, 2 & 3 from *They Say/ I say* by Gerlad Graff and Cathy Birkenstein

Learning Outcomes

After completion of this Module, the student will be able to:

- Understand structural Modules of essays L2
- Ways of assimilating data into writing L2 & 3
- Ways of building arguments L2

Pedagogy tools: Blended learning, video lectures, self reading and activities such as writing assignments - Essays (from draft to final in 3 stages)

Module IV: Writing a Review

Hours: 12

Literature review - commenting on existing literature; Comparative writing - use of multiple sources, tracing trajectory of scholarship.

Essential Reading

- 1) Different discipline specific reviews for different programme of students

Learning Outcomes

After completion of this Module, the student will be able to:

- Critically reflect upon existing idea L4
- Use methods of comparison, linking and identification L3 & 4
- Contemplate on new ideas L4 & 5

Pedagogy tools: Blended learning, video lectures, self reading and activities such as Review of cinema/ book

Module V: Ethical Aspects of Academic Writing

Hours: 12

- What is ethical practice?
- What is plagiarism and how to avoid?

Essential Reading

Web source: What is Ethical Writing and why is it important,
<https://www.kent.edu/stark/ethical-writing-reliable-sources>

Learning Outcomes

After completion of this Module, the student will be able to:

- Different aspect of ethical practices such as inclusivity, unbiased nature L3
- Acknowledge and cite scholarship used in own writing L3

Pedagogy tools: Blended learning, video lectures, self reading

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 & 5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Reference Readings

Browne, Neil M and Stuart Keely. *Asking the Right Questions*, 11th Ed. Pearson. 2014.

- Barnet, Sylvan and Hugo Bedau. *Critical Thinking, Reading, and Writing*, 8th Ed. Bedford. 1999.
- Berger, John. *Ways of Seeing*. Penguin Books. 1972.
- Terrinoni, Enrico. *Working on Texts: Reading Literature Critically*. Universal Publishers, 2012.
- Abrams, M H. *A Glossary of Literary Terms*. 7th Ed. Heinle& Heinle,1999.
- Williams, Reynold. *Keywords: A Vocabulary of Culture and Society*. OUP,1985.
- Hogue, Ann. *First Steps in Academic Writing*. 2nd Ed. Pearson- Longman. 2008.
- Taylor, Gordon. *A Students' Writing Guide: How to plan and Write Successful Essays*. CUP, 2009.
- Text Analysis: Qualitative and Quantitative Methods*, H. Russell Bernard Gery Ryan. Altamira, 1998.
- Textual Analysis.Bauer, Martin W., Biquelet, Aude, and Suerdem, Ahmet K., (eds.) SAGE Benchmarks in Social Research Methods. 2014
- Critical thinking skills: Identifying, analysing and evaluating arguments*. Charlene Tan. In Tan, C. (Ed.), *Engaging Films and Music Videos in Critical Thinking* (pp. 3-44). McGraw-Hill. 2007.
- Understanding Arguments An Introduction to Informal Logic*. Walter Sinnott-Armstrong, Robert J. Fogelin. Cengage Learning. 2015.
- Theory into Practice: An Introduction to Literary Criticism*, Ann B. Dobie. Wadsworth, Cengage Learning. 2012
- Fiction Reading On Head And Heart*.Bilyson D. Alejo , Connie Lou G. Balnao& Luisa B. Aquino. *International Journal of English and Literature*, Vol.3, Issue 1, 89-98. 2013.
- Reading, Hearing, And Seeing Poetry Performed*. Michelle C. HilscherAnd Gerald C. Cupchik,*Empirical Studies of The Arts*, Vol. 23(1) 47-6. 2005.
- A Textbook for the Study of Poetry*, F.M. Connel. 1913.
- A Practical Guide to Academic Writing for International Students*. Routledge.2018.
- A Guide to Academic and Scholarly Writing*. Sandra L. Shannon, Baldwin Book publishing.2011.

Introduction to Digital Humanities

L	T	P	S	J	C
4	0	0	0	0	4

Course Type: Faculty Core

Course Level: 100

Credits: 4

Course Code:

Prerequisite: None

Course Description

This course aims to familiarise students with Digital Humanities as the latest turn in interpretation and meaning making. Besides providing an inside into the methods and terminologies of DH, this course will concentrate on how DH cuts across spheres of race, gender and space to add to our existing notion of critical understanding. Students will be encouraged to bring in materials they interact with and initiate dialogues around them.

Course Objectives

- Familiarise notions of “humanities,” “humanities computing,” and “digital humanities”
- Discuss the transformation humanities in the digital era
- Understand methods and key terminologies of digital humanities

Course Outcomes

After pursuing the course, students will be able to –

- 1) Understand the origin and history of disciplinary evolution of Digital humanities and its relevance
- 2) Familiarise themselves with latest methods of digital computation and its impact and usages
- 3) Critically engage with impact of digital turn and its impact upon existing disciplinary pursuits such as cultural studies, literary studies
- 4) Realise the domain of and significance of digital Humanities in its terminologies and methods
- 5) Familiarise themselves with new analytical methods facilitated by Digital Humanities.

Module I: Digital Humanities: Origin

No of Hours: 13

What is Digital Humanities? What is its connection with Humanities? Why should one do digital Humanities?

The main milestones in the history of digital research in the humanities

The Transdisciplinary Nature of Digital Humanities

Digital Humanities and the Limits of Text

Essential Readings

- "This is why we fight": Defining the values of the Digital Humanities, Lisa Spiro, *Debates in the Digital Humanities*, 2012, <http://dhdebates.gc.cuny.edu/debates/text/13>
- Humanities to digital humanities, Anne Burdick, Johanna Drucker, Peter Lunefeld, Todd Presner, Jeffrey Schnapp, *Digital Humanities*, MIT Press, 2012, p. 3-26

Learning Outcomes

Students will be able to:

- 1) Understand connection between digital humanities and literature research; L2
- 2) Understand different aspects of its origin and evolution; L2

Pedagogy tools: Blended learning, video lectures, self reading

Module II: Impact of Big Data on Human Societies

No. of Hours: 12

How to do Digital Humanities? Analytical parameters and Terminologies

Beyond the Text: Image, Sound and Object as Historical Evidence

Approaches to understand impact of Big Data

Political, Social and Cultural Structures in Data

Game Based learning and the Digital Humanities

Essential Reading

Boyd, Dana and Crawford, Kate (2012). "Critical Questions for Big Data: Provocations for a Cultural Technological and Scholarly Phenomenon", *Information, Communication & Society* 15 (5); 662-679.

Zuboff Shoshana (2015). "Big Other: Surveillance Capitalism and the Prospects of an Information Civilization". *Journal of Information Technology* 30 (1).

Learning Outcomes

Students will be able to:

1. Understand different analytical parameters offered by digital humanities; L2
2. Understand different terminologies involved in studies of digital humanities; L2

Pedagogy tools: Blended learning, video lectures, self reading

Module III: Digitization No. of Hours: 12

Digital Humanities in Use

Tools of Digital Humanities applicable to text in any language, space, networks, images, and statistical analysis.

Digital platforms based on data analysis within different fields such as literature, history, art, and music.

Who Digitize cultural heritage materials, who use them and why?

Digital Historicism and the Historicity of Digital Texts

Digitization: The Challenge of a new kind of archival system

Essential Reading

Introduction, *Metadata*, Jeffrey Pomerantz, MIT Press, 2015, p. 1-18

Learning Outcomes

Students will be able to:

1. Understand connection between digital humanities, gender studies and feminism;
L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from gender studies. L2

Pedagogy tools: Blended learning, video lectures, self reading

Module IV

Humanities, Space and Meaning

No. of Hours: 12

What is the Spatial Turn? How it mediates with humanities and meaning making? What does it mean for humanities in digital space?

Information Ethics

Data and Discourse

Biofeedback, Space and Place

The Production of the Commons

Essential Reading

Jo Guldi, “What is the Spatial Turn?” Spatial Humanities. Institute for Enabling Geospatial Scholarship: University of Virginia, 2011. <http://spatial.scholarslab.org/spatial-turn/>

Learning Outcomes

Students will be able to:

1. Understand how digital humanities facilitates access and enables a much equal and neutral space of learning; L2
2. Understand different questions related to obstacles of access and circulation; L2 & 3

Pedagogy tools: Blended learning, video lectures, self reading

Module V

Digital Humanities: A Critical Analysis

Hours: 12

The Need for Open Data

How does DH facilitate studies on Race? Questions of access and politics of representation

Can an Algorithm Be Disturbed? Machine Learning, Intrinsic Criticism, and the Digital Humanities

Joysticks of Death, Violence and Morality

The Digital Fate of Critical Apparatus

Essential Reading

- Making the case for the Black Digital Humanities, Kim Gallon, *Debates in the Digital Humanities*, 2016, <http://dhdebates.gc.cuny.edu/debates/text/55>
- Jacqueline Wernimont, Whence Feminism? Assessing Feminist Interventions in Digital Literary Archives, *Digital Humanities Quarterly* 7, no. 1 (2013). <http://www.digitalhumanities.org/dhq/vol/7/1/000156/000156.html>

Learning Outcomes

Students will be able to:

1. Understand connection between digital humanities and race studies; L2
2. Understand different interdisciplinary aspects of studying humanities that are inspired from Race studies; L2

Pedagogy tools: Blended learning, video lectures, self reading

Assessment and Evaluation

Assessment of the course is structured and carried out through using both formative and summative assessment methods. The summative will be conducted towards end the of the semester for 30%. The formative (70%) will be spread over throughout the semester.

Formative Assessment Pattern and Evolution

Mode of Test	Number of Tests	Marks consideration	Total Marks
Quiz	5	4 x 2.5	10
Quiz Schedule	Quiz 1	Module 1	Quiz may be conducted in the middle of the module or at the end of the module
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test	5	4 x 5	20
Short Answer Test Schedule	Short Answer Test 1	Module 1	Short answer test is conducted generally at the end of the module
	Short Answer Test 2	Module 2	
	Short Answer Test 3	Module 3	
	Short Answer Test 4	Module 4	
	Short Answer Test 5	Module 5	
Long Answer Test	3	2 x 20	40
Long Answer Schedule	Long Answer 1	Module 1 and first half of Module 2	The Long answer test is conducted after the completion of mentioned syllabus
	Long Answer 2	Second half of Module 2 and Module 3	
	Long Answer 3	Modules 4 &5	
Continuous Evaluation Total			70
External Examination			30
Total			100

Suggested Readings:

- Adolphs, Svenja and Dawn Knight, editors. *The Routledge Handbook of English Language and Digital Humanities*. Delhi: Routledge, 2020.
- Alan Liu, "Where Is Cultural Criticism in the Digital Humanities?" (in Gold) <http://dhdebates.gc.cuny.edu/debates/text/20>
- Amy Earhart, "Can Information Be Unfettered? Race and the New Digital Humanities Canon" <http://dhdebates.gc.cuny.edu/debates/text/16>
- Berry, David M., and Anders Fagerjord. *Digital humanities: Knowledge and critique in a digital age*. John Wiley & Sons, 2017.
- Bethany Nowviskie, "Skunk in the Library." <http://www.nowviskie.org/2011/a-skunk-in-the-library/>.
- Bulkun, Mestrovic Deyrup & Mary. *Transformative Digital Humanities: Challenges and Opportunities*. Delhi: Routledge, 2020.
- Champion, Eric, *Critical Gaming: Interactive History and Virtual Heritage*, Routledge, 2015.
- Crompton, Constance, Richard J. Lane, and Ray Siemens, eds. *Doing digital humanities: Practice, training, research*. Taylor & Francis, 2016.
- Daniel Apollon, Claire Bélisle, and Philippe Régnier (eds), *Digital Critical Editions*, University of Illinois Press, Urbana, 2014.
- Dobson, James E. *Critical Digital Humanities: The Search for a Methodology*. Chicago: University of Illinois Press, 2019.
- Dobson, James E., *Critical Digital Humanities: The Search for Methodology*, Urbana, University of Illinois Press, 2019.
- Gairola, Roopika Risam and Rahul K. *South Asian Digital Humanities: Postcolonial Mediations Across Technology's Cultural Canon*. Delhi: Routledge, 2020.
- Gold, Matthew, editor. *Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press, 2012.
- John Unsworth, "What's 'Digital Humanities' and How Did It Get Here?" <http://blogs.brandeis.edu/lts/2012/10/09/whats-digital-humanities-and-how-did-it-get-here/>
- Joshua Rothman, "An Attempt to Discover the Laws of Literature," *New Yorker* (March 20, 2014). <http://www.newyorker.com/books/page-turner/an-attempt-to-discover-the-laws-of-literature>.
- Karla, Maya Doddd & Nidhi. *Exploring Digital Humanities in India Pedagogies, Practices, and Institutional Possibilities*. Delhi: Routledge India, 2020.
- Kathleen Fitzpatrick, *The humanities, done digitally*, *Debates in the Digital Humanities*, Matthew Applegate, *Guerrilla Theory: Political Concepts*, *Critical Digital Humanities*, Northwestern University Press, Illinois, 2020.
- Matthew G. Kirschenbaum, *What is digital humanities and what's it doing in English departments?*, *Debates in the Digital Humanities*, 2012, <http://dhdebates.gc.cuny.edu/debates/text/38>

- Richard Grusin, "The Dark Side of the Digital Humanities—Part 2."
<http://www.c21uwm.com/2013/01/09/dark-side-of-the-digital-humanities-part-2/>
- Rosenzweig, Roy and Dan Cohen. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Pennsylvania: University of Pennsylvania Press, 2005.
- Sabharwal, Arjun. *Digital curation in the digital humanities: Preserving and promoting archival and special collections*. Chandos Publishing, 2015.
- Schnapp, Jeffrey. *Digital Humanities*. Cambridge: MIT Press, 2021.
- Schreibman, Susan and Ray Siemens, editors. *A Companion to Digital Literary Studies*. New Jersey: Blackwell Publishing, 2008.
- Susan Hockey, The history of humanities computing, *A Companion to Digital Humanities*, 2004, <http://www.digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-2-1>
- Tara McPherson, "Why are the Digital Humanities So White?" (in Gold)
<http://dhdebates.gc.cuny.edu/debates/text/29>
- Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. *Defining digital humanities: a reader*. Routledge, 2016.
- Warwick, Claire, Melissa Terras, and Julianne Nyhan, eds. *Digital humanities in practice*. Facet Publishing, 2012.
- Wendy Hui Kyong Chun, "The Dark Side of the Digital Humanities—Part 1."
<http://www.c21uwm.com/2013/01/09/the-dark-side-of-the-digital-humanities-part-1/>

INTRODUCTION TO VISUAL COMMUNICATION

Course Code:

Course Type: Major/Programme Core

Course Level: 100

Prerequisite: None

Credits: 3

L	T	P	S	J	C
3	0	0	0	0	3

Course Description

Students will be given an overview of the field of communication during this course. It equips them with the knowledge and skills to communicate their messages, ideas and processes more effectively in a visual form.

Course Objectives

1. Help students to identify and understand the basic visual communication principles in layout and typography to create visual representations.
2. Enable students to gain insights into the aesthetical structure of the information.
3. Make the students aware of the different types of media and technologies used to create images, as well as how these tools are incorporated into the communication process.
4. Impart knowledge about the construction of message design.
5. Equip students with the knowledge and skills to identify signs and symbols in the semiotic process.

Course Outcomes

Upon completion of the course, students will be able to:

1. Explore the media and tools that create imaging and how these tools are integrated into the visual communication process.
2. Identify design techniques used in the industry in the process of visual communication.
3. Understand the various media laws and their implications on the conduct of media.
4. Articulate how works of art and architecture reflect and relate to the natural and built environments of their time.
5. Evaluate the differences between several visual communication models.

Tentative Session Plan:

Module 1	Module 2	Module 3	Module 4	Module 5
9	9	9	9	9

Module 1: Communication Processes: A Theoretical Perspective

- Definition, need, functions of Communication
- Types and forms of communication
- Barriers of communication
- SMCR - Sender, Message, Channel, Receiver; a few models of communication
- Theories of communication
- Uses and gratification theory
- Hypodermic needle theory
- Magic Bullet theory
- Reinforcement theory

Module 2: Visual Communication

- Visual Communication: Definition, the visual process
- Visual Communication theories: sensual, perceptual, and cognitive
- Chunking theory and its implications for human information processing
- Introduction to visual perception and *Gestalt* laws of organization
- Introduction to Information theory and its application to Spatio-temporal message design
- Concept of attention in perception
- Relationship between message design and attention

Module 3: Visual Language and Aesthetics

- Visual power; Visual pleasure; Visual elements
- Features and principles
- Picture definition, line, color, discipline, relationships
- Syntactics, Semantics, and Pragmatics: Viewpoints
- Point of reference and framing
- Explorations in visual abstraction; structure and appearance
- Form in nature; exploration of visual images with analogies from nature

Module 4: Visual Ergonomics

- Understanding of human physical characteristics and limitations with respect to the environment as related to visual communication
- Environmental Conditions of Illumination; figure and ground – relationships
- Ergonomics as applied to visual-legibility studies
- Implications for use of text and graphics
- Ergonomics related to readability issues on display devices

Module 5: Visual Art in India- an Overview

- Indian visual art: dance, theatre, architecture; diversity of cultures, languages, religions, and customs
- Traditional and contemporary forms of Indian visual art
- A holistic approach to understanding the Indian scenario.

- Bridging the wealth of the past with the potential of the future
- The 'Indian' design: reflection and critical perspectives

REFERENCE BOOKS:

1. Lester & Martin. *Visual Communications: Images with Messages*, words worth Publications, California. 2005.
2. Keval J. Kumar. *Mass Communication in India*, Oxford Press, Delhi. 2008.
VishweshwerRao, P.L. *Principles of Communication*. Media House Publication. 2005.
3. Woodson Wesley E, *Human Factors Design Handbook*, McGraw-Hill Education; 2 edition (January 22, 1992)
4. Mole, A. *Information theory and aesthetic perception*, University of Illinois. 1969.
Christopher Jones. *Design Methods Seeds of Human Future*, Wiley, Interscience. 1970.
5. Jesse James Garrett. *The Elements of User Experience*, New Riders. 2003.
IyerBharatha K., *Indian Art-a Short Introduction*, StosiusInc/Advent Books Division; Reprint edition. 1 December 1983.
6. Ian Noble Russell Bestley. *Visual Research*, AVA Publishing; 2nd edition. November 1, 2011. 9. H Kumar Vyas. *Design - The Indian context*, National Institute of Design. 2000.
7. Ware, Colin. *Visual Thinking: for Design*, Morgan Kaufmann Publishers. 9 April 2008.
8. Lister, Martin, Dovey, Jon, Kelly, Kieran, Grant, Iain, Giddings, Seth. *New Media: A Critical Introduction*, Routledge; Second edition. 2009.

Assessment and Evaluation

70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test/ Assessment/Presentation/	5	4 x 5 (Better 4 of 5)	20

Task-based Assessment			
Schedule This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
Long Answer Test/Mid Term Assessments	3	2 x 20 (Better 2 of 3)	40
Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
Continuous Evaluation Total			70
External (End-of-Semester) Examination			30
Total			100

Note:

Specific question types for each test/assessment will be decided by the course committee

VISUAL ARTS

Course Code:

Course Type: Major/Programme Core

Course Level: 100

Prerequisite: None

Credits: 3

L	T	P	S	J	C
1	0	4	0	0	3

Course Description

The course is based on the learning of various art forms like drawing, printmaking, and design. Emphasis on basic approaches to understanding works of art and the development of personal interpretations.

Course Objectives

1. Understanding the fundamental principles of visual arts throughout history.
2. Analyze the motivation of individual artists and how art expresses important aspects of time and culture.
3. Make students understand the physical and visual skills related to the drawing process.
4. Imparting knowledge about proportion, scale, and spatial relationships and use linear and tonal techniques to depict light and shadow.
5. Familiarizing students with the uses of linear and tonal techniques to depict form and develop the composition.

Course Outcomes

Upon completion of the course, students will be able to:

1. Describe the fundamental concept of the medium of visual arts and combine the art in different mediums.
2. Relate the history of the medium and design art forms through a visual medium.
3. Develop projects that address both the art of the medium as well as the commercial application.
4. Create original works of fine and applied arts.
5. Articulate the role of visual arts within society and implement the creative process to solve diverse visual arts problems.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
12	12	12	12	12

Module 1: Importance of Art

- Definition, need, Visual Arts; Drawing Techniques like, Holding the Pencil, Pressure
- Pencil Sketch, Light & Shadow Practice; Movement of the Hand, Lines and Strokes
Visual elements
- Geometrical Shapes with different forms, colors, values, texture, space. Observation and Recording in art.

Module 2: Sketching

- Leave, flowers, Trees
- Trees in the Foreground
- Trees in the Background
- Human Anatomy

Module 3: Definition of Perspective

- One Perspective, Two Perspective, Three Perspective
- Perspective in a central eye level
- Perspective in a high eye level
- Perspective in a low eye level

Module 4: Compositional Techniques

- Rule of third, Rule of odd, Rule of space
- Simplification in art, Shallow depth of field
- Geometry in art, creating movement in art

Module 5: Still Life

- Studying different types of Materials
- Approach to stick figure drawings of vegetables, fruits, leaves and flowers, etc.; animals, birds, and human figures in various actions
- The study of mankind in different actions; approaches to the human body in drawing medium
- The studying of the human skeleton

Visual Arts Laboratory

The faculty conducting the laboratory will prepare a list of 12 experiments.

(Each exercise should have minimum 3 numbers of works with a rough Thumbnail sketch followed by fair works)

(The students have to submit all exercises as Record Work for the Practical exam, which will be evaluated by the External Examiner).

Reference Books:

1. The complete fundamentals of drawing, Arturus's publishing limited, Barrington Barber, 2006.
2. The Complete Book of Drawing essential skills for every artist, Arturus's publishing limited, Barrington Barber, 2018
3. Pencil Sketching 2nd Edition, Thomas C. Wang, 2002.
4. Gateways to Art: Understanding the Visual Arts

Assessment Plan & Evaluation

Practical/Skill Based Course (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each			15x5	75 Marks
End-of-Course Assessment				
			Test	15 Marks
			Viva-voce	10 Marks
			Total	25 marks

Course Total	100

Note:

Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee

Visual Culture

Course Code:

Course Type: Major/Programme Core

Course Level: 100

Prerequisite: Introduction to Visual Communication

Credits: 4

L	T	P	S	J	C
4	0	0	0	0	4

Course Description

This course addresses visual culture both as a phenomenon and academic field. Through texts from different disciplines, like media studies, art history, philosophy, sociology, and anthropology, the course investigates problems.

Course Objectives

1. Help students understand the role of images in communications.
2. Equip students with the knowledge and skills to identify the relationship between what we know and what we see.
3. Enable students to define the processes in which different visual environments can be sociologically analyzed.
4. Help students identify the role of images in consumer culture and in the context of contemporary globalized societies.
5. Introduce the students to various perspectives that enable a contextualization of everyday visual culture within the larger debates around power, politics, identity, and resistance.

Course Outcomes

Upon completion of this course, students will be able to;

1. Identify ethical visual cultures faced by the media and discuss trends in the commercialization of news.
2. Discuss the various visual cultures and their implications on media
3. Students will be able to articulate the fundamental elements and principles of formalist design that enable a visual message to meaningfully engage an audience.
4. Articulate the differences between several visual communication models, including semiotics and formalism.
5. Identify a broad range of visual cultures throughout history and relate them to their respective social, political, economic, and philosophical contexts.

Tentative Session Plan:

Module 1	Module 2	Module 3	Module 4	Module 5
12	12	12	12	12

Module I: Introduction

1. Visual Culture and the Process of ‘Seeing’

Readings:

- 1) Nicholas Mirzoeff, *An introduction to visual culture*: Chapter 1 (London and New York: Routledge, 1999), pp.1-34.
- 2) Matthew Rampley, *Exploring Visual Culture Definitions, Concepts, Contexts*, pp.5-16.
- 3) Mitchell, W.J.T. ‘Showing Seeing: A Critique of Visual Culture’ In *Journal of Visual Culture*, August 2002 vol. 1 no. 2, pp.165-180.
- 4) Berger, John. *Ways of Seeing*. London: British Broadcasting, 1972. pp.7-33.

2. The Spectacles of Modernity

Readings:

- 1) Debord, Guy. *Society of the Spectacle*. Detroit: Black & Red, 1983, pp. 7- 17.
- 2) Shohat, Ella & Robert Stam ‘Narrativizing Visual Culture’, In Nicholas Mirzoeff (ed) *The Visual Culture Reader*. 2nd ed. London: Routledge, 2002, pp. 37-41
- 3) Fenske, Gail & Deryck Holdsworth, ‘Corporate Identity and the New York Office Building: 1895-1915’ In David Ward and Olivier Zunz (ed) *The Landscape of Modernity: New York City, 1900-1940*. Baltimore: Johns Hopkins UP, 1997.
- 4) Roma Chatterji ‘Global Events and Local Narratives: 9/11 and the Chitrakaars’ In *Speaking with Pictures: Folk Art and Narrative Tradition in India* (p 62-103).

Module II: Visual Environments and Representations

1. Ideology and Visuality

Readings:

- 1) *How to See the World*, Introduction and Chapter 2, How We Think About Seeing Practices of Looking, pp. 22-24, 74-78.
- 2) Mirzoeff, Nicholas. ‘*The Right to Look, or, How to Think With and Against Visuality*’ In *The Right to Look: A Counterhistory of Visuality*. Durham, NC: Duke UP, 2011.
- 3) Tagg, John. ‘Evidence, Truth and Order: Photographic Records and the Growth of the State’ In *Essays on Photographies and Histories*. Amherst: University of Massachusetts, 1988

2. Viewers Making Meaning

Readings:

Practices of Looking, Chapter 2: Viewers Make Meaning, pp. 51-60, 74-86

Module III: Perspectives

3.1 Modernity and New Ways of Seeing

Readings:

- 1) *How to See the World*, pp. 89-103, 179-185

3.2 The Colonial Gaze

Readings:

- 1) *Practices of Looking*, pp. 103-133, Michel Foucault, "Panopticism"
- 2) S. Freud, from *Three Essays on the Theory of Sexuality*, New York: Basic Books, 1905: 22-23
- 3) S. Freud, from *The Interpretation of Dreams*, New York: Avon Books, 1965 (1900): 289-292 and 294-299
- 4) Freud, 'Female sexuality' (1931) pp. 194-208 (laatstedeelniet!)
- 5) J. Lacan, 'The mirror stage as formative of the function of the I as revealed in psychoanalytic experience' *Écrits. A Selection*, New York: Norton, 1977 (1949): 1-7

3.3 Surveillance and Identity Culture

Readings:

- 1) Groebner, Valentin. 2007. Who Are You? Identification, Deception, and Surveillance in Early Modern Europe. Translated by M. Kyburz and J. Peck. Cambridge, MA: Zone Books, p.4
- 2) Sekula, Allan. 1986. The Body and the Archive. October 39:3-64, p.5.
- 3) Goldsmith, Andrew John. 2010. Policing's New Visibility. British Journal of Criminology 50 (5):914-934, p.5.
- 4) Simone Browne, *Dark Matters*, Introduction and Chapter 2

Module IV: Institutions and Practices

4.1 Visuality and the urban space

Readings:

- 1) Giuliana Bruno, "M Is for mapping: Art, Apparel, Architecture Is for Peter Greenaway," in *Atlas of Emotion: Journeys in Art, Architecture, and Film* (London; New York: Verso, 2002), pp.283-330.
- 2) James Donald. "The City, the Cinema: Modern Spaces," in *Visual Culture*, ed. Chris Jenks (London and New York: Routledge, 1995), pp.77-95.
- 3) William Leach, "Facades of colour, glass and light," in *Land of Desire: Merchants, Power, and the Rise of a New American Culture* (New York: Pantheon Books, 1993), pp.39-70.
- 4) David Nasaw, "Cities of light, landscapes of pleasure," in *The Landscape of Modernity: New York City, 1900-1940*, eds. David Ward, Oliver Zunz (Baltimore: Johns Hopkins University Press, 1997), pp.273-286.

Module V: Visual Culture of everyday life - Visual Practices and Identity Formation**Readings:**

1. Certeau, Michel de. *The Practice of Everyday Life*. (Trans) Steven Rendall, Berkeley: University of California, 1984
2. Pinney, Christopher. 'What do Pictures Want Now: Rural Consumers of Images, 1980- 2000' In *Photos of the Gods: The Printed Image and Political Struggle in India*. London: Reaktion, 2004. Pp. 181-200

3. Thomas de la Peña, Carolyn. 'Ready-to-Wear Globalism: Mediating Materials and Prada's GPS' In Winterthur Portfolio. Vol. 38, No. 2/3 (Summer/Autumn 2003), pp. 109- 129

Reference Books:

- Bakhtin, Mikhail. 'The Grotesque Image of the Body and Its Sources' In Mariam Fraser & Monica Greco (ed) *The Body: A Reader*. London: Routledge, 2005.
- Berger, John. *Ways of Seeing*. London: British Broadcasting, 1972. (p. 7- 33)
- Certeau, Michel de. *The Practice of Everyday Life*. (Trans) Steven Rendall, Berkeley: the University of California, 1984 (p. xi-xxiv)
- Cohn, Bernard, 1987 (1983), "Representing Authority in Colonial India", in *An Anthropologist Among the Historians and Other Essays*, Delhi: OUP, pp. 632-650
- Debord, Guy. *Society of the Spectacle*. Detroit: Black & Red, 1983. (p. 7- 17)
- Eco, Umberto. *On Ugliness*. New York: Rizzoli, 2007. Print. pp. 8-20.
- Fenske, Gail & Deryck Holdsworth, 'Corporate Identity and the New York Office Building: 1895-1915' In David Ward and Olivier Zunz (ed) *The Landscape of Modernity: New York City, 1900-1940*. Baltimore: Johns Hopkins UP, 1997.
- Foucault, Michel. 'Panopticism' In *Discipline and Punish: The Birth of the Prison*. New York: Pantheon, 1977. (p. 195-203)
- MacDougall, David. 'Photo Hierarchicus: Signs and Mirrors in Indian Photography' in *Visual Anthropology*, 1992, 5 (2): 103-29.
- Mally, Lynn. *Revolutionary Acts: Amateur Theater and the Soviet State, 1917-1938*. Ithaca: Cornell UP, 2000. p. 147-169
- Mirzoeff, Nicholas. 'The Right to Look, or, How to Think With and Against Visuality' In *The Right to Look: A Counterhistory of Visuality*. Durham, NC: Duke UP, 2011.
- Mitchell, W.J.T. 'Showing Seeing: A Critique of Visual Culture' In *Journal of Visual Culture*, August 2002 vol. 1 no. 2 165-180
- Pinney, Christopher. 'What do Pictures Want Now: Rural Consumers of Images, 1980-2000' In *Photos of the Gods: The Printed Image and Political Struggle in India*. London: Reaktion, 2004. Pp. 181-200
- Ranciere, Jacques. 'Problems and Transformations of Critical Art' In *Aesthetics and Its Discontents*. Cambridge, UK: Polity, 2009.
- Roma Chatterji 'Global Events and Local Narratives: 9/11 and the Chitrakaars' In *Speaking with Pictures: Folk Art and Narrative Tradition in India* (p 62-103)
- Shohat, Ella & Robert Stam 'Narrativizing Visual Culture', In Nicholas Mirzoeff (ed) *The Visual Culture Reader*. 2nd ed. London: Routledge, 2002. (p. 37-41)
- Srivastava, Sanjay. 'Urban spaces, Disney-Divinity and Moral Middle classes in Delhi' In *Economic and Political Weekly* Vol. XLIV, Nos. 26 & 27 (June 27, 2009), pp. 338-345
- Tagg, John. 'Evidence, Truth and Order: Photographic Records and the Growth of the State' In *Essays on Photographies and Histories*. Amherst: University of Massachusetts, 1988
- Thomas de la Peña, Carolyn. 'Ready-to-Wear Globalism: Mediating Materials and Prada's GPS' In Winterthur Portfolio. Vol. 38, No. 2/3 (Summer/Autumn 2003), pp. 109-129

Assessment and Evaluation

70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test/ Assessment/Presentation/ Task-based Assessment	5	4 x 5 (Better 4 of 5)	20
Schedule This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
Long Answer Test/Mid Term Assessments	3	2 x 20 (Better 2 of 3)	40
Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
Continuous Evaluation Total			70

External (End-of-Semester) Examination			30
Total			100

Note:

Specific question types for each test/assessment will be decided by the course committee

FUNDAMENTALS OF GRAPHIC DESIGN

Course Code:
Course Type: Major/Programme Core
Course Level: 200
Prerequisite: None
Credits: 3

L	T	P	S	J	C
1	0	4	0	0	3

Course Description

Graphic Design is a study of understanding the creative process that combines art and technology to communicate ideas. With an emphasis on visual communication and designing processes, the course will introduce 2D design. Students will discover and comprehend the visual language of graphic arts. Concepts of form, balance, structure, rhythm, and harmony will be studied in black and white and in color. Various media will be used. Foundation laid for advanced courses in design. Students will broaden their knowledge base of effective design as a visual language in two-dimensional projects and time-based media.

Course Objectives

1. Enable students to create graphic designs and visual content to communicate messages.
2. Make the students aware of the application of visual hierarchy and page layout techniques, interactive design, and optimal user experience
3. To make them understand basic principles in visual design and visual art.
4. Developing essential skills using tools and theory used in designing.
5. Identifying the creative process, developing techniques and methods of creative problem-solving.

Course Outcomes

Upon completion of the course, students should be able to.

1. Get acquainted with foundational concepts of visual design and visual art.
2. Develop skill sets for using tools and theory used in designing.
3. Understand the creative process, develop techniques and methods of creative problem-solving.
4. Communicate and understand concepts and theories in art and design. Be skilled in Adobe Photoshop, Illustrator, and InDesign software programs.
5. Create their series of images using different image-making techniques.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
12	12	12	12	12

Module 1: Definition; Nature of Graphic Design

- Design as a discipline, Design as a process, and Design as an artifact
- Characteristics of graphic design; graphic design process- gathering information, creating the outline, creativity, multiple versions, revision, final production
- Fundamentals of graphic design; Visual design- definition & concept; graphic designer- quality of graphic designer,
- Functions & responsibility of graphic designer; common visual design mistakes.

Module 2: Elements of Design

- Definition; point & dot- relation between dots; line- horizontal, vertical, diagonal, curve
- Shapes; zigzag; shape- geometric shapes, natural shapes, abstract shapes
- Form- volume & mass; space- two-dimensional space & three-dimensional space
- Space; texture- real texture & implied texture; visual & physical texture; pattern; color

Module 3: Principles of Design

- Definition; balance- symmetrical balance, asymmetrical balance & Radial Balance
- Movement- Repetition & Rhythm; Emphasis; Simplicity; Contrast; Proportion; Unity.
- Functions of Design orderly presentation, attraction, stimulation, reflection, support & retention.
- Layout: definition & concept; types of layouts; stages of layout- rough sketch, thumbnail, final & comprehensive.
- Adobe Photoshop Elements

Module 4: Graphic design -Vector

- Getting to Know the Work Area, Selecting and Aligning
- Creating and Editing Shapes, Transforming Objects, Drawing with the Pen and Pencil Tools
- Color and Painting Working with Type, Working with Layers, Working with Perspective
- Drawing; Blending Colors and Shapes; Working with Brushes
- Adobe Illustrator Elements

Module 5: Photo editing software

- Adobe InDesign
- Correcting Imperfect images, Size
- Picture orientation, Cropping, levels
- Photoshop, Lightroom; Adjusting color correction and Balancing color with special effects

Graphic Design Laboratory

1. Line Study in different Thickness
2. Curves and Circle

3. Shapes
4. Patterns and Distraction
5. Design a 'logo' for an; Advertising agency; Commercial organization; Non-profit organization; Government agency; Service industry
6. Design a Flier, Boucher, dangler
7. Design a Social Media Ad
8. Design a Movie Poster

REFERENCE BOOKS

1. Brian Wood, "Adobe Illustrator CC Classroom in a Book" Adobe, USA, 2105.
2. Illustrator CS5 for Windows and Macintosh: Visual QuickStart Guide
3. Adobe Illustrator Creative Cloud Revealed (Stay Current with Adobe Creative Cloud)
1. Adobe Creative Team "Adobe Photoshop CC Classroom in A Book" Dorling Kindersley, Delhi, 2011
2. Adobe Photoshop: A Beginners Guide to Adobe Photoshop
3. Andrew McKinnon, "Absolute Beginners Guide to Mastering Photoshop and Creating World Class Photo" CreateSpace, USA 2015.

Practical/Skill Based Course (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	

12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each			15x5	75 Marks
End-of-Course Assessment				
			Test	15 Marks
			Viva-voce	10 Marks
			Total	25 marks
			Course Total	100

Note:

Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee

PHOTOGRAPHY

Course Code:

Course Type: Major/Programme Core

Course Level: 200

Prerequisite: None

L	T	P	S	J	C
1	0	4	0	0	3

Credits: 3

Course Description

This advanced-level course facilitates discussion of Photographic processes within the larger context of contemporary art, photography, and digital media. Workshops in the context of the course will introduce strobe lighting for studio applications.

Course Objectives

1. Developing muscle memory and repetition to fabricate a piece of art.
2. Make the students aware of the usage of appropriate technologies as extensions of the mind.
3. Get them acquainted with special equipment & tools that will allow for creative endeavors.
4. Impart knowledge about the medium's history and its relation to the history of the other fine arts.
5. Help them identify correct and incorrect exposures, qualities of light in terms of photography.

Course Outcomes

Upon completion of the course, students will be able to.

1. Work collaboratively in a group to produce photographs.
2. Assess and evaluate the creative work of their peers through both written and verbal critique.
3. Discuss and write about both historical and contemporary examples of visual art.
4. Develop ideas and choose approaches to generate a proposal for an individual photography-based portfolio, which they will create.
5. Students should be able to make confident, informed decisions regarding composition, exposure, and print quality using analogue and digital technology.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
12	12	12	12	12

Module I: Basics of Digital Photography

- Basics of Digital Photography: Definition and history of Photography

- The birth of the Camera and its evolution
- Purpose of Photography
- Modernization of Photography and its uses in Mass Media
- Digital Photography; Difference between analogue and digital photography
- Difference between still and video; categories of photography

Module II: Understanding the Camera

- Camera, Shutter speed, Aperture: Expression through the photographic image
- Types of cameras and focusing methods; Exposure controls, shutter speed and aperture, frozen picture, movement in the picture
- The color difference in relation to shutter speed
- Types of lenses, depth of field,
- filters Varying ISO for depth, speed, and light
- Basics of color and digital photography; Digital storage

Module III: Understanding Light

- Understanding of Light: Fundamentals of Light:
- Available light; Artificial light; hard and soft light.
- Definition of subject detail and shape.
- Choosing the right color; Lighting:
- The different types of lighting,
- Natural lighting and Artificial Lighting.
- The reflection of light: Recommended equipment for outdoor lighting; Introduction to indoor lighting and Photographing

Module IV: Types of Photography

- Types of Photography: News Photography, Sports Photography
- Nature photography,
- Portrait photography and advertisement photography
- The basics of photojournalism and the importance of context in Photojournalism

Module V: Scope of Photography

- Scope of Photography; -Photojournalism,
- Ad Photography, Natural Photography,
- Wildlife Photography,
- Fashion Photography & Industrial Photography

Reference books:

1. *The Photography Book* by Editors of Phaidon Press, 30 April 2000.

2. Dilwali, Ashok. *All about Photography*. National Book Trust, New Delhi. 2010. Sharma, O.P. *Practical photography*. HPB/FC 14 March 2003.
3. Freeman John Collins & Brown. *The Photographer's Guide to Light*. 2005.
4. I'Anson, Richard. *Lonely Planet's Best Ever Photography Tips*. published by Lonely Planet. Jackman, John. *Lighting for Digital Video and Television* 2010.
5. Millerson, Gerald. *Video Camera Techniques (Media Manuals)*, Focal Press, London. Musberger, Robert B. *Single-camera Video Production*.

Photography Laboratory

- The faculty conducting the laboratory will prepare a list of 10 Photographic experiments.
- (The students have to submit all exercises as Record Work for Practical exam, which will be evaluated by the External Examiner).

Practical/Skill Based Courses (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	

Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each			15x5	75 Marks
End-of-Course Assessment				
			Test	15 Marks
			Viva-voce	10 Marks
			Total	25 marks
			Course Total	100

Note:

Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee

2D ANIMATION

Course Code:

Course Type: Major/Programme Core

Course Level: 200

Prerequisite: None

Credits: 4

L	T	P	S	J	C
1	0	4	0	0	3

Course Description

This course introduces the field of 2D Animation. Students will have the power to transform their creative views into reality. Design, describe a variety of digital design animations. 2D Animation would be a promising career opportunity, as visual media technologies are growing fast.

Course Objectives

1. Teach how to create movement in a two-dimensional artistic space.
2. Equip students with the necessary skills to do 2D Animation
3. Enabling the students to use tools that conceptualize and bring animation dreams to life
4. Help students master traditional & digital tools to produce stills and moving images.
5. Encourage students to explore different approaches for computer animation.

Course Outcomes

Upon completion of the course, students will be able to.

1. Identify the history and conventions of 2D animation.
2. Understand the workflow of Adobe Animate, previously known as Macromedia flash and other early software.
3. Explore the range and best practices of the software.
4. Develop competencies and skills needed for becoming an effective Animator.
5. Manage Animation Projects from its conceptual stage to the final product creation

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
12	12	12	12	12

Module 1: Basics of Animation

- Basic sketching
- Types and forms of drawings
- History of animation
- Compare the differences between past animation techniques and current animation technologies

- Uses of eyes and brain process moving images
- Understand the differences between various types of animation

Module 2: Hand-Drawn Animation

- Understand how drawn animation evolved from early picture viewing devices
- Understand and apply Disney's 12 Principles of Animation
- Use key terms of hand-drawn animation
- Appreciate the world of animation beyond the Hollywood
- Include design elements in your drawings

Module 3: Human Anatomy and Forms for animations

- Draw the human body in proportion
- Identify and create the walk cycle for animation
- Discuss how poses communicate emotion
- Develop your own animated characters based on real anatomy

Module 4: 2D Computer Animation and CGI

- Understand the difference between a bitmap graphics and a vector graphics
- Trace the process of CGI production from idea to theatre
- Discuss the pros and cons of different production processes
- Define and explain kinematics and animatic
- Identify the key departments in an animation studio

Module 5: Digital 2D Animation

- Create animation sequences with layered drawings and backgrounds
- Use the important functions of 2D animation software
- Creating expression and emotion in character mouth shape according to the dialogue
- Creating the props
- Export your animated videos to share with the world
- Apply graphical tools to improve your digital drawings and animated videos

2D Animation Laboratory:

- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of the HOD/Director and notify it at the beginning of each semester.
- Each exercise should have minimum 3 numbers of works with rough Thumbnail sketch animation followed by fair works
- The Students have to submit all the animation exercises as video files output in H264 format for the Practical exam, which will be evaluated by the External Examiner.

REFERENCE BOOKS:

1. Williams, R. The Animator's Survival Kit. Revised Edition, Faber & Faber, 2011
2. Thomas, Frank, and Ollie Johnston. 1995. *The illusion of life: Disney animation*. New York: Disney Editions.
3. Blair, Preston. 2020. *Cartoon animation*.

Practical/Skill Based Course (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each			15x5	75 Marks

End-of-Course Assessment	
Test	15 Marks
Viva-voce	10 Marks
Total	25 marks
Course Total	100

Note:

Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee

AUDIO PRODUCTION

Course Code:
Course Type: Major/Programme Core
Course Level: 200
Prerequisite: None
Credits: 4

L	T	P	S	J	C
1	0	4	0	0	3

Course Description

This course covers the world of audio production. Undergraduate students interested in working with audio applications and audio production will find this course helpful. They will learn how to use audio as a creative tool in different productions like feature films, documentaries, and music videos.

Course Objectives:

1. Help students understand the Audio Production and Engineering process.
2. Enable students to learn how to record, edit and mix original songs, sound design, live sessions, and voice work in the studio into the Audio Editing Software.
3. Help students identify operating mixing consoles, multi-track audio recorders, digital audio workstation patch bays, microphones, and portable recorders.
4. Make the students aware of the essential concepts of sound theory.
5. Equip students with the skills to create their audio-based projects.

Course Outcomes:

1. This course will enable the students to be creatively and technically aware of the Technologies and Production systems in the Audio Industry.
2. Students able to create a synthesis of narration, dialogue, music, and sound effects in audio editing assignments
3. Students will design a variety of compelling audio productions.
4. Students will be familiar with audio workflows, practices, and standards.
5. Students will successfully record, edit, and mix inside a studio environment and outside (interview, field recording)

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
12	12	12	12	12

Module I

- Analog Audio Input Transducers Microphones Polar responses
- Types of Microphones - Production of the different polar responses
- Phantom power - Balanced wiring - Specific applications of microphones
- Reference voltages in audio signals

- Technical monitoring - Aural monitoring - Output Transducers

Module II

- Loudspeaker - Professional and domestic standards
- Methods of producing inter - channel differences
- Stereo loudspeaker matching
- Phase - Microphone techniques for stereo - Headphones for stereo monitoring.

Module III

- Audio Systems and Production
- Types of Sound – Types of Recording
- Recording Systems – Microphones – Cables and Connectors
- Monitoring Equipment, Mixing Equipment – Remote
- Audio Production Equipment's – MIDI – Acoustics

Module IV

- Introduction – Sound – Wave motion
- Types of wave motion – Characteristics of wave motion
- Relation between frequency and wavelength – Relation between wavelength and velocity
Group velocity – Phase velocity - Reflection of sound waves
- Defects due to reflected sound – Absorption of sound – Sabine's formula
- Reverberation theory – Eyring's equation – Acoustical materials - Acoustic design of a Hall – Common acoustical defects

Module V

- Digital Audio Basic Principles
- Analog vs Digital
- Analog to Digital Converter
- Digital to Analog Converter
- Application of Digital Audio
- Digital audio hardware - formats - Storage medium
- Digital mixers – Digital audio workstation –Editing – Mixing
- Mastering – Audio Postproduction for Video.

Text Book

1. Michael Talbot-Smith, "Sound Engineering Explained", 2nd Edition, Focal Press, 2002.

Reference Books

1. Ken Pohlmann, "Principles of Digital Audio", 3rd edition, McGraw-Hill, 1995
2. David Simons, "Analog Recording", 3rd Edition, Backbeat Books, 2006.
3. Paul White, "Basic Live Sound", Sanctuary Publications, 2003.

Audio Production Laboratory

Students will do Lab Exercises

1. Interview: Record, log, and edit a short (1.5-3 minute) audio interview with a subject of your choosing, using a recording ratio of at least 10:1

2. Soundscape: Plan and produce a short (1.5-3 minute) audio soundscape or sonic portrait of a specific (physical and/or psychological) environment, person, or event using only sound effects and ambient audio (no interviews or music!).
3. Documentary/Drama: Record and edit a short (2-4 minute) audio documentary, radio drama, or spoken word piece into a fully produced, radio-ready audio project. Your project must incorporate voice recordings, SFX, and music.
4. Film Soundtrack: Students will spot, design and build the soundtrack for a short video. (10 Points) Rough Cut: 04/11, Fine Cut: 04/18
5. Final Project: Plan, record, edit and mix a short (2-5 minute) creative audio project of your choosing. The form and content are entirely up to you: it could be a short story, poem, comedy sketch show, experimental sound piece, drama- you name it.

Practical/Skill Based Course (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks

14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each			15x5	75 Marks
End-of-Course Assessment				
			Test	15 Marks
			Viva-voce	10 Marks
			Total	25 marks
			Course Total	100

Note:

Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee

SCRIPT WRITING & STORY BOARDING

Course Code:

Course Type: Major/Programme Core

Course Level: 200

Prerequisite: Visual Arts

Credits: 4

L	T	P	S	J	C
3	0	2	0	0	4

Course Description

This course deals with the writing for the screen with proper formats of scriptwriting in which students will learn and develop the craft of visual storyteller. Learn to draw on memories, experiences, observations, and imaginations to create compelling characters and stories for the screen

Course Objectives

1. Help students learn a professional approach to writing a script from the idea's conception through the outlining process and onto a short, finished hand.
2. Help students focus on learning how to break a story, develop an idea, create character arcs, and craft ideas into a three-act structure.
3. Enable students to understand story, script, and storyboard as fundamental elements of filmmaking
4. Motivate students to conduct research and create digital artifacts.
5. Help students understand the concept of different genres.

Course Outcomes

Upon completion of the course, students will be able to:

1. Learn a professional approach to writing a script from conception of the idea to the final stage.
2. Conceive the ideas, creating characters finalizing the storyline
3. Learn and practice the elements of visual perspective by storyboarding.
4. Develop good writing habits while discovering their own creativity.
5. Express ideas fluently in standard screenwriting format at an advanced level.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
12	12	12	12	12

Module 1: Scriptwriting Basics

- Introduction to Scriptwriting, screenplay and teleplay Scripts are elements.

- Basics of Scriptwriting, use of scriptwriting, Action, Scene Headings, Character Name, Screenplay Page Breaking, Short Lines/Poetry/Lyrics,
- Titles or Opening Credits, Screenplay Title Page, Continued and Revisions, Header Text + Do's & Don'ts,
- Screenplay Related Formats and full knowledge about teleplay script.

Module 2: Script Styles & Structures

- Narrative structure - beginning - middle- end - conflict, development, climax and denouement- story, storyline, plot, and treatment
- Principles of suspense and surprise. Select narrative techniques - point of attack, exposition, planning, point of view, pace, tone,
- Subject matter, title, openings, contrast, coincidence, tension release laughter.
- Difference between Script and Screenplay

Module 3: Script Elements

- Scene Heading
- Action
- Character Name
- Dialogue
- Parenthetical
- Extensions
- Transition
- Shot

Module 4: Visual elements of script writing

- Illustration-role and importance, types of visuals, photographs & drawing
- purpose of illustration – Types of illustrations for advertisements
- Illustrations for storyboarding techniques.

Module 5: Storyboarding

- Storyboard–What is a storyboard? -steps, concept development, sketching.
- Perspective –Eye levels, visual analysis & visual appreciation.
- The Advantages of Storyboarding, Interactive Storyboarding, Storyboarding for TV and film.
- Introduction, Multimedia Storyboarding Tools, Using Interactive Storyboarding to Speed-up the Content-writing Phase, Using Interactive Storyboarding to Speed-up Report Document Production

Scriptwriting and storyboarding laboratory

- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of the HOD/Director and notify it at the beginning of each semester.
- Each exercise should have a minimum of three numbers of works with rough Thumbnail sketch storyboards followed by fair results.
- The Students have to submit all the exercise files for the Practical exam, which the External Examiner will evaluate.

Textbooks:

- 1.Patrick Nash, Short Films Writing the Screenplay-2010
- 2.Dwight V. Swain, Joye R. Swain, Film Scriptwriting: A Practical Manual, Focal Press, 1988
- 3.J Michael Straczynski, The Complete Book of Scriptwriting Writer's, Digest Books, 2002
- 4.Richard Walter, Essentials of Screenwriting, Plume, 2010
- 5.Irwin R. Blacker, the elements of screenwriting, Simon & Schuster Books for Young Readers, 1986
- 6.Friedman, Writing for Visual Media, Focal Press, London 2007

Reference Books:

- 1.RobertHellard, Writing for TV & Radio
- 2.Blum, Richard A, Television & Screen Writing, from concept to contract, Focal Press 2001
- 3.Elbow, Peter, Writing with Power, Techniques for mastering the writing process, Oxford University Press 1998
- 4.Keller, Teresa and Steve Hawkins, Television news: A handbook for reporting, writing, shooting, Editing and Producing, Holcomb Hathaway, 2009
- 5.Shirley A. White, Participatory Video, Sage Publications, New Delhi, 2003
- 6.SimonCottle, Media Organization and production, Sage Publications, New Delhi, 2003.
- 7.MichaelRabiger, Directing the Documentary, Focal Press, 1998.

Assessment and Evaluation

70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule	Quiz 1	Module 1	

Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test/ Assessment/Presentation/ Task-based Assessment	5	4 x 5 (Better 4 of 5)	20
Schedule This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
Long Answer Test/Mid Term Assessments	3	2 x 20 (Better 2 of 3)	40
Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
Continuous Evaluation Total			70
External (End-of-Semester) Examination			30
Total			100

Note:

Specific question types for each test/assessment will be decided by the course committee

TELEVISION BROADCASTING

Course Code:
Course Type: Major/Programme Core
Course Level: 300
Prerequisite: None
Credits: 3

L	T	P	S	J	C
2	0	2	0	0	3

Course Description

This course offers a student-driven exploration of television broadcasting. Students will learn about the various television broadcasting production positions. The students will learn to perform all the functions of a television crew during the production of morning announcements. Students will also be responsible for writing the script and creating video news packages for the statements. Additionally, the students will learn to develop other film and video projects as time allows.

Course Objectives

1. Introducing the fundamental concepts in television broadcasting.
2. Imparting knowledge about pre-production and postproduction.
3. Making students understand the types of television formats.
4. Helping them get familiar with technical knowledge like camera, lighting, and other tools
5. Enabling students to understand various stages of broadcast production.

Course Outcomes

Students will be able to:

1. Effectively handle and operate a video camera, sound controls, and other equipment used in TV production.
2. Organize pre and Post-production to a successful output.
3. Produce a comprehensive TV program.
4. Use skills at different levels of responsibilities associated with broadcast production.
5. Deliver television, video, and digital content via multiple platforms in formats that meet current broadcast industry standards.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
12	12	12	12	12

Course Content

Module -I

- Basic TV system, expanded studio and electronic field production systems
- Production elements
- TV studio, studio control room, master control room & support areas
- Analog and digital television

Module -II

- Writing for single and multi-camera production
- Storyboard Visual grammar
- Writing program proposal and taking permits

Module - III

- Parts of the camera, light to signal, types of cameras
- Electronic and optical characteristics
- Microphones and its operation on the field
- Lenses, optical characteristics, operational controls
- Basic camera mounts, mounting heads, movements

Module - IV

- Working with the camcorder and EFP camera
- Framing effective shots
- Studio lighting instruments and color media
- Basic editing, transitions, effects, titling, FCP and adobe premiere pro

Module - V

- Producer roles, pre-production activities
- Moving from script to screen
- Production terminology, multi-cam procedures
- Directing rehearsals and show
- Directing single-cam production and procedures

Television broadcasting Laboratory

The faculty conducting the laboratory will prepare a list of 10 Video Production experiments and get the approval of the HOD/Director and notify it at the beginning of each semester. (The Students have to submit all the exercises as video files output and Practical exam, which will be evaluated by the External Examiner).

REFERENCE BOOKS:

1. Herbert, Zettl. 2000. Television Production Handbook. USA: Wadsworth Publication.
2. Belvadi, Vasuki. 2008. Production: Tools and Techniques. New Delhi: Oxford University Press.
3. Compesi, Ronald J. (2006) Video Field Production and Editing
4. Allyn & Bacon; ISBN-10: 0205483356;
5. Gross, Lyne S. / Foust, James C. (2012) VIDEO PRODUCTION:

Assessment and Evaluation

70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10

Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test/ Assessment/Presentation/ Task-based Assessment	5	4 x 5 (Better 4 of 5)	20
Schedule This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
Long Answer Test/Mid Term Assessments	3	2 x 20 (Better 2 of 3)	40
Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
Continuous Evaluation Total			70
External (End-of-Semester) Examination			30
Total			100

Note:

Specific question types for each test/assessment will be decided by the course committee

VISUAL EFFECTS (VFX)

Course Code:

Course Type: Major/Programme Core

Course Level: 300

Prerequisite: Fundamentals of Graphic Design

Credits: 4

L	T	P	S	J	C
2	0	4	0	0	4

Course Description

The course provides students with an introduction to the field of visual effects for films and videos. Students will have the power to transform creative notions into reality. Design, define and complete a variety of digital designs, motion graphics, and visual effects. Learning about visual effects could lead to a thriving career in the growing world of visual media technology.

Course Objectives

1. Help students understand the necessary skills to create visual effects for films and videos.
2. Equip students with the skills to apply appropriate tools to conceptualize and bring their visual effects dreams to life.
3. Help students identify the styles and techniques of visual effects in film.
4. Enable students to learn the professional skills required for a career in the field of visual effects industry.
5. Make students understand the principles traditionally employed to create visual effects with the mechanics and workflow of Adobe After effects, as it offers an intuitive platform for visual effects.

Course Outcomes

Upon completion of the course, students should be able to.

1. Do digital composition.
2. Apply visual effects to a different composition.
3. Use professional software tools.
4. Identify different types of compositing for films' visual effects.
5. Integrate convincing visual effects live-action compositing.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Module I: Basics of visual effects compositing

- Basic compositing
- Types and formats of compositing
- History of visual effects compositing

- Basic settings and preferences, keys and interfaces on Adobe aftereffects
- Understand the differences between various types and compositing styles

ModuleII: Animations using layers

- Applying principles of animations using layers
- Understand and apply Typography animations
- Basic tracking and rendering sequences
- Appreciate the world of Visual effects beyond the Hollywood
- Basic masking and color corrections

ModuleIII: Motion graphics compositing

- Applying different compositing styles
- Discuss different resolutions and file formats
- Types and techniques of composting methods and visualization of visual effects
- Understanding various art materials footage, usage, and visualization techniques
- Motion Graphics Techniques - Sequencing – linear/simultaneous, timing, duration / rhythm/pace, scale, and color changes, construct/deconstruct, transitions, fade / wipes / dissolves, scroll / crawl/roll.

Module IV: Rotoscopy

- Understand the process of visual effects production from idea to theater
- Tools and techniques for doing a Rotoscopy
- Wire removal and retouching
- Advanced color corrections, blending different layers
- Green screen removal
- Identify the key departments of visual effects

Module V: Advanced visual effects compositing

- Advanced tracking of footage
- Match moving and stabilization
- Advanced color corrections and grading, changing daylight backgrounds to night lighting and vice versa.
- Compositing multiple renders passes
- Particle animations
- Creating templates for visual effects compositing

Visual effects Laboratory

- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of HOD/Director and notify it at the beginning of each semester.
- The Students have to submit all the exercise as video files output in H264 format for the Practical exam, which will be evaluated by the External Examiner.

REFERENCE BOOKS:

1. Mark Christiansen,” Adobe® After Effects® CC Visual Effects and Compositing Studio Techniques” 1st Edition, Peach pit Pearson Education, 2014.
 2. Jon Gress, “Visual Effects and Compositing” 1st Edition, Published by New Riders,2015
- Mode of Evaluation: Assignment / FAT

Assessment and Evaluation**Practical/Skill Based Course (100% Continuous Evaluation)**

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each			15x5	75 Marks
End-of-Course Assessment				
			Test	15 Marks

Viva-voce	10 Marks
Total	25 marks
Course Total	100

Note:

Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee

VISUAL MEDIA EDITING

Course Code:

Course Type: Major/Programme Core

Course Level: 300

Prerequisite: None

Credits: 4

L	T	P	S	J	C
1	0	4	0	0	3

Course Description

This course will cover teaching the technical skills and creative principles required for single-camera ('film style') video field shooting and Post-production using Final Cut Pro®. The Topics will include audio production and editing, video recording technology, composition, lighting, continuity, and editing.

Course Objectives

1. Help students understand the concept and definition of Film Editing and understand mise-en-scene.
2. Help them analyze Montage and its Origin and Exploring the Narrative Cinema and its concept and definition towards editing.
3. Enable students to gain experience in planning, shooting, and editing shows for entertainment purposes will include hands-on exercises and assignments for information-based video projects.
4. Help students understand basic design principles in video editing.
5. Enable course participants to acquire the required skill set to produce videos for personal, corporate, marketing, and even events.

Course outcomes

1. Develop skills in novel video technologies and operating equipment such as audio, cameras, television production, and lighting.
2. Understand and appreciate the aesthetics of images and sound in production work.
3. Understanding and critiquing the "language" of video and film, including shot composition and continuity editing.
4. Learning digital nonlinear postproduction skill sets; and
5. Developing a better and more active stance on visual and audio-based storytelling in terms of narrative and non-narrative production work.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Module I

- Basics of Visual Editing: Fundamentals of editing.

- Time and space in editing; rhythm, movement
- Continuity; The soviet school, Vertov, Eisenstein, Pudovkin The French New wave;
- Approaches to Editing in Hitchcock; Bunuel; Bresson; Revoir

Module II

- Editing Styles: Linear and Non-Linear Editing,
- Recording in analog and Digital mode.
- Editing in the Digital era: Standardization in formats and aspect ratio in Television; D. Action cutting; sequence cutting; Parallel cutting; Editing styles in advertising.
- Editing dramatic scenes; Dramatic continuity

Module III

- Editing Software: Introduction to non-linear editing equipment and software.
- Adobe premiere, Final cut pro.
- Timing; Manipulation of time through continuity.
- Structuring a scene; structuring a program

Module IV

- Audio in Visual Editing: Audio tracks.
- Mixing audio tracks; Editing and organizing audio monitoring and adjusting audio levels.
- Setting keyframes to change Usage of an audio mixer Recording a narrative track.

Module V

- Advanced editing techniques: Color Correction – Features; f
- Belters; examples; Rendering and Video Processing.
- Applying effects, Motion effects –
- Transition – Video filters – picture in picture –
- DVE effects – Blue screen – Chroma key – color correction – Lighting Effects
- EDL export and import – Export to different formats.

Reference books:

- Richard Harrington Abba Shapiro Robbie Carman. *Final cut studio on the spot*, Focal Press. Mollison, Martha. *Producing Videos: A complete guide*, Viva Books. Jordan Larry. *Edit Well: Final Cut Studio for the Pros*, Focal Press; 2008.
- James R. Caruso & Maris E. Arthur. *Video Editing Post Production*, Prentice Hall, New Jersey, 1992.
- Morris, Patrick. *Nonlinear Editing Media Manual*, Focal Press, London, 1999.
- Dancyger, Ken. *The Technique of Film and Video Editing: History, Theory and Practice*, Focal Press

Visual Media Laboratory

- i. Create a Title card
- ii. Create a video song (the available movie songs can be used)
- iii. Create a collage (the available movie songs/ clips can be used)
- iv. Create a video clip using various Transitions
- v. Create a video clip using various Effects
- vi. Create a video clip using matte (Blue/Green) removal technique

Practical/Skill Based Course (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	

15 components of 5 Marks each	15x5	75 Marks
End-of-Course Assessment		
	Test	15 Marks
	Viva-voce	10 Marks
	Total	25 marks
	Course Total	100

Note:

Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee

PROJECT

Course Code:

Course Type: Major/Programme Core

Course Level: 300

Prerequisite: None

Credits: 5

L	T	P	S	J	C
0	0	0	0	5	5

Course Description:

The project is an integral part of the curriculum. It can take many various forms, but its purpose remains the same. The project is a unique opportunity for the students to carry out some research to devise an innovative solution for a real-world problem. While a task can be challenging, it can also be advantageous. It plays a vital role in preparing students for the world of work. Its practical applications help hone the students' knowledge and skills.

Course Objectives:

1. Provide experience to the students in an area of interest and familiarize them with the project management methodology
2. Enable them to understand and redefine a given problem/question
3. Equip them with the skills to develop a concept, identify a theoretical framework, and organize their research into a well-structured report/dissertation
4. Help students hone their writing skills and enhance their ability to communicate their ideas effectively
5. Give students the opportunity to work on a project from ideation to the delivery of the planned outcome

Course Outcomes:

By the end of the project the students will be able to.

Prepare well for the working world

1. Consolidate their learning with valuable hands-on experience to help develop them into well-prepared and well-rounded graduates.
2. Apply their knowledge and skills to explore/research/come up with innovative solutions for real-life problems, all while gaining valuable insights into the demands and responsibilities of the working world.
3. Demonstrate their writing skills which is a key soft skill in any industry
4. Understand the implications of their approach to a problem/question and the consequences and outcomes of the same in a 'safe learning environment'

Module1: Select a topic - choosing a topic, narrowing your focus, and developing a thesis statement or research question.

Module2: Do a literature review - identifying useful resources and organizing your results; some examples for using article databases effectively.

Module3: Conduct your research (for those students required to do so) - creating surveys, finding tests, designing studies, etc.

Module4: The report - Writing & Citing - resources for writing the paper, citing your sources, and avoiding plagiarism.

Module5: Present your results - create effective visual aids and deliver a professional presentation.

Reference books:

1. The Craft of Research, Fourth Edition (Chicago Guides to Writing, Editing, and Publishing) 4th Edition, by Wayne C. Booth (Author), Gregory G. Colomb (Author), Joseph M. Williams (Author), Joseph Bizup (Author), William T. FitzGerald (Author)
2. "They Say / I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition) by Gerald Graff (Author), Cathy Birkenstein (Author)
3. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition, by John W. Creswell (Author)
4. Publication Manual of the American Psychological Association 6th Edition by American Psychological Association (Author)
5. How To Prepare A Dissertation Proposal: Suggestions for Students in Education & the Social and Behavioral Sciences by David Krathwohl (Author)
6. The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending Your Dissertation 2nd Edition by Carol M. Roberts (Author)
7. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis 1st Edition by Joan Bolker (Author)
8. How to Write a Lot: A Practical Guide to Productive Academic Writing (Lifetools: Books for the General Public) 1st Edition by Paul J. Silvia (Author)
9. Dissertations And Theses from Start to Finish: Psychology And Related Fields 2nd Edition by John D. Cone (Author), Sharon L. Foster (Author)

DOCUMENTARY PRODUCTION

Course Code:

Course Type: Major/Programme Elective 1

Course Level: 300

Prerequisite: None

Credits: 4

L	T	P	S	J	C
2	0	4	0	0	4

Course Description

This course is designed to give different categories of documentaries. This course will discuss from the concept through development until the final outcome. As part of the course, students have to complete several assignments. They will learn the latest technology that is being used in the production.

Course Objectives

1. Help students identify documentaries and the creative process behind it
2. Enable students understand art, flow, creative observation of a documentary
3. Acquaint students with pre-production guidelines and understanding
4. Equip them with the knowledge of detailed production aspects of documentary making
5. Explain about the Post-production process

Course Outcomes

Students will learn

1. What defines a documentary.
2. Preparations for producing a documentary.
3. How to prepare for the field work for shooting
4. What goes into the post-production of a documentary?
5. How to bring a documentary to the audience.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Course Content

Module I: Theoretical Perspectives

- Understanding the Documentary.
- Documentaries to educate and entertain.

- The creative process and the vision.
- Types: poetic, expository, observational, participatory, reflexive, performative.
- Using re-enactment/ reconstruction.
- Style and technique.
- Ethics and representation

Module II: Pre-Production

- Identification of the theme and central idea.
- Researching the chosen topic area.
- Making notes from research.
- Creating lists: potential characters/ interviewees, basic storylines, areas of potential conflict and emotion.
- Aspects of style: deciding the look, feel and style of the documentary.
- Writing a 'shooting script'/pre-script/outline.
- Setting up a 'shot list'

Module III: Production

- Production details and logistics need good, reliable, budget-friendly equipment.
- Camera, lighting and sound set up, shooting the film.
- Shooting the main footage; shooting styles.
- B-roll: expositions, narrative shots, action shots, over the shoulder shots, wrap-up shots.
- Editing
- Styles

Module IV: Post Shoot

- Scripting the 'Unscripted':
- Creating structure from raw footage.
- Transcribing the footage.
- Creating scenes
- Dividing the documentary into mini-stories/scenes.
- Determining the 'villain and the hero' (person, thing or event).
- The beginning: ways to start strong; the middle:
- Establishing the core message.
- The end: script building begins with visualizing the end; script template:
- Two columns - one for audio and one for video

Module V People Skills:

- Ability to connect with people.
- Importance of listening and empathy.
- Appreciation of diverse perspectives.
- Art of interviewing.
- Contextual messaging.
- People management skills for collaboration with the team

Reference books:

Badley, W. Hugh. The Techniques of Documentary Film Production, London, Focal Press.

Barnouw Erik and Krishnaswamy. Documentary.
 Das, Trisha. How to Write a Documentary. Page 114 of 119
 Ellis, Jack EC, A New History of Documentary Film.
 Mehrotra, Rajiv, The Open Frame Reader: Unreeling the documentary Film Ed. by PSBT.
 Rabiger, Michal, Directing the Documentary.
 Renov Michael "The Truth about Non-Fiction" and "Towards a Poetics of Documentary" in
 Michael Renov ed. Theorizing Documentary AFI Film Readers, New York and London:
 Routledge, 1993.

Documentary Filmmaking Laboratory

Production of a self-contained theme-based documentary (10-15 minutes) by each student under the supervision of the course instructor. The formal procedure of producing a documentary is to maintain and record the production:

- Deciding on a story idea
- Creating a production outline
- Conducting equipment check
- Shooting the video
- Transcribing footage
- Writing a script
- Editing footage
- Adding music and/ narration
- The showing and the feedback

The films should be submitted before the deadline.

Assessment and Evaluation

Practical/Skill Based Course (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	

8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each			15x5	75 Marks
End-of-Course Assessment				
			Test	15 Marks
			Viva-voce	10 Marks
			Total	25 marks
			Course Total	100

Note:

Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee

WEB DESIGN

Course Code:

Course Type:Major/Programme Elective 2

Course Level: 300

Prerequisite: None

Credits: 4

L	T	P	S	J	C
2	0	4	0	0	4

Course Description

The course aims to give students a solid understanding of website construction and be able to apply it to the planning, design, and production of their own portfolio website.

Course Objectives

1. Enable students to understand the basic features of the HTML platform
2. Help them to gain knowledge about the web page function.
3. Make students aware of web server features.
4. Help them analyze web design theories and web terminology.
5. Working with the HTML programming language.

Course Outcomes

By the end of this course students will be able to:

1. create, code and post-basic HTML and CSS files to the Internet.
2. gain foundational knowledge of website creation and apply it to the planning, design, and development of your own web page over the course of the semester.
3. develop critical thinking and will be encouraged through your class interactions, projects, and online postings.
4. publish the website he/she designed.
5. make changes to the website.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Module I: Introduction to the Internet

- Understanding Internet Basics: How do people use the Internet
- How has the internet impacted society- how did the internet grow into its current form- controlling the Internet
- how does the world wide web work-who control the Internet- how do computers connect to the internet-types of Internet connections?
- Understanding Internet Basics: understanding web browsing-HTML, website address

Module II: Basics of HTML

- HTML fundamentals,

- HTML elements, HTML attributes,
- headings, rules and comments, paragraphs,
- text formatting, styles, links, images, tables, and color.

Module III: Head section

- Title, Base HREF, LINK HREF,
- Meta tags, Body Section:
- Text formatting and alignment, Fonts, ordered and unordered lists.
- Links Images, Sounds, Video, Background.

Module IV: Advance elements

- Tables, Forms, Frames.
- Authoring Web Pages using editing.
- DHTML: Java Scripts: Introduction,
- The architecture of JavaScript applications.
- Tags in Java Script. Data types and variables expressions and operation,
- Looping and Branching Events and Event handling.
- DHTML: Cascading style sheet (CSS).

Module V: Debug and test a Web page

- Publish and update a Web site
- Identify techniques for publishing sites and increasing Website traffic.

Text Books

1. David A. Crowder and Andrew Bailey, (2004) Creating website bible, Wiley Publishing Inc.
2. Arguin, Michael, (2013), Adobe Dreamweaver CC: digital classroom,

References Books

1. Adobe Dreamweaver tutorials, Adobe Systems Incorporated.
2. Grannell, Craig. 2008. *The Essential Guide to CSS and HTML Web Design*. Springer EBooks. Berkeley, CA: Craig Grannell.
<http://ebookcentral.proquest.com/lib/ucm/detail.action?docID=372897>.
3. Beaird, Jason, Alex Walker, and James George. 2020. *The Principles of Beautiful Web Design, 4th Edition*.
<https://ezproxy.torontopubliclibrary.ca/login?url=https://learning.oreilly.com/library/view/-/9781098124717/>.
4. Curits Nathan, Modular Web Design, Pearson Education, New Delhi, 2011.

Web Design Laboratory

- The faculty conducting the laboratory will prepare a list of 10 experiments.
 - (The Students have to submit all exercises as Record Work for the Practical exam, which will be evaluated by the External Examiner).

Assessment and Evaluation

Assessment and Evaluation

Practical/Skill Based Course (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each			15x5	75 Marks
End-of-Course Assessment				
			Test	15 Marks
			Viva-voce	10 Marks

Total	25 marks
Course Total	100

Note:

Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee

LIGHTING & COMPOSITING

Course Code:

Course Type: Major/Programme Elective 1

Course Level: 300

Prerequisite: None

Credits: 4

L	T	P	S	J	C
2	0	4	0	0	4

Course Description

The course provides students with an introduction to the field of lighting for 3D Animation films and animation videos. Students will have the power to transform creative notions into reality. Design, define and complete a variety of lighting and compositing using Autodesk Maya and Adobe after effects. Learning about virtual lighting and compositing for 3D photorealistic imagery could lead to a thriving career in the growing world of visual media technology.

Course Objectives

1. Help students understand the necessary skills to create Lighting and compositing for animation films and videos.
2. Enable students to identify the tools to conceptualize and bring their virtual lighting for animation dreams to life.
3. Make students aware of the uses of a solid base in lighting and compositing.
4. Help students analyze the professional expectations necessary for a career in lighting for animation films and series.
5. Help them learn 3D lighting with the mechanics and workflow of Autodesk Maya.

Course Outcomes

By the end of this course students will be able to:

1. Students will learn the history and conventions of lighting and compositing.
2. Students will be able to perform photorealistic lighting outputs with multi-pass compositing.
3. Students will be able to create digital 3D lighting using the 3D animation software Autodesk Maya.
4. Students will be able to create 3D animation lighting and basic compositing tools and techniques.
5. Students will be able to create lighting tools and properties.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Module I: Basics of 3D lighting

- Basic principles of Lighting and composition
- Basic lighting using 3D animation software Autodesk Maya
- Different types of texturing and lighting
- History of 3D Lighting and compositing
- Basic settings and preferences, keys, and interfaces of lighting on Autodesk Maya

Module II: 3D Lighting types

- Point light and its properties
- Direction light and its properties
- Spotlight, penumbra angle, and its settings
- Area light and its implementation in real-time environment
- Ambient light and its implementation in real-time environment
- Volume light and its implementation in real-time environment

Module III: Rendering

- Applying different lighting styles for rendering output
- Three-point lighting on software rendering
- Discuss different resolutions and file formats
- Types and techniques of software rendering methods and visualization
- Understanding various art materials usage and visualization techniques for lighting and rendering
- Rendering Techniques - timing, duration / scale and color changes, Reflections, Raytracing, Render nodes transitions / Global illumination

Module IV: Arnold lighting and rendering

- Understand the process of Arnold lighting
- Tools and techniques of Arnold area lights, Skydome light, Mesh light, photometric light, light portal, and Physical Sky
- Light baking
- Light linking and unlinking
- Advanced multiphases rendering process and settings on Arnold render

Module V: Compositing

- Compositing techniques using Adobe Aftereffects
- Match moving and stabilization
- Compositing multiple renders passes
- Color correction, grading and mastering the render output
- Lighting for photorealistic scenes with multi passes rendering and compositing for the student's demo reel

Lighting and compositing laboratory

- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of HOD/Director and notify it at the beginning of each semester.

- (The Students have to submit all the exercises as video files output in H264 format for the Practical exam, which will be evaluated by the External Examiner).

REFERENCE BOOKS:

1. Jeremy Birn, “Digital Lighting and Rendering”, 3rd Edition, New Riders, 2013.
2. Lee Lanier, “Maya Studio Projects Texturing and Lighting” 1st Edition, Sybex, 2011.
3. Advanced Maya Texturing and Lighting, 3rd Edition
4. Compositing Visual Effects in After Effects: Essential Techniques
5. Professional Digital Compositing: Essential Tools and Techniques

Assessment and Evaluation

Practical/Skill Based Course (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks

14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each			15x5	75 Marks
End-of-Course Assessment				
			Test	15 Marks
			Viva-voce	10 Marks
			Total	25 marks
			Course Total	100

Note:

Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee

Global Politics and Media

Course Code:

Course Type: Major/Programme Elective 2

Course Level: 300

Prerequisite: None

Credits: 4

L	T	P	S	J	C
2	0	4	0	0	4

Course Description

This course gives students the role of mass media in a global context. It will focus on the technological development and direction of information flow among nations, the need to continue the debate on the new world information and communication order, and the information highway monopoly by countries in the northern hemisphere. It will also look at globalization and its outcomes, especially in developing nations such as India.

Course Objectives

1. Help students understand Media and International Communication
2. Enable students to learn about global media and information society
3. Help them understand media conglomerates and the global market
4. Equip them with the skills to examine the effect of global conflict on world media
5. Train them to evaluate the ideology and the cultural inference behind global media

Course Outcomes

Upon completion of the course, students will be able to:

1. Understand the global communication and the rise of popular media, and how information played its role in crucial developments in the world.
2. Analyze the impact of globalization on society, economy.
3. Identify the expansion of the global market across the borders.
4. Illustrate the role of the media during various global conflicts.
5. Explain the cultural politics, media hegemony and debates on freedom of expression.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Course Content

Module I

Media and international communication:

The advent of popular media: a brief overview.
Propaganda in the inter-war years: Nazi propaganda.
Radio and international communication.
Communication debates: NWICO, McBride Commission and UNESCO

Module II

Media and Globalization:
Globalization: barrier-free economy, multinationals, and development; technological advances, telecommunication; globalization of TV formats.
Global networks: information society, network service economy, movement of intangibles

Module III

Media and the Global Market:
Trans-world production chains and BPOs /call centers.
Media conglomerates and monopolies: Ted Turner/Rupert Murdoch.
Global and regional integrations: pan-India channels; entertainment: local/ global/hybrid - KBC/Big Boss/others

Module IV

Global Conflict and Global Media:
World Wars and media coverage: the rise of radio-propaganda and persuasion.
The Gulf Wars: CNN's satellite transmission,
Embedded journalism; 9/11 and implications for the media; 26/11 and implications for the media

Module V

Ideology, Culture and Globalization:
Cultural politics: media hegemony and legitimization of media driven global cultures,
Homogenization, the English language; rise of regional initiatives:
Al-Jazeera; hacking: Wiki Leaks,
Media executions; freedom of expression debates

Reference books:

- Choudhary, Kameswar (ed) *Globalization, Governance Reforms and Development in India*, Sage, New Delhi.
- Kamalipor, Yahya R. *Globalization of Corporate Hegemony*, New York Press.
- Monroe, Price. *Media Globalization' Media and Sovereignty*, MIT Press, Cambridge, 2002. Kamalipor, Yahya R and Snow Nancy, *War, Media and Propaganda*, Rowman and Littlefield Publication.
- Patnaik, B.N & Imtiaz Hasnain(ed) *Globalization: Language, Culture and Media*, Indian Institute of Advanced Studies, Shimla, 2006.
- Singh, Yogendra. *Culture Change in India: Identity and Globalization*, Rawat Publication, New Delhi, 2000.
- Thussu, DayaKishan. *Continuity and Change*, Oxford University Press. 25
- UNESCO Publication, *Communication and Society, Today and Tomorrow "Many Voices One World"*.

- Yadava, J.S. *Politics of News*, Concept Publishing and Co.
- Zelizer Barbie and Allan Stuart, *Journalism after 9/11*, Routledge Publications.

Assessment and Evaluation

70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test/ Assessment/Presentation/ Task-based Assessment	5	4 x 5 (Better 4 of 5)	20
Schedule This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
Long Answer Test/Mid Term Assessments	3	2 x 20 (Better 2 of 3)	40
Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	

Continuous Evaluation Total			70
External (End-of-Semester) Examination			30
Total			100

Note:

Specific question types for each test/assessment will be decided by the course committee

ADVERTISING AND PUBLIC RELATIONS

Course Code:

Course Type: Major/Programme Elective 2

Course Level: 300

Prerequisite: None

Credits: 4

L	T	P	S	J	C
3	0	2	0	0	4

Course Description

This course introduces integrated marketing communications strategies and tactics, the practices we know best as advertising, promotion, direct response, public relations, and marketing communications. The course will examine communications theory and provide hands-on experience in creating advertising and media plans. It will also discuss how marketers integrate and link their contacts to generate maximum impact and leverage for the brand.

Course Objectives

1. Demonstrate the breadth of advertising and communications tools available today.
2. Providing real-world examples of success
3. Introducing the student to the strategic process of developing advertising & integrated marketing communications.
4. Make the student get acquainted with practical hands-on problem-solving experience.
5. Providing different kinds of public relations.

Course Outcomes

Upon completion of the course, the students will be able to:

1. Understand the overall role advertising plays in the business world.
2. Understand advertising strategies and budgets.
3. Identify and understand the various advertising media.
4. Demonstrate an understanding of how an advertising agency operates.
5. Demonstrate an understanding of different types of advertisements

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Course Content

Module-I: Introduction

- Definition of advertising –Objectives, functions and relevance.
- Importance of Advertising
- Classification and types of advertising
- Media for advertising (Print, Radio, Television, Film, Digital)

Module-II: Ad agency Management

- Structure of an ad agency – Roles and Responsibilities
- Types of Agencies & Services
- PROCESS, business development, pitching for accounts – agency- client interface; creative and media.

Module–III: Design and Production of advertisements

- Print Ads, radio ads, television ads, Digital media (Websites, Facebook, LinkedIn, Twitter, Blogs)
- Media planning- selection and scheduling
- Campaign Plan-Campaign Objectives - Brief Elements of a Campaign and their Relevance/Importance
- Advertising and Brand building
- Unique Selling Proposition (USP)

Module–IV: Models of advertising

- AIDA
- DAGMAR
- Hierarchy of effects model
- Quick Action model
- Language, Symbols and logos in ads
- Portrayal of Women in Ads, Children in ads
- Advertising research (copy research, media research and evaluation measures)

Module–V: Media laws and ethics concerning advertising

- Paid News, Surrogate ads
- Product Placement.
- DD and AIR guidelines
- socio-economic and cultural effects of advertising
- Apex bodies in advertising (AAAI, ASCI) – ASCI and its code of conduct, case studies from ASCI.

REFERENCE BOOKS

1. Kumar, Keval Joseph. 1987. *Mass communication in India: a comprehensive and crit. look at the mass media in India*. Bombay: Jaico Publ. House.
2. Sandage, C. H., Vernon Fryburger, and Kim Rotzoll. 2000. *Advertising theory and practice*. New Delhi: AITBS Publishers.
3. Chunawala S.A., Sethia K.C., *Foundations of Advertising Theory and Practice*, Himalaya Publishing House, Mumbai.
4. Kleppner, Otto, W. Ronald Lane, Thomas Russell, and Karen Whitehill King. 2005. *Kleppner's advertising procedure*. Upper Saddle River, NJ.: Pearson Prentice Hall.
5. Adrian R. Mackay edited, (2005): *The practice of advertising*, 5 edn, Elsevier Butterworth, Heinemann
6. Al Ries, Laura Ries (2002): *The Fall of Advertising and The Rise of PR*, Harper Collins Publishers Pty. Ltd.
7. Angela Goddard, (1998): *The Language of Advertising*, Routledge Intertext series
8. Barrie Gunter, Caroline Oates and Mark Blades, (2005): *Advertising to Children on TV*,

9. Content, Impact and Regulation, Lawrence Erlbaum Associates Publishers, Mahwah, New Jersey.
10. Belch & Belch, (2003): Advertising and Marketing, An Integrated Marketing Communications Perspective, The Mc Graw Hill Companies.
11. Christina Spurgeon, (2007): Advertising and New Media, Routledge, Taylor & Francis Group, London and New York
12. Gillian Dyer, (1982): Advertising as Communication, Routledge, Taylor & Francis

Assessment and Evaluation

70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test/ Assessment/Presentation/ Task-based Assessment	5	4 x 5 (Better 4 of 5)	20
Schedule This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
Long Answer Test/Mid Term Assessments	3	2 x 20 (Better 2 of 3)	40
Schedule This category of Test/Assessment is	Test/Assessment 1	Module 1 and first half of Module 2	

conducted after the completion of the specified portion of the syllabus	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
Continuous Evaluation Total			70
External (End-of-Semester) Examination			30
Total			100

Note:

Specific question types for each test/assessment will be decided by the course committee

3D ANIMATION

Course Code:

Course Type: Major/Programme Elective 2

Course Level: 300

Prerequisite: None

Credits: 4

L	T	P	S	J	C
2	0	4	0	0	4

Course Description

The course serves as an introduction to the field of 3D animation for students. Students will be able to turn their imaginative ideas into reality. Create a range of digital 3D design animations by designing, defining, and completing them. Learning about 3D animation could pave the way for a successful career in the rapidly expanding field of visual media technology and 3D animation.

Course Objectives

1. Help students understand 3D animation and get the ability to create movement in a three-dimensional artistic space.
2. Enable students to identify 3D Animation tools to conceptualize and bring animation dreams to life.
3. Help them analyze 3D animation fundamentals.
4. Impart the professional skill required for a career in animation industry.
5. Help them explore 12 principles traditionally employed to create 3D animation.

Course Outcomes

By the end of the course, students will be able to

1. Demonstrate knowledge of the history and conventions of 3D animation.
2. Apply principles to create realistic and cartoony animation.
3. Understand the 12 principles traditionally employed to create animations.
4. Create believable body mechanics animation.
5. Explore the foundations of physics, weight and movement, and timing. Integrate convincing body mechanics with action effectively.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Module I: Basics of 3D animation types and evaluations

- Basic 3D animations
- Types and forms of 3D animations
- History of 3D animation
- Compare the differences between 2D and 3D animation technologies
- Basic settings and preferences, keys and interfaces on Autodesk Maya
- Uses of eyes and brain process moving image

- Understand the differences between various types of animation

Module II: Principles on 3D animation

- Applying principles in inorganic animation
- Understand and apply Disney's 12 Principles of Animation
- Creating different rough walk cycle using ball and leg
- Appreciate the world of animation beyond the Hollywood
- Acting for animations

Module III: Forms for animations on human anatomy

- Applying different walk cycle techniques on 3D animation
- Discuss how poses communicate emotions
- Understanding timing and spacing
- Acting for animations
- Develop your own animated characters based on real human anatomy

Module IV: 2D Computer Animation and CGI

- Understand the process of CGI production from idea to theatre
- Discuss the pros and cons of different production processes
- Define and explain smooth stylized walk cycles (secondary action)
Body Mechanisms
- Identify the key departments in an animation studio
- Introducing humanoid 3D Character for basic walk cycle

Module V: 3D Character animation

- Create animation sequences with facial expressions on characters.
- Micro and Macro correction over finalized 3d animation for timing
- Creating expression and emotion in character mouth shape according to the dialogue
- Creating the props animation and interactions with character animation
- Motion capture technology
- Export your animated videos to share with the world

3D Animation laboratory

- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of the HOD/Director and notify it at the beginning of each semester.
- (Each exercise should have minimum 3 numbers of works with rough project presentations followed by fair works)
- (The Students have to submit all the exercises as video files output in H264 format for the Practical exam, which will be evaluated by the External Examiner).

REFERENCE BOOKS:

1. Frank Thomas and Odie Johnson, The Illusion of Life: Disney Animation, Disney Editions; Rev Sub edition, 2014
2. Williams, R. The Animator's Survival Kit. Revised Edition, Faber & Faber, 2011
3. 3D Animation Essentials John Wiley

4. 3D Animation for the Raw Beginner Using Maya 1st Edition, Kindle Edition by Roger King

Assessment and Evaluation

Practical/Skill Based Course (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each			15x5	75 Marks
End-of-Course Assessment				
			Test	15 Marks

Viva-voce	10 Marks
Total	25 marks
Course Total	100

Note:

Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee

Social Media & Webcasting

Course Code:

Course Type: Major/Programme Elective 3

Course Level: 300

Prerequisite: None

Credits: 4

L	T	P	S	J	C
3	0	2	0	0	4

Course Description

This course will focus on using internal/enterprise social media and collaboration tools and technology available to today's organizations. And the course focuses on the impact of social media from a global perspective. Adding to this, the course also discusses the latest trend in webcasting. The platforms and various tools and techniques used in webcasting are also discussed.

Course Objectives

1. Help students understand social media and digital technologies
2. Equip them with the skills to analyze the impact of social media
3. Make students to familiarize with the social media organizations
4. Help them identify corporate networks and media strategies
5. Help them learn the basics of webcasting

Course Outcomes

Students will be able to:

1. Identify the landscape of traditional, digital, and social media Netscape
2. Understand the major social media platforms, how they function, and what role they play in the day to day life.
3. Choose the right social media platforms and learn how to create social media policies
4. Learn to broadcast live content on social media platforms
5. Learn the basics of webcasting.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Course Content

Module I

Social media a new paradigm

- Digital technologies.

- Literacy redefined.
- The user and the fourth screen.
- Virtual proximities and expanding networks.
- Social media tools and platforms:
- Categorization; features and uses - pros and cons; a few examples: Facebook, Twitter, WordPress, YouTube, LinkedIn, Instagram, Snapchat etc.

Module II

Impact of social media:

- Influential capacity.
- Shifts in information flows.
- Volume, nature, and formats of contents.
- Social and ethical implications.
- Online activism; citizen journalism.
- Changing character of communication.
- Democratization and the digital divide.
- Cybercrime:
- A few case studies

Module III

Social media and organizations:

- ‘Digital natives’ and the falling apart of hierarchies:
- less pyramidal and more cooperative control structures.
- communication and collaboration.
- growing relevance in the context of geographically dispersed teams.
- learning and knowledge management in organizations,
- Strategies to successfully navigate the media landscape
- A few case studies

Module IV

Corporate social networks:

- Production of positive network externalities, increase of business
- Information capital; audience analysis and content planning; marketing strategies used by businesses: engagement and nurture.
- Social strategies and business metrics; integrated marketing communications strategies for social media - an overview of the trends (Indian and global); ethical and legal implications
- A few case studies

Module V

Introduction to webcasting:

- Basic webcasting concepts,
- Digital audio-video basics, webcast encoding.
- Producing high quality LIVE streaming using tools like VMix, Blackmagic, Stream Shark, Zoom etc.

- Selecting proper gear and software - cameras, mics, capture cards, video mixers, encoders etc.
- Various mobile apps
- Visual and Audio Mixing
- Web rating techniques

Social Media & Webcasting Laboratory

Administering different social media handles

Content management

Blogging

Live streaming of Facebook, YouTube, and other handles

Reference books:

1. Guy Kawasaki & Peg Fitzpatrick. The Art of Social Media. Penguin. 2014.
2. Carrigan, Mark. Social Media for Academics. Sage Publications Ltd. 2016.
3. Bennett, W. Lance. New Media Power: The Internet and Global Activism. 2003.
4. Castells, Manuel. "The Network Society: a cross-cultural perspective", Edward Elgar, MA
5. (Chapter 1. Informationalism, networks, and the network society: a theoretical blueprint pp.3-45), 2004.
6. Kahn, R and D Kellner, "New Media and Internet Activism: From "The Battle of Seattle to
7. Blogging" New Media & Society, Vol. 6, No. 1, 2004.
8. Lister Martin. New Media – A Critical Introduction. Routledge, 2009.

Assessment and Evaluation

70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	

	Quiz 5	Module 5	
Short Answer Test/ Assessment/Presentation/ Task-based Assessment	5	4 x 5 (Better 4 of 5)	20
Schedule This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
Long Answer Test/Mid Term Assessments	3	2 x 20 (Better 2 of 3)	40
Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
Continuous Evaluation Total			70
External (End-of-Semester) Examination			30
Total			100

Note:

Specific question types for each test/assessment will be decided by the course committee

FILM STUDIES

Course Code:
Course Type: Major/Programme Elective 3
Course Level: 300
Prerequisite: None
Credits: 4

L	T	P	S	J	C
3	0	2	0	0	4

Course Description

Film Studies coursework is designed to provide students with an overview of film history and the skills necessary to analyze and critique the film. Students will learn about film theory, aesthetics, genres, and fundamental film criticism. Students will explore film through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, develop a systematic and convincing interpretation of the films they watch, and acquire the ability to analyze films in well-constructed and persuasive essays.

Course Objectives

1. Help students trace the history and development of cinema
2. Develop in them a critical understanding of the language of cinema
3. Enable students to comprehend the role and impact of cinema in society and vice-versa
4. Building a nuanced understanding of the socio-political and technological aspects of filmmaking
5. Help students understand the basics of film theory

Course Outcomes

Upon completion of the course, the students will be able to;

1. Develop a range of analytical skills in the study of film.
2. Become familiar with major critical approaches in the field (narrative theory, feminism, cultural studies, and genre).
3. Understand and demonstrate the relationship between film form and aesthetic effect through both film analysis and the creation of motion pictures.
4. Conduct film research and compose cogent, persuasive, and valid essays about film.
5. Acquire a broad knowledge of film history, national cinemas and modes of production.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Course Content

Module 1: Introduction to the language of cinema

1. Language of Cinema: Focus on visual Language: Shot, Scene, Deep focus cinematography

Readings: Excerpts from:

James Monaco, *How to Read a Film: Movies, Media and Beyond* Oxford University Press, 2009;
David Bordwell and Kirsten Thompson: *Film Art: An Introduction* (10th edition)

Screening clips from:

Rear Window, Alfred Hitchcock, 1954

Citizen Kane, Orson Welles, 1941

2. Chronological editing, Continuity Editing, Montage, Cross cutting, Soviet Montage Theory - Sergei Eisenstein and Kuleshov effect

Readings: Excerpts from:

- Bordwell and Thompson: *Film Art: An Introduction* (10th edition)
- Pudovkin, V. (1958), *Film Technique and Film Acting* (London: Vision Press)

Screening clips from:

- Contrast: Baptism Sequence from *The Godfather* (1972)
- Parallelism: *Hugo* (2011)
- Symbolism: *Psycho* (1960)
- Simultaneity: *Silence of the Lambs* (1991)
- Leit Motif: Emperor's March in *Star Wars* (1980)

3. Focus on Sound: Diegetic and Non-Diegetic Sound; Off Screen Sound; Sync Sound

Readings: Excerpts from:

- Bordwell and Thompson: *Film Art: An Introduction* (10th edition)
- Tomlinson Holman, *Sound for Film and Television*, Focal Press, 2010

Screening clips from:

Interstellar (2014)

Roma (2018)

4. Film Style, colour and Mis-en-scene, *What is cinema?*

- Reading: Excerpts from: Bordwell and Thompson: *Film Art: An Introduction* (10th edition)
- André Bazin, *What is cinema? : essays selected by Hugh Gray*, Berkeley, Calif. : University of California Press, 1971
- Screening clips from: *Pan's Labyrinth* (2006) *La Chinoise* (1967)

Module 2: Cinemas of India

1. Silent Era cinema in India

Reading: Excerpts from:

- Tom Gunning, "Non-continuity, Continuity, Discontinuity: A theory of Genres in Early Films," in Thomas Elsaesser, ed. *Early Cinema: Space, Frame, Narrative*. London: British Film Institute, 1990, 86-94
- Eric Barnouw and S. Krishnaswamy, *Indian Film*, New York Columbia University Press 1963

Screening clips from: D. G. Phalke's *Kalia Mardan* and *Sri Krishna Janma* (circa 1918); Himanshu Rai and Franz Osten, *The Light of Asia* (1925)

2. Hindi Cinema Early Cinema and the Studio Era 1950s, The Indian New-Wave Globalization and Indian Cinema Film Culture

Reading: Excerpts from

- Eric Barnouw and S. Krishnaswamy, *Indian Film*, New York Columbia University Press 1963
- Ashish Rajadhyaksha, *Encyclopaedia of Indian Cinema*. Delhi: Oxford University Press, 1994

Screening clips from:

Mother India (1957), *Pyaasa* (1957), *Madhumati* (1958), *Awaara* (1951)

3. Introduction to popular Hindi cinema –

Reading: Excerpts from:

- Ashish Rajadhyaksha, *Encyclopaedia of Indian Cinema*. Delhi: Oxford University Press, 1994
- Anandam P. Kavoori and Aswin Punanthebekar, *Global Bollywood*. New York: New York University Press. 2008.

Screening clips from: *Dil Se* ["From the Heart"] (Mani Ratnam, 1998), *Kabhi Khushi Kabhi Gham* (Karan Johar, 2001)

4. Regional Cinemas of India

Reading: Excerpts from:

- Ashish Rajadhyaksha, *Encyclopaedia of Indian Cinema*. Delhi: Oxford University Press, 1994
- Eric Barnouw and S. Krishnaswamy, *Indian Film*, New York Columbia University Press 1963
- Lalita Gopalan (ed.) *The Cinema of India*, Wallflower Press, 2010

Screening clips from: Clips from *Village Rockstars* (Rima Das, 2017), *Kabali* (Pa Ranjith, 2016), *C U Soon* (Mahesh Narayanan, 2020), *Vanaja* (Rajesh Domalpalli, 2006)

Module 3: Film and Genre

1. Theory of Film Genre – Christian Metz, Introduction to film genres: Narrative, avant-garde, documentary

Reading: Excerpts from: Christian Metz, *Film Language: A semiotics of cinema*, 1974

Screening clips from: *The Matrix* (1999), *Coco* (2017), *Nanook of the North* (1922), *La Jetee* (1962)

2. Melodrama, science fiction, musical, horror, western, fantasy

Reading: David Bordwell and Kirsten Thompson: *Film Art: An Introduction* (10th edition)

Screening clips from: *Sweeney Todd* (2007), *Singin in the Rain* (1952), *Blade Runner* (1949), *Stagecoach* (1939)

3. Focus on Film noir – Paul Schrader

Reading: David Bordwell and Kirsten Thompson: *Film Art: An Introduction* (10th edition)

Screening clips from: *Taxi Driver* (1976), *The Third Man* (1949)

Module 4: Critical Film Theory

1. Auteur Theory –

Reading: Robert Stam, "The Cult of the Auteur," "The Americanization of Auteur Theory," "Interrogating Authorship and Genre," in *Film Theory: An Introduction*. Massachusetts & Oxford: Blackwell Publishers: 2000, 83-91 & 123-129.

Screening clips from: *PatherPanchali* (1955), *Breathless* (1960)

2. Stardom – Reading: Excerpts from: Richard Dyer, *Heavenly Bodies: "Film Stars and Society"* in *Film and Theory: Anthology* Massachusetts, U.S.A & Oxford, U.K: Blackwell Publishers: 2000, 603-617

Screening clips from: *Fan* (2016), *Mission Impossible - Fallout* (2018)

3. Feminist Film Theory – Reading: Excerpts from: Laura Mulvey 'Visual Pleasure and Narrative Cinema' 1975

Screening clips from: *Pandora's Box* (1929)

4. Postmodernism in Film – Reading: Frederic Jameson *Postmodernism, or, The Cultural Logic of Late Capitalism*, 1992

Screening clips from: *Chungking Express* (1994)

Module 5: Film and International Movements

1. German Expressionism

Reading: Excerpts from:

Kristin Thompson; David Bordwell; Jeff Smith, *Film history an introduction*

Screening clips from: *Cabinet of Dr. Caligari* (1920)

2. Italian Neo- Realism

Reading: Excerpts from:

Kristin Thompson; David Bordwell; Smith, Film history an introduction

Screening clips from: *The Bicycle Thief* (Vittorio De Sica, 1948, Italy)

3. French New Wave

Reading: Excerpts from:

Kristin Thompson; David Bordwell; Smith, Film history an introduction

Screening clips from: *The 400 Blows* (François Truffaut, 1959, France)

4. Dogme 95

Reading: Excerpts from:

Kristin Thompson; David Bordwell; Smith, Film history an introduction

Screening clips from: *Dancer in the Dark* (Lars von Trier, 2000, Denmark)

Reference books:

1. Andre Bazin, "The Ontology of the Photographic Image" from his book *What is Cinema Vol. I* Berkeley, Los Angeles and London: University of California Press: 1967, 9-16
2. Andrew Sarris, "Notes on the Auteur Theory", 1962
3. Anandam P. Kavoori and Aswin Punanthebekar. *Global Bollywood*. New York: New York University Press. 2008.
4. Ashish Rajadhyaksha, *Encyclopaedia of Indian Cinema*. Delhi: Oxford University Press, 1994.
5. Bordwell and Thompson: *Film Art: An Introduction* (10th edition)
Kristin Thompson; David Bordwell; Jeff Smith, Film history an introduction
5. Biltereyst, R. Vande Winkel, Roel Vande Winkel (eds.) *Silencing Cinema: Film Censorship Around the World*, Palgrave MacMillan, 2013
6. David Bordwell, "Classical Hollywood Cinema: Narrational Principles and Procedures" in Philip Rosen, ed. *Narrative, Apparatus, Ideology*. New York: Columbia University Press, 1986, 17- 34.
7. David Cook, *History of Narrative Film*. WW Norton, 2004
8. Eric Barnouw and S. Krishnaswamy, *Indian Film*, New York Columbia University Press 1963
9. Frederic Jameson, From: "Postmodernism or the Cultural Logic of Late Capitalism", Duke University Press, Durham, 1984,
10. Chapter 1. 1984 "Postmodernism, Or, The Cultural Logic of Late Capitalism." *New Left Review*, no. 146 (July-August): 59 - 92.
11. James Monaco, *How to Read a Film: Movies, Media and Beyond* Oxford University Press, 2009
12. Lalita Gopalan (ed.) *The Cinema of India*, Wallflower Press, 2010
13. Geoffrey Nowell Smith (ed.) *The Oxford History of World Cinema*, New York & Oxford: Oxford University Press, 1996
14. Madhava Prasad, *Ideology of Hindi Film*. New Delhi: Oxford University Press. 1998
15. Paul Schraeder, "Notes on Film Noir" in John Belton ed. *Movies and Mass Culture* New Brunswick, New Jersey: Rutgers University Press: 1996 pg.153-170

16. Robert Stam, "The Cult of the Auteur," "The Americanization of Auteur Theory," "Interrogating Authorship and Genre," in *Film Theory: An Introduction*. Massachusetts & Oxford: Blackwell Publishers: 2000, 83-91 & 123-129.
17. Richard Dyer, Heavenly Bodies: "Film Stars and Society" in *Film and Theory: Anthology* Massachusetts, U.S.A & Oxford, U.K: Blackwell Publishers: 2000, 603-617
18. Sergei Eisenstein, "A Dialectic Approach to Film Form" from his book *Film Form: Essays in Film Theory* (Edited and Translated by Jay Leyda) San Diego, New York, London: A Harvest/Harcourt Brace Jovanovich, Publishers: 1977, 45-63
19. Tom Gunning, "Non-continuity, Continuity, Discontinuity: A theory of Genres in Early Films," in Thomas Elsaesser, ed. *Early Cinema: Space, Frame, Narrative*. London: British Film Institute, 1990, 86-94.

Practical

Screening of films of different genres
 Critical appreciation of the screened films
 Analyzing regional cinema
 Presentation of the work

Assessment and Evaluation

70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test/ Assessment/Presentation/ Task-based Assessment	5	4 x 5 (Better 4 of 5)	20
Schedule This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	

	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
Long Answer Test/Mid Term Assessments	3	2 x 20 (Better 2 of 3)	40
Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
Continuous Evaluation Total			70
External (End-of-Semester) Examination			30
Total			100

Note:

Specific question types for each test/assessment will be decided by the course committee

3D MODELING FOR VIRTUAL REALITY

Course Code:

Course Type: Major/Programme Elective 3

Course Level: 300

Prerequisite: None

Credits: 4

L	T	P	S	J	C
2	0	4	0	0	4

Course Description

This course will cover virtual reality (VR) and the variety of virtual worlds you can experience using this technology. We will cover the history of VR, the relationship between VR design considerations, communications, ethical and socio-cultural inferences of immersive technology. While this course focuses on virtual worlds and VR, it is primarily a communication and design theory course.

Course Objectives

1. Help students get acquainted with virtual reality and its terminology. Create and use virtual reality components using Unity.
2. Encourage and equip students with the skills to write, direct, produce a quality digital virtual reality product.
3. Demonstrate industry level ability and familiarity in virtual reality video technology by analyzing virtual digital videos in a variety of applications productions
4. Enable them to analyze the social and ethical implications of virtual reality technology.
5. Provide insights into the future of virtual reality technologies and considerations needed for creating, maintaining, and interacting with such technologies.

Course Outcomes

1. Studying and understanding the origins of virtual reality technology
2. Identifying the unique features of VR vis-a-vis old media forms.
3. Map the differences between different formats and forms of virtual reality
4. Uses, perils, and promises of devices as well as their respective environments
5. Learning practical applications for virtual reality technologies in human interactions
6. Understanding the relationship between human cognition, interaction, perception, and virtual reality technology.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Module I: WHAT IS VIRTUAL REALITY?

- Introduction to Virtual Reality
- Virtual reality concepts and definitions – AR, VR, XR, Mixed Reality
- Discussion: VR as an “empathy machine”

Module II: HISTORY OF VIRTUAL REALITY TOPICS:

- History of Virtual Reality, from Greek theater to immersive worlds
- Virtual reality concepts and definitions – AR, VR, XR, Mixed Reality
- IMMERSION AND PRESENCE
- Immersion and Presence in VR

Module III: UNDERSTANDING PERCEPTION

- Understanding Human Perception in virtual environments
- The science and theory of human sensory and cognitive systems
- Multi-sensory interactions with virtual environments
- Virtual Reality Interfaces and Interaction
- Definitions and fundamental principles of interaction with virtual environments
- User interface design
- Interface devices

Module IV: SOCIAL WORLDS

- Social Worlds and Virtual Communities
- Lessons learned from early online social worlds
- New VR social worlds: Facebook, Rec Room, Pluto VR, Ugen, UbisoftStarTrek
- Flat screen versus immersive VR experiences and social interactions

Module V: STORYTELLING IN VIRTUAL WORLDS

- Unique features of VR storytelling versus narrative in films, books or TV
- Story structures: linear, branching, alternative endings
- The role of POV in virtual storytelling
- Guiding user interactions and experiences through environmental storytelling
- The role of artificial intelligence in VR storytelling
- VR/AR in education – the long-distance learning lab
- Future trends in virtual reality technologies
- Career opportunities in virtual reality design

Virtual reality laboratory

- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of the HOD/Director and notify it at the beginning of each semester.
- (The Students have to submit all the exercises as video files output in H264 format for the Practical exam, which will be evaluated by the External Examiner).

REFERENCE BOOKS

1. Unity Virtual Reality Projects by Jonathan Linowes
2. Complete Virtual Reality and Augmented Reality Development with Unity: Leverage the power of Unity and become a pro at creating mixed reality applications

3. Unity 2020 Virtual Reality Projects: Learn VR development by building immersive applications and games with Unity 2019.4 and later versions, 3rd Edition

Assessment and Evaluation

70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test/ Assessment/Presentation/ Task-based Assessment	5	4 x 5 (Better 4 of 5)	20
Schedule This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
Long Answer Test/Mid Term Assessments	3	2 x 20 (Better 2 of 3)	40
Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
Continuous Evaluation Total			70

External (End-of-Semester) Examination			30
Total			100

Note:

Specific question types for each test/assessment will be decided by the course committee

GAME DESIGN

Course Code:

Course Type: Major/Programme Elective 4

Course Level: 300

Prerequisite: None

Credits: 4

L	T	P	S	J	C
2	0	4	0	0	4

Course Description

The course covers an introduction to 3D / 2D Game art design. Students will have the power to transform creative notions into game art designs. They will learn to design, define, and complete a variety of digital designs. The students will learn that Game design could lead to a thriving career in the growing world of visual media games technology. They will develop a clear understanding of the subject-related games and art designs. They will understand adaptive thinking and adaptability.

Course Objectives

1. Help students identify the fundamental concepts and critical issues of the Game art development discipline.
2. Impart the knowledge to create games for various platforms.
3. Equip them with the skills to master essential game development (produce, test, and present a beta version of a game of your design)
4. Help them understand the Danish "indie" gaming community
5. Enable them to learn the basics of using 2D and 3D graphics

Course Outcomes

At the end of the course, students should be able to,

1. Demonstrate and differentiate the tools and techniques involved in creating 2D & 3D games.
2. Apply and develop suitable methods to create games for various platforms.
3. Designing experiments to address problems pertinent to the discipline.
4. Understanding trends that impact the gaming industry.
5. Students will apply theories and develop and test an actual game.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Module:1 Essential concepts of Game designs

- Digital Modeling
- Digital Art
- Texture and Environment Creation
- Graphics Technical Skills

Module:2 Game design basics

- Anatomy Basics
- Color Study
- Unity interface and tools

Module:3 Advanced Details of Game designs

- Advanced Environment Creation
- High Detail Sculpting I
- Hard Surface Modeling I
- Hard Surface Modeling II

Module:4 Environments making in games

- Hard Surface Modeling III
- 3D Environments I
- Accessing another game object and its components.

Module :5 Characters and BG for the game

- 3D Environments II
- Character Modeling
- Conceptualization
- Level design and properties of living things

Game Design laboratory

- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of the HOD/Director and notify it at the beginning of each semester.
- (The Students have to submit all the exercises as video files output in H264 format for Practical exam, which will be evaluated by the External Examiner)

REFERENCE BOOKS

1. Michelle Menard, “Game development with unity” 2nd edition, Cengage Learning PTR, 2015.
2. Foundations of Game Engine Development, Volume 2: Rendering
3. Getting Started in 3D with Maya: Create a Project from Start to Finish – Model, Texture, Rig, Animate and Render in Maya by Adam Watkins
4. Unity Shaders and Effects Cookbook
5. Beginning 3D Game Development with Unity 4:

Assessment and Evaluation

Practical/Skill Based Course (100% Continuous Evaluation)

S. No.	Schedule	Assessment Component	Marks	Total Marks
Assessments at the end of each task/activity/experiment				
1	At the end of each lab Activity/Experiment/Task	Task/activity/Experiment 1	5	12x5=60 Marks
2		Task/activity/Experiment 2	5	
3		Task/activity/Experiment 3	5	
4		Task/activity/Experiment 4	5	
5		Task/activity/Experiment 5	5	
6		Task/activity/Experiment 6	5	
7		Task/activity/Experiment 7	5	
8		Task/activity/Experiment 8	5	
9		Task/activity/Experiment 9	5	
10		Task/activity/Experiment 10	5	
11		Task/activity/Experiment 11	5	
12		Task/activity/Experiment 12	5	
Executable Task (with 3 components for assessment)				
13	Status review at mid-point during the period	Quality and status of work in progress	5	3x5=15 Marks
14	Execution (upon task completion)	Steps followed and quality of work done	5	
15	Output/ Expected deliverable	Task accomplishment	5	
15 components of 5 Marks each			15x5	75 Marks
End-of-Course Assessment				
			Test	15 Marks
			Viva-voce	10 Marks
			Total	25 marks

Course Total	100
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Note:

Specific tasks/activities and rubrics for each test/assessment will be decided by the course committee

UX & UI DESIGN

Course Code:

Course Type: Major/Programme Elective 4

Course Level: 300

Prerequisite: None

Credits: 4

L	T	P	S	J	C
2	0	4	0	0	4

Course Description

The course will cover an introduction to the field of user experience design. Students will be equipped with the knowledge and skills to transform creative notions into user experience designs. Define, design, and complete a variety of digital designs. The students will understand user experience design. This course can lead to a thriving career in the growing world of visual media technology. The students will learn about User Experience designs, various components, tools and methods of UX, and design components for web and mobile applications.

Course Objectives

1. Help students learn the basics of UI/UX, Information architecture, product management, and designers' role.
2. Enable them to understand the applications of UI/UX, Information architecture, and product management.
3. Help them learn about various Graphic Design and UI/UX techniques and developing skills to become a professional designer.
4. Enable them to expand their knowledge base and master the use of tools for producing good industry-standard designs. Students will learn to work on websites, advertisements, and app designs.
5. Help them understand the concepts of UX research, design thinking, UI prototyping and styling, information architecture, usability, and testing.

Course Outcomes

1. Understand and implement workflow methodologies (like AGILE) to tackle complex problems to develop an appropriate design solution.
2. Implement and practice current industry-standard tools
3. Optimizing and learning to choose the most appropriate approach or method framework for a specific project.
4. Develop ideas and various app designs and website pages.
5. Select the best output and what works for a particular given project.

Tentative Session Plan (including flipped classes and practice time):

Module 1	Module 2	Module 3	Module 4	Module 5
15	15	15	15	15

Module 1: Introduction to UX and Overview

- Basic introduction about UX

- Types and formats of UX
- History of UX designs
- Basic settings and preferences, keys and interfaces on Adobe Photoshop

Module 2: Concepts and Principles of Design

- Types of user Experience
- Concept and trends in UX
- User Interactions
- Emerging Technologies in UX
- Designing for Experience

Module 3: Human Factors and Psychology for User Interface Design

- Short- and long-term memory, attention
- Conceptual models
- Design Principles: Visibility, Feedback, Mappings, Constraints
- Interacting beyond individuals

Module 4: Elements of UX Design

- Elements used in User Experience Design.
- How it Works Together.
- What is Persona in UX Design
- 6 Stages used to design in UX
- Interaction Design
- UX designs projects using Adobe Photoshop and Adobe XD

Module 5: UX Design process

- Design testing methods and techniques.
- Usability testing types and process
- Create a plan for the usability
- What is prototype and designs with various prototyping tools
- Prepare usability testing, understand & refine usability test results
- Advanced UX designs projects using Adobe Photoshop

User Experience Design UX laboratory:

- The faculty conducting the laboratory will prepare a list of 10 experiments and get the approval of the HOD/Director and notify it at the beginning of each semester.
- (The Students have to submit all the exercises as video files output in H264 format for the Practical exam, which will be evaluated by the External Examiner).

Reference Books

1. Jesse James Garrett, "THE ELEMENTS of USER EXPERIENCE", PHI, 2011.
2. Alan Cooper, Robar Riemann and Drave Cronin, About face 3, The essentials of

interaction design

3. The Elements of User Experience: User-Centered Design for the Web by Jesse James Garrett

4. 100 Things Every Designer Needs to Know About People by Susan Weinschenk

5. Interaction Design: Beyond Human-Computer Interaction by Jenny Preece, Helen Sharp & Yvonne Rogers

Assessment and Evaluation

70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test/ Assessment/Presentation/ Task-based Assessment	5	4 x 5 (Better 4 of 5)	20
Schedule This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	
	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
Long Answer Test/Mid Term Assessments	3	2 x 20 (Better 2 of 3)	40
Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and	

		Module 3	
	Test/Assessment 3	Modules 4 & 5	
Continuous Evaluation Total			70
External (End-of-Semester) Examination			30
Total			100

Note:

Specific question types for each test/assessment will be decided by the course committee

Media Management and Entrepreneurship

Course Code:

Course Type: Major/Programme Elective 4

Course Level: 300

Prerequisite: None

Credits: 4

L	T	P	S	J	C
4	0	0	0	0	4

Course Description

This course covers the fundamentals of media management, what a manager should know and do as a marketer to develop a successful new product, and for students to understand the steps necessary to bring a new product from concept to successful launch.

Course Objectives

1. Help students understand the media management
2. Enable them to learn and analyze issues and challenges pertaining to the media industry
3. Equip them with the skills to identify the roles, responsibilities, guidelines of a media organization
4. Teach them how to evaluate media economics, strategic marketing in media
5. Encourage them to examine and learn from the case studies

Course Outcomes

Upon completion of the course, students will be able to:

1. Analyze the economic structure of content industries and businesses.
2. Apply the principles of program development and creation.
3. Examine the business strategies underlying content marketing and exploitation.
4. Study the audience measurement and activity across media platforms, including broadcast ratings, website activity, downloads.
5. Discuss and learn from case studies

Tentative Session Plan:

Module 1	Module 2	Module 3	Module 4	Module 5
12	12	12	12	12

Module-1 Media Management

- Concept and Perspective: Concept, origin and growth of Media Management
- Fundamentals of management
- Management school of thought

Module -2 Media Industry - Issues and Challenges

- Media industry as manufacturers
- Manufacturing consent, news and content management
- Market forces, performance evaluation (TAM, TRP, BARC and HITS) and market shifts
- Changing ownership patterns

Module -3 Structure of News Media Organizations in India

- Role responsibilities and hierarchy
- Workflow and need of management

- Shifting patterns, circulation and guidelines

Module -4 Media Economics, Strategic Management and Marketing

- Understanding Media Economics, Economic thought,
- Theoretical foundations, issues and concerns of media economics.
- Capital Inflow, Budgeting, Financial management, and personnel Management,
- Strategic Management, Market forces

Module -5 Case Studies

- Visionary leadership - media entrepreneurs
- Qualities and functions of media managers
- Indian and international media giants- case studies

Reference books

- Vinita KohliKhandeka, Indian Media Business, Sage.
- PradipNinan Thomas, Political Economy of Communications in India, Sage.
- Lucy Kung, Strategic management in media, Sage.
- Dennis F. Herrick, Media Management in the Age of Giants, Surjeet Publications.
- Jennifer Holt and Alisa Perren, (Edited) Media Industries-History, Theory and Method, Wiley-Blackwell
- John M. Lavine and Daniel B. Wackman, Managing Media Organizations

Assessment and Evaluation

70-30 pattern

(70% Continuous Evaluation & 30% End-of-Semester Examination)

Mode of Test	Number of Tests/ Assessments	Marks consideration	Total Marks &
Quiz	5	4 x 2.5 (Better 4 of 5)	10
Schedule Quiz may be conducted in the middle of the module or at the end of the module for each of the 5 modules	Quiz 1	Module 1	
	Quiz 2	Module 2	
	Quiz 3	Module 3	
	Quiz 4	Module 4	
	Quiz 5	Module 5	
Short Answer Test/ Assessment/Presentation/ Task-based Assessment	5	4 x 5 (Better 4 of 5)	20
Schedule This category of Test/Assessment is conducted generally at the end of each module	Test/Assessment 1	Module 1	
	Test/Assessment 2	Module 2	
	Test/Assessment 3	Module 3	

	Test/Assessment 4	Module 4	
	Test/Assessment 5	Module 5	
Long Answer Test/Mid Term Assessments	3	2 x 20 (Better 2 of 3)	40
Schedule This category of Test/Assessment is conducted after the completion of the specified portion of the syllabus	Test/Assessment 1	Module 1 and first half of Module 2	
	Test/Assessment 2	Second half of Module 2 and Module 3	
	Test/Assessment 3	Modules 4 & 5	
Continuous Evaluation Total			70
External (End-of-Semester) Examination			30
Total			100

Note:

Specific question types for each test/assessment will be decided by the course committee