



# **Dr YSR Architecture and Fine Arts University**

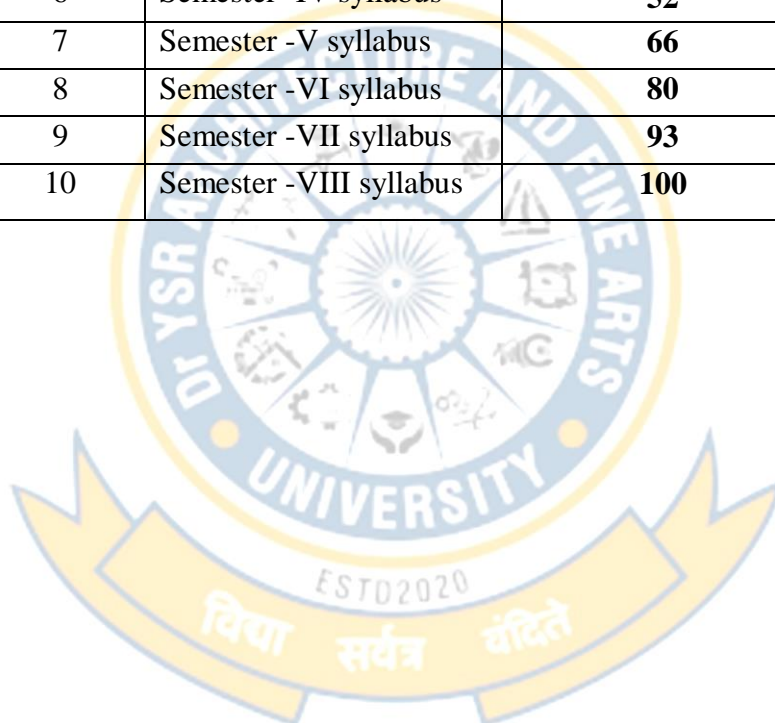
**Bachelor of Fine Arts in  
Applied Arts**

**R-21 Regulations, Curriculum and Syllabus**

**College of Fine Arts**

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## DEPARTMENT OF APPLIED ART

### Vision

The course is designed to make undergraduate students industry-ready by teaching Advertising design methods, Design Techniques, and Principles of design for ad agencies, and the Software industry.

### Mission

- Preparing individuals for leadership and professional careers in the areas of Design.
- The committed to evolving design through research and creativity.
- To explore industrial experience and concerted learning.
- Indoctrinate global presence of the University and global outlook in the students.
- To build and strong relationship with private organizations.

### Program Educational Objectives (PEOs)

**PEO 1:** To provide an in-depth understanding of the design fundamentals

**PEO 2:** To establish a strong design foundation for students

**PEO 3:** To identify their ideas and creativity and focus on their practice.

**PEO 4:** To update their strengths of designs and the latest market trends following the latest technology.

### Programme Outcomes (PO's)

1. **Technical knowledge:** Building a solid foundation in the elements, principles and process of visual design.
2. **Communication:** communicate effectively with clients and utilize the talents and strengths of design colleagues to develop the best design products.
3. **Design solutions:** Applying fundamentals to solve increasingly complex design problems in technologically innovative ways.
4. **Design and Research:** Engage in critical analysis of their own and their peer's creative work. Explore types of Fonts, communication and dissemination techniques to entertain via written, oral and visual media.
5. **Modern tool usage:** An ability to use the techniques, skills, and modern technology tools necessary for designers.

- 6. Design Principles:** Design Principles help for your career with decision making. A few simple principles will guide your appropriate decisions.
- 7. Visual Communication:** Understanding of and ability develop strategies for planning, producing, and disseminating visual communications.
- 8. Marketing:** Applied Art aim at making the students to achieve Commercial and market oriented Art which will beneficial for them in future.
- 9. Creative Thinking:** Engage in the practicing of ethical professionalism in the creative thinking of the world.
- 10. Critical Thinking:** Students will communicate their ideas and emotions in creative ways. Students will use their critical thinking skills and problem solving strategies for overall professional growth.
- 11. Ability to design solutions:** For the development of current society and a design which is functional in the growth of acting society.
- 12. Expertise:** Students will be expert in the specific domain of design, and work in design related advertising companies.

#### Correlation between the POs and the PEOs

PEOs	Programme Outcomes											
	1	2	3	4	5	6	7	8	9	10	11	12
I	✓	✓	✓	✓								
II			✓	✓	✓	✓	✓	✓				
III								✓	✓	✓	✓	
IV							✓					✓

**Program Specific Outcomes (PSOs):**

**PSO1:** Enhance student's knowledge in the field of design. Students will expert in the specific domain, and work in specific design field like ad agencies, corporate companies etc...

**PSO2:** Students will be able to use a variety of brainstorming techniques to generate novel ideas of value to solve problems.

**PSO3:** Students will have sufficient mastery of one or more media to complete the technical and formal challenges pertinent to a body of original work.

**PSO4:** Students will demonstrate behaviours, such as curiosity, initiative, and persistence that will help them engage with the world in productive ways. Students will be able to work independently or collaboratively to achieve stated goals.



## COURSE STRUCTURE FOR APPLIED ART

### SEMESTER I

S.No	Course Code	Course Title	Periods per Week				Credits	Marks			End Exam
			L	T	P	Total		Int	Ext	Total	W/P/J
	Professional Core										
1	AH21B1C1	History of Indian Art-I	3	0	0	3	3	50	50	100	W
	Laboratories/Studios/Practical										
2	AA21B1P1	Drawing-I	2	0	5	7	6	50	50	100	P
3	AA21B1P2	Applied Art-I	2	0	5	7	7	50	50	100	P
4	AA21B1P3	Sculpture	2	0	4	6	6	50	50	100	P
5	AA21B1P4	Fundamental of Design	2	0	5	7	6	50	50	100	P
	Ability Enhancement Course										
6	CC21B1EN	English	2	0	0	2	2	50	50	100	W
	Mandatory Course										
7	MC21B101	UHV-1 (AICTE)	2	0	0	2	0				
		Total	15		19	34	30				

**SEMESTER II**

S.No	Course Code	Course Title	Periods per Week				Credits	Marks			End Exam
			L	T	P	Total		Int	Ext	Total	W/P/J
	Professional Core										
1	AH21B2C1	History of Western Art-I	3	0	0	3	3	50	50	100	W
	Laboratories/Studios/Practical										
2	AA21B2P1	Drawing-II	2	0	5	7	7	50	50	100	P
3	AA21B2P2	Applied Art-II	2	0	5	7	7	50	50	100	P
4	AA21B2P3	Print Making	2	0	4	6	6	50	50	100	P
5	AA21B2P4	Color Design	2	0	4	6	5	50	50	100	P
	Ability Enhancement Course										
6	CC21B2CS	Communication Skills	2	0	0	2	2	50	50	100	W
	Mandatory Course										
7	MC21B201	Environmental Studies (AICTE)	2	0	0	2	0				
		Total	15		18	33	30				



**SEMESTER III**

S.No	Course Code	Course Title	Periods per Week				Credits	Marks			End Exam
			L	T	P	Total		Int	Ext	Total	W/P/J
	Professional Core										
1	AA21B3C1	Art & Architecture Andhra Pradesh	3			3	3	50	50	100	W
2	AA21B3C2	Introduction of Advertising	2			2	2	50	50	100	W
	Open Elective										
3	AA21B3O1	Open Elective (Logo Design)	1		1	2	2	100		100	P
	Laboratories/Studios/Practical										
4	AA21B3P1	Drawing-III	2		4	6	6	50	50	100	P
5	AA21B3P2	Dangler Design	1		4	5	5	50	50	100	P
6	AA21B3P3	Basic Graphic Design-I	2		4	6	6	50	50	100	P
7	AA21B3P4	Basic Photography	1		5	6	6	50	50	100	P
	Skill Enhancement Course										
8	AA21B3K1	Skill Enhancement Course -1 (Photoshop)	0	2	0	2	2	100		100	P
	Mandatory Course										
9	MC21B301	Indian Constitution	2		0	2	0				
		Total	14	2	18	34	30				



**SEMESTER IV**

S.No	Course Code	Course Title	Periods per Week				Credits	Marks			End Exam
			L	T	P	Total		Int	Ext	Total	W/P/J
	Professional Core										
1	AA21B4C1	Innovation & Design Thinking	4			4	4	50	50	100	W
	Open Elective										
3	AA21B4O1	Open Elective Poster Design	1		1	2	2	100		100	P
	Laboratories/Studios/Practical										
2	AA21B4P1	Story Board Illustration	1		5	6	5	50	50	100	P
3	AA21B4P2	Graphic Design-II (Lab)	1		5	6	6	50	50	100	P
4	AA21B4P3	Advertising Photography	1		5	6	5	50	50	100	P
5	AA21B4P4	Advanced Typography	1		5	6	6	50	50	100	P
	Skill Enhancement Course										
6	AA21B4K1	Skill Enhancement Course -2 Advanced Communication Skills	0		2	2	2	100		100	P
	Mandatory Course										
7	MC21B401	Essence of Indian Traditional Knowledge (AICTE)		2	0	2	0				
	*Mandatory Community Service Project (AA21B5CS) during summer vacation between IV and V semester as per the guidelines given by APSCHE										
		Total	9	2	23	34	30				

\* Credits will be allotted in V semester

**SEMESTER V**

S.No	Course Code	Course Title	Periods per Week				Credits	Marks			End Exam
			L	T	P	Total		Int	Ext	Total	W/P/J
	Professional Core										
1	AA21B5C1	Essentials of Advertising	3			3	2	50	50	100	W
	Open Elective										
2	AA21B5O1	Open elective Graphic Design	1		1	2	2	100		100	P
	Laboratories/Studios/Practical										
3	AA21B5P1	Graphic Design III	2		5	7	6	50	50	100	P
4	AA21B5P2	Book Design	2		5	7	5	50	50	100	P
5	AA21B5P3	Package Design	2		5	7	5	50	50	100	P
6	AA21B5P4	Visualization	2		4	6	5	50	50	100	P
	Skill Enhancement Course										
7	AA21B5K1	Skill Enhancement course 3 XD	0	2	0	2	2	100		100	P
	Community Service Project										
8	GN21B5CSP	Community Service Project	Vacation (180 hours)				4	100		100	P
		Total	12	2	20	34	30				

\*Credits for Mandatory Community Service Project during summer vacation between V semester and VI semester

**SEMESTER VI**

S.No	Course Code	Course Title	Periods per Week				Credits	Marks			End Exam
			L	T	P	Total		Int	Ext	Total	W/P/J
		<b>Professional Core</b>									
1	AA21B6C1	Copy writing	2			2	2	50	50	100	W
		<b>Open Elective</b>									
2	AA21B6O1	Open Elective Mobile App Design (XD)	1		1	2	2	100		100	P
		<b>Laboratories/Studios/Practical</b>									
3	AA21B6P1	Interaction Design	2		5	7	6	50	50	100	P
4	AA21B6P2	UI/UX Design Process	2		5	7	6	50	50	100	P
5	AA21B6P3	Basic Videography	2		5	7	6	50	50	100	P
6	AA21B6P4	Campaign Design	2		5	7	6	50	50	100	P
		<b>Skill Enhancement Course</b>									
7	AA21B6K1	Skill Enhancement Course-4 Adobe Premier Pro	0	2	0	2	2	100		100	P
		*Industrial/ Research Internship (AA21B7IN) mandatory after VI Semester									
		<b>Total</b>	<b>11</b>	<b>2</b>	<b>21</b>	<b>34</b>	<b>30</b>				

**Note:** W- Written, P- Practical (all practical exams will be followed by viva – voice)

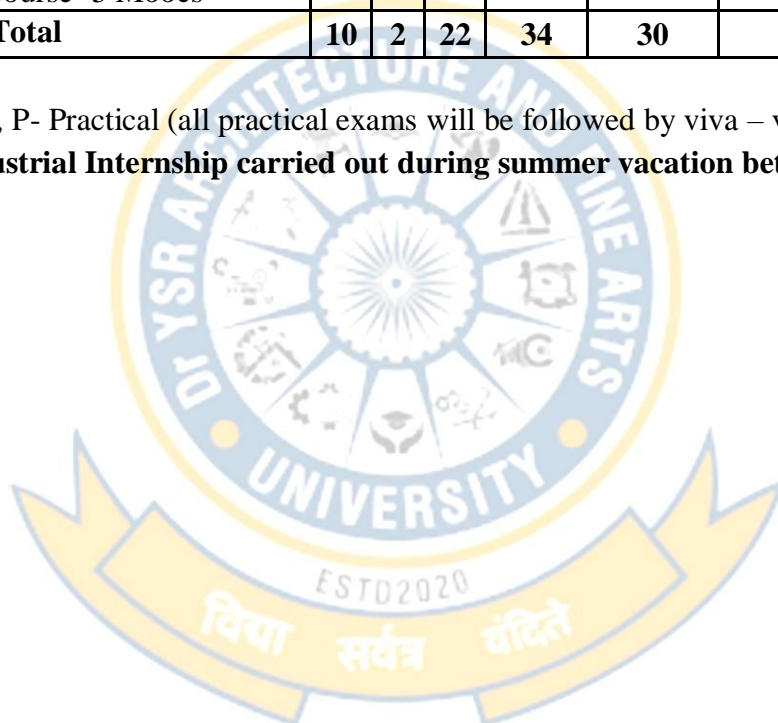
\* Credits will be allotted in VII semester

## SEMESTER VII

S.No	Course Code	Course Title	Periods per Week				Credits	Marks			End Exam
			L	T	P	Total		Int	Ext	Total	W/P/J
		<b>Laboratories/Studios/Practical</b>									
1	AA21B7P1	UX Design LAB	2		6	8	7	50	50	100	P
2	AA21B7P2	UI Design LAB	2		6	8	7	50	50	100	P
3	AA21B7P3	Portfolio Development	3		5	8	7	100		100	J
4	AA21B7P4	MINI PROJECT	3		5	8	7	100		100	J
5	AA21B7K1	Skill Enhancement course -5 Moocs	0	2	0	2	2				P
		<b>Total</b>	<b>10</b>	<b>2</b>	<b>22</b>	<b>34</b>	<b>30</b>				

**Note:** W- Written, P- Practical (all practical exams will be followed by viva – voice)

**\*Credits for Industrial Internship carried out during summer vacation between VI and VII semesters**



## SEMESTER VIII

S.No	Course Code	Course Title	Periods per Week				Credits	Marks			End Exam
			L	T	P	Total		Int	Ext	Total	W/P/J
	Professional Core										
1	AA21B8P1	Industrial Project Work			10	10	10	100		100	S
2	AA21B8P2	Practical Training/ Industrial	-	-	-	-	10	100		100	J
3	AA21B8P3	Final Project work/ Thesis	-	-	20	20	10	100	200	300	J
		Total			30	30	30				

P- Practical

**\*Mandatory Internship done during current semester can be extended as major project.**

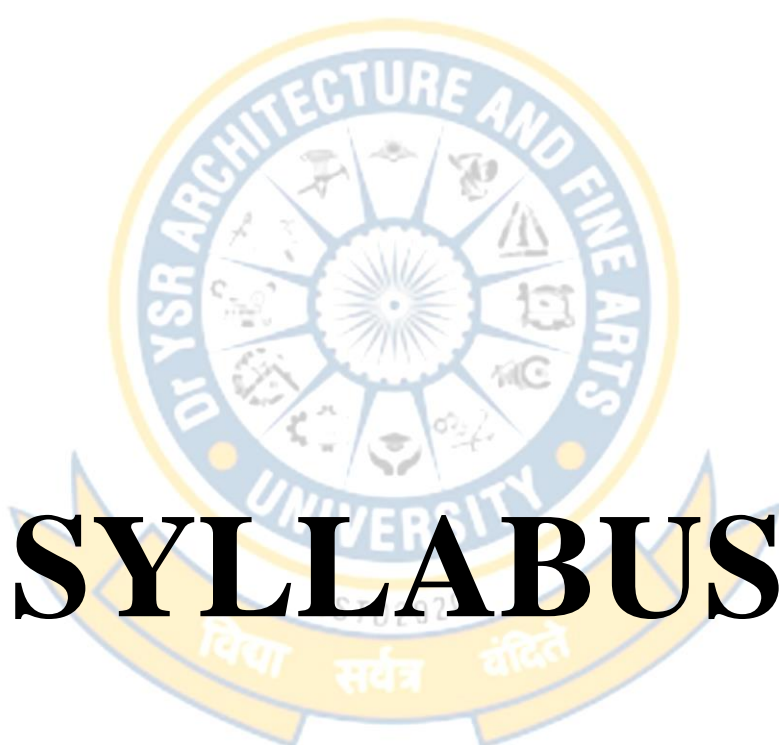
**\* –AA20B8P2 Work under Ad agencies / Industrial / Software companies, mini project must be done during VIII semester.**

### OPEN ELECTIVE LIST

S.No	CODE	SUBJECT NAME
1	AA21B3O1	Logo Design
2	AA21B4O1	Poster Design
3	AA21B5O1	Graphic Design
4	AA21B6O1	Mobile App Design (XD)

### SKILL ENHANCEMENT COURSE LIST

S.NO	SUBJECT	SUBJECT NAME
1	AA21B3K1	Photoshop
2	AA21B4K1	Advanced Communication Skills
3	AA21B5K1	Skill Enhancement course 3 XD
4	AA21B6K1	Adobe Premier Pro
5	AA21B7K1	Skill Enhancement course -5 Moocs





**SEMESTER – I**

SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
I	AH21B1C1	History of Indian Art-I	3	0	0	3	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	The student will be able to understand from beginning of the history of Pre-Historic art which began before/ after the writing system.							6, 7, 8	1, 2
CO2	To understand the importance of Buddhism and its architecture, artistic agency and will also identify the symbolism in art.							6, 7,8	1, 2
CO3	To acquire the historical knowledge development in each period of Buddhism and different stylistic form.							6, 7,8	1, 2
CO4	The student will gain the historical understanding of South Indian Art through well known Pallava Architecture and Art.							6, 7,8	1, 2
CO5	To understand the Artistic agency of Cholas lifestyle, culture, and sacred art form.							6, 7,8	1, 2
CO6	To know about art and architecture- style, influences.							6, 7,8	1, 2

**MODULE - I**

**Pre-Historic Art:** Overview and understanding of periodization of Indian art and prehistoric Art. Prehistoric Period: Palaeolithic Age, Mesolithic Age, and Chalcolithic Age. Rock art, artworks and character of the Applied Arts, colour application, shape, form from Bhimbetka Caves, Foothills of Vindhya, Madhya Pradesh. Jogi Mara caves, Badami caves Madhya Pradesh.

**MODULE - II**

**Indus Valley Civilization:** Art of Indus Valley Civilization – sites of Harappa, Mohenjo-Daro, Detail study of Sculptures Bust of Priest, Bronze- Dancing Girl, Male torso, Pottery, Terracotta and seals, Pasupathi Seal, Beads and ornaments, The Great Bath- measurement, material. writing system

**MODULE - III**

**Buddhist Art and Architecture:** Introduction to Buddhist architecture, rock cut Buddhist caves – Stambha – Stupa – Chaitya – Vihara – **Mourya** period- Lion Capital, Lion Pillar, Bull Capital, Yakshai Figure from Didarganj, Yaksha from parkham, The Great Stupa, relief works, diagram of stupa- Chatri, Harmika, Anda, Pradakshina, Medi, Toronas- South, West, East, North Gateways, Vedika. **Sunga** period – Yaksha, Shunga fecundity deity, Yaksha reliefs, bronze coin. early Satavahana of Andhra, Buddhist stupa at Sanchi, Ajanta Ellora caves, Bhamiyan Buddha.

**MODULE - IV**

**The Kushanas:** Kushana Dynasty (Gandhara phase – Mathura phase)- Statue of Kanishka, Greek & Roman Influence on Gandhara Art, sculptures- Bodhisattva Maitreya, Fasting Buddha, Mathura Sculptures- Saranath Buddha, Bodhisattva Maitreya, Seated Buddha, comparison study with Gandhara and Mathura School.



## MODULE - V

**South Indian Art:** Pallavas dynasty –Mahendravarman rock cut Temple Architecture- Pancha Ratha- Drupadi Ratha, Arjun Ratha, Bhima Ratha, Dharmaraja Ratha, Nakul Sahadev Ratha, Pillars, The descent of Ganges, Shore Temple- Dravidian Architecture. Design, Pattern, Structures of the temples, details sculptures etc.

**Cholasperiod:** Sculpture-Shiva as Lord of Dance (Nataraja), Yoga Narasimha, Vishnu's Man-Lion Incarnation, Child Saint Sambandar – Pandyas period – Vijayanagar Dynasty – Nayakas - study of sculpture, development- Lakshmi Narasimha Statue, Sculptures Materials, Details of Stone Chariot- Wheel, elephant, Mahabalipuram rock cut temple

## MODULE - VI

**VijayanagarDynasty** – Nayakas - study of sculpture, development- Lakshmi Narasimha Statue, Sculptures Materials, Details of Stone Chariot- Wheel, elephant, and its diagram, Vizayanagara paintings.

**Islamic Art & Architecture:**Indo Islamic Architecture - Delhi or Imperial style- Provincial style – Mughal style, Decan Architecture. Islamic Tomb- Dome, Minarets, Taj Mahal, Discussion on Charminar. Component of Islamic

## Reference Books:

1. Edith Tomory, The history of Fine Arts and the west, Orient Longman, Hyderabad.
2. Roy C Craven, Concise History of Indian Art, Thames and Hudson, London.
3. Agarwala, Studies in Indian Art, Varanasi,
4. Gupta, SP. Elements of Indian Art, Indraprastha museum. New Delhi.
5. Karl Khandalawala, Indian sculpture and Painting, Publication Division, New Delhi.
6. George Michell, Hindu Art and Architecture, Thames and Hudson, world of Art, London.
7. Rajarajan, R.K.K, Art of the Vijayanagara-Nayakas (Architecture and Iconography). Sharada Publishing House., Delhi
8. George Michell & Photography Surendra Kumar, Temple Architecture and Art of the Early Chalukyas: Badami, Mahakuta, Aihole, Pattadakal, Publication- Niyogi.
9. Moya Carey, The Complete Illustrated Guide to Islamic Art and Architecture: A Comprehensive History of Islam's 1400-Year-Old Legacy of Art and Design, with 500 Photographs, Reproductions and Fine-Art Applied Arts: Hermes House; Ill edition (1 January 2013).
10. Henri Stierlin. Islamic Art and Architecture: From Isfahan to the Taj Mahal. Thames & Hudson (1 January 2002).
11. D.P. Chattopadhyaya, B.N. Goswamy, Kavita Sing, Indian Art: Forms, Concerns and Development in Historical Perspective (History of Science, Philosophy and Culture in Indian Civilization).Munsiram, Manoharlal Publiushers,2005.
12. Susan L. Huntington, The Art Of Ancient India; Motilal Banarsidass, 2nd edition (1 January 2016).

SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
I	AA21B1P1	Drawing-I	2	0	5	6	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
COs	To understand about pencil handling for free hand sketching and drawing							6, 7, 8	2, 3, 5,6
CO2	To enhance the observation skill about object, view and its perception							6, 7, 8	2, 3, 5,6
CO3	To learn rendering, shading and tonal variation.							6, 7, 8	2, 3, 5,6
CO4	To use different shades of pencil for single object or Composition							6, 7, 8	2, 3, 5,6

**MODULE - I**

Daily live sketching of object viz-still life, trees, leaves, kitchen object, daily uses object, sketches, Exploration of Line and forms in nature, sketching both indoors and outdoors, single objects and group of objects drawing and sketching with pencil- form, space, line, shadow, texture etc.

**MODULE - II**

Drawing from objects, geometrical shapes, cones, casts, shells, etc. drapery and still life. Free-hand drawing exercise from objects and nature to study proportion, volume and visual perspective, suggestion of solidity by line as well light and shade, realization of rhythmic relationship between line, mass, Value and texture.

**MODULE - III**

Observed and studied in various rendering, media and techniques in various light conditions to understand the form of light of the object, still life placed in front of the studio. Tonal variation of natural light, artificial light by using different pencil.

**MODULE - IV**

Different types of rendering - hatching cross, hatching stippling, scribble smudging and back and forth stroke on study base object, composition, using pencils 2H,3H,4H,5H, HB,2B,3B,4B,5B,6B,7B,8B,9B,10B, charcoal. Crayon, soft Pastel, Pen and Ink.

SEMESTER	Course Code	Course Title	L	T	P	C	Int. Marks	Ext. Marks	Total Marks
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I	AA21B1P2	Applied Art-I	2	0	5	7	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	Understand the Basics of typography							6, 7	2, 3, 5,6
CO2	Apply typography theory to typesetting and use established forms of typography.							6, 7	2, 3, 5,6
CO3	Identify letterform anatomy, and choose & mix typefaces effectively.							6, 7	2, 3, 5,6
CO4	Apply the principles of hierarchy and dominance to typography elements.							6, 7	2, 3, 5,6

#### MODULE - I

The History of Typography A brief timeline of the history of typography and printing. Where did letter forms come from? How have they evolved through time? How does history and technology affect the way letter forms are used and how they look? What is Micro Typography? What is the role of typography within Graphic Design?

#### MODULE - II

The Anatomy of Type What is a serif? What is sans serif? What is a stem? stroke? loop? bowl? ball terminal? We will explore the differences between both forms of type and all their idiosyncrasies plus discuss why choosing the right typeface is necessary for good communication.

Explore the Helvetica Font family.

#### MODULE - III

Optical Spacing: Kerning, Tracking, Leading & Point Size What is kerning? What is leading? What is point size? We go over these details and use InDesign to explore how amounts of space between letters, between lines, the size of letters and position can affect the content of a body of text.

#### MODULE - IV

Sans Serif I Part one of the slide show and lecture on the history of sans serif typefaces covering Akzidenz Grotesk, Gill Sans, Erbar, Kabel, and Futura. Type Foundries and Licensing What is a type foundry? Are your usage rights for personal or commercial application? Are free fonts really free? How do generalist design firms and agencies license fonts for commercial use?

#### TEXT BOOKS:

1. Basic Typography: A Design Manual By Craig James, First edition, Watson-Guptill Publications
2. The Art of Type and Typography by Mary Jo Krynski, Publisher: Taylor & Francis Ltd.
3. Fundamentals of Typography, Author: Gavin Ambrose, Paul Harris, and 2nd edition, Publisher: AVA Publishing.

#### REFERENCE BOOKS:

Dr. YSRAFU – CBCS for BFA (Applied Art) Program, effective from 2021-22

Ellen Lupton. Thinking with Type: A Critical Guide for Designers. 2nd Edition



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
I	AA21B1P3	Sculpture	2	0	4	6	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To memorize and understand the elements and principals of sculpture.							1, 3	1, 2
CO2	To study and develop the three dimensional geometrical shapes							2, 3	2, 3
CO3	To study the three dimensional forms in natural and man-made things							1, 2	2, 3
CO4	To study the human parts.							1, 2	2, 3

**MODULE - I**

Introduction to elements of sculpture (line, form & space, texture, volume, and colour) and principles of Sculpture (Proportion, balance, rhythm, harmony, emphasis) and types of dimensions with visual references.

**MODULE - II**

Introduction to geometrical shapes with proper measuring values and develop the sense of the three-dimensional quality of cube, prism, sphere, cylinder, etc. and group composition by following sculptural principles using buff board or sheet / ivory sheet / clay / wood.

**MODULE - III**

Study of natural (fruits, vegetables, shells) and man-made (objects using in daily life) things to develop the sense of three dimensional quality in various objects and contour, volume, texture of materials and create a composition by following sculptural principles using clay.

**MODULE - IV**

Study of humanbody parts like eyes, nose, ears and mouth etc. in clay modelling.



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
I	AA21B1P4	Fundamentals of Design	2	0	5	6	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To know of applying pure fresh colour on paper to make colour wheel							6, 7	2, 3, 5,6
CO2	To learn opaque and transparent colour application practically							6, 7	2, 3, 5,6
CO3	To make composition with neutral and monochrome colour							6, 7	2, 3, 5,6
CO4	To study nature with water colour in particular like cool and warm							6, 7	2, 3, 5,6

#### MODULE - I

Study of Primary (Red, yellow, blue), Secondary (orange, green, violet), Tertiary colours based on Colour Wheel, Introduction with significance of colour, Preparing colour wheel on paper with poster colour, water colour. Detail practice on colour particular on paper.

#### MODULE - II

Study of Opaque colour, Transparent colour, relationship of Primary, Secondary and Tertiary colours, Application on found object, 2d objects, composition, nature study on paper.

#### MODULE - III

Understanding the Tonal values, neutral colour- Black and White and colour. Introduction to Design by exercises created from motifs derived from Nature. Warm colours, cool colours, complementary, split complementary colour.

#### MODULE - IV

Exercises based on colour and design, introducing the Golden rules and division of space, form, elements of design with help of live object viz-

SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
I	CC21B1EN	English	2	0		2	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	understand modern English grammar. To enable them produce grammatically and idiomatically correct language.							NA	1,2
CO2	improve their clauses and sentences and its types.							NA	1,2
CO3	understand English grammar. Spot language errors and correct them. To help them minimize mother tongue influence.							NA	1,2
CO4	improve their verbal communication skills							NA	1,2
CO5	Understand core grammar to know and understand error free English grammar.							NA	1,2
CO6	minimise mother tongue influence							NA	1,2
MODULE - I									
Modern English grammar - what and why and how of grammar - grammar of spoken and written Language; Sentence as a self-contained unit – various types of sentence – simple – compound – complex – declaratives – interrogatives – imperatives – explanative; Basic sentence patterns in English - constituents of sentences – subject – verb - object - complement – adverbials;									
MODULE - II									
Clauses - main and subordinate clauses - noun clauses - relative clauses - adverbial clauses - finite and non-finite clauses - analysis and conversion of sentences – Active to Passive and vice versa – Direct to Indirect and vice versa – Degrees of Comparison, one form to the other;									
MODULE - III									
Phrases - various types of phrases - noun, verb, adjectival and prepositional phrases; Words - parts of speech – nouns – pronouns - adjectives verbs - adverbs – prepositions – conjunctions - determinatives; Nouns - different types - count and uncounted – collective - mass - case - number – gender;									
MODULE – IV									
Pronoun - different types - personal, reflexive - infinite-emphatic – reciprocal; Adjectives - predicative - attributive - pre- and post-modification of nouns; Verbs - tense-aspect - voice -mood - Concord - types of verbs – transitive - intransitive-finite – non-finite; Helping verbs and modal auxiliaries - function and use.									
MODULE – V									
Adverbs - different types - various functions - modifying and connective; Prepositions - different types - syntactic occurrences - prepositional phrases - adverbial function; Conjunctions - subordinating and coordinating Determinatives articles - possessives – quantifiers;									
MODULE – VI									
Remedial grammar - error spotting - errors in terms of specific grammatical concepts like constituents of sentences - parts of speech - concord – collocation - sequences of tense - errors due to mother tongue									



influence; Written Composition – précis writing – outline story – expansion of proverb – short essay.

**BOOKS RECOMMENDED**

1. Burt, Angela. Quick Solutions to Common Errors in English. Macmillan India Limited, 2008.
2. Carter, Ronald, and Michael McCarthy. Cambridge Grammar of English. CUP, 2006.
3. Concise English Grammar by Prof. V. K. Moothathu. Oxford University Press, 2012.
4. Driscoll, Liz. Common Mistakes at Intermediate and How to Avoid Them. CUP, 2008.
5. English for Effective Communication. Oxford University Press, 2013.
6. Greenbrae, Sidney. Oxford English Grammar. Indian Edition. Oxford University Press, 2005.
7. Kenneth, Anderson, Tony Lynch, Joan MacLean. Study Speaking. New Delhi: CUP, 2008.
8. Leech, Geoffrey et al. English Grammar for Today: A New Introduction. 2nd Edition. Palgrave, 2008.
9. Leech, Geoffrey, Jan Svartvik. A Communicative Grammar of English. Third Edition. New Delhi: Pearson Education, 2009



SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
I	MC21B101	UHV-1 (AICTE)	2	0	0	0			
COs	Course Outcomes							POs	BTLs
	<p>The Student Induction Program (SIP)</p> <p>The 3-week Student Induction Program (SIP) is to prepare newly admitted undergraduate students for the new stage in their life by facilitating a smooth transition from their home and school environment into the college and university environment through various discussions and activities.</p> <p>The SIP has been formulated with specific goals to help students to:</p>								
CO1	Become familiar with the ethos and culture of the institution (based on institutional culture and practices)							NA	NA
CO2	Set a healthy daily routine, create bonding in batch as well as between faculty members and students							NA	NA
CO3	Get an exposure to a holistic vision of life, develop awareness, sensitivity and understanding of the Self---family---Society---Nation---International---Entire Nature							NA	NA
CO4	Facilitate them in creating new bonds with peers and seniors who accompany them through their college life and beyond							NA	NA
CO5	Overcome weaknesses in some essential professional skills – only for those who need it (e.g. Mathematics, Language proficiency modules)							NA	NA
CO6	Become familiar with the ethos and culture of the institution (based on institutional culture and practices)							NA	NA

The various modules or core areas recommended for the 3-week SIP are:

**SIP Module 1: Universal Human Values I (UHV I) 22 hours**

The purpose is to help develop a holistic perspective about life. A self-reflective methodology of teaching is adopted. It opens the space for the student to explore his/her role (value) in all aspects of living – as an individual, as a member of a family, as a part of the society and as an unit in nature. Through this process of self-exploration, students are able to discover the values intrinsic in them. The session wise topics are given below:

Session No	Topic Title	Aspirations and Issues	Basic Realities (underlying harmony)
1	Welcome and Introductions	Getting to know each other	Self-exploration
2 and 3	Aspirations and Concerns	Individual academic, career... Expectations of family, peers, society, nation... Fixing one's goals	Basic human aspirations Need for a holistic perspective Role of UHV
4 and 5	Self-Management	Self-confidence, peer pressure, time management, anger, stress... Personality development, self-improvement...	Harmony in the human being
6 and 7	Health	Health issues, healthy diet, healthy lifestyle Hostel life	Harmony of the Self and Body Mental and physical health
8, 9, 10 and 11	Relationships	Home sickness, gratitude towards parents, teachers and others Ragging and interaction Competition and cooperation Peer pressure	Harmony in relationship Feelings of trust, respect... gratitude, glory, love
12	Society	Participation in society	Harmony in the society
13	Natural Environment	Participation in nature	Harmony in nature/existence
14	Sum Up	Review role of education Need for a holistic perspective	Information about UHVII course, mentor and buddy
15	Self-evaluation and Closure	Sharing and feedback	

**SIP Module 2: Physical Health and Related Activities**

This module is intended to help understand the basic principles to remain healthy and fit and practice them through a healthy routine which includes exercise, games etc.

**SIP Module 3: Familiarization of Department/ Branch and Innovation**

This module is for introducing and relating the student to the institution/department/branch; how it plays a role in the development of the society, the state, region, nation and the world at large and how students can participate in it.

**SIP Module 4: Visit to a Local Area**

To relate to the social environment of the educational institution as well as the area in which it is situated through interaction with the people, place, history, politics...

**SIP Module 5: Lectures by Eminent People**

Listening to the life and times of eminent people from various fields like academics, industry etc. about careers, art, self-management and so on enriches the student's perspective and provides a holistic learning experience.

**SIP Module 6: Proficiency Modules**

This module is to help fill the gaps in basic competency required for further inputs to be absorbed. It includes effort to make student proficient in interpersonal communication and expression as well as awareness about linguistic and there after NLP.

**SIP Module 7: Literature / Literary Activities**

Through the exposure of local, national and international literature, this module is aimed at helping the student learn about traditional as well as contemporary values and thought.

**SIP Module 8: Creative Practices**

This module is to help develop the clarity of humanistic culture and its creative, joyful expression through practice of art forms like dance, drama, music, painting, pottery, sculpture etc.

**SIP Module 9: Extra Curricular Activities**

This is a category under which things that are not placed in any of the above may be placed. Some clubs and hobby group may be made for each of the above categories, so that students may pursue them even after SIP.

The recommended hours to be allocated are given above. Depending on the available faculty, staff, infrastructure, playgrounds, class timings, hostellers and day scholars etc., the timetable for these activities may be drawn up. Of course, colleges may conduct an inaugural function at the beginning of the SIP; and they may also conduct a celebratory closing ceremony at the end of the SIP. In particular during the lockdown phase, appropriate care may be taken and some or all activities may be planned in distance-learning or on-line mode.

**Implementation:**

The institution is expected to conduct the 3-week SIP under the guidance of the Director/Principal or Dean Students or a senior faculty member. For this, the institution is expected to make an SIP Cell. The SIP Cell will be responsible for planning, and then implementation of the SIP.

**Follow up:**

The SIP is only the beginning of the interaction with newly joined students.

An important part of the SIP is to associate one faculty mentor to every small group of about 20 students; and also associate one senior student buddy to an even smaller groups of about 5 students for the guidance required for holistic development of the newly joined student throughout his/her time in the institution/college.

These activities are to be continued in the ongoing academic program along with other cultural activities through the Student Activity Cell (SAC).



**SEMESTER – II**

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
II	AH21B2C1	History of Western Art-I	3	0	0	3	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	The student will be able to understand the visual analysis of the Historic Art.							1,2	1,2
CO2	To understand the importance of Egyptian Art history through the ages.							1,2	1, 2
CO3	To acquire the knowledge on various arts of Iconology and Iconography of sculptures, Pyramid: Detail's structure of Pyramid- enclosure							2, 3	1, 2
CO4	To gain the knowledge on Greek Art 'origins' and meaning of images, text, and living tradition- terminology- formal analysis, Artistic practices.							3, 4	1, 2
CO5	To understand the importance of Art and society- Social dimensions of western Art.							4, 5	1, 2
CO6	To understand various concepts of Stella kramrich's writings, approach to Indian Art History. Christian Art: Early Christian/ Byzantine art-Origins and Historical Importance, icons							5, 6	1, 2

**Module- I:**

Pre-Historic Art: Pre-Historic and Proto Historic Art – Stone ages- Palaeolithic period, Mesolithic period, Neolithic period -Cave Paintings and Sculptures, Characteristic features of paintings, study of colour applications, volume study, line, form shapes. Sculptures- Venus/ mother goddess, Bisons, – Proto Historic art.

**Module- II:**

Egyptian Art: Introduction to Egyptian Art –Art of Old Kingdom- Middle Kingdom – New Kingdom- Egyptian pyramids- Evolution of pyramid, types of pyramid – paintings, sculptures- Narmer Palette, Statue of Menkaure with Hathor and Cynopolis, Wooden statue of the scribe Kaaper, sculptures of Prince Rahotep and his wife Nofret, Painted relief, Relief of the royal family, Hard stone group statue of Ramses II with Osiris, Isis, and Horus, Seated portrait statue of Dersenedj, scribe and administrator, Bust of Nefertiti, The Mask of Tutankhamun, Artifacts, ornamentation, scribes, furniture, clothing of Egypt.

**Module- III:**

Pyramid: Detail's structure of Pyramid- enclosure wall, cult pyramid, burial chamber, offering hall, blocks, storages, entrance, mastaba, etc. Different types of Pyramid- Steps Pyramids, Pyramid of Giza, Sphinx, pyramids of Ellinika, Nubian pyramids, Pyramids of Güímar etc.

**Module- IV:**

Greek Art: Introduction to Greek Art – Archaic Period- Classical Period- Hellenistic Period - paintings, sculptures -Sounion Kouros, Kritios Boy, Discus Thrower, Doryphorus, The sculpture of Zeus, The Moschophoros or calf-bearer, Frieze of the Siphnian Treasury, Delphi, Hellenistic Period - Laocoön and His Sons, The Winged Victory of Samothrace, The Venus de Milo, Monumental sculpture- Materials, forms. Pottery, Vase painting - Detail study of a black-figure vase, Interior (tondo) of a red figure kylix, Detail of a red-figure amphora.

**Module– V:**

Roman Art: Introduction to Roman Art – paintings- Painted Garden, Mosaic- Mosaic Fragment with a Dionysiac Procession, Pair of Centaurs Fighting Cats of Prey from Hadrian's Villa, Stucco, Glass, Metal Work, sculptures-marble- statue of the emperor Augustus, Relief of a seated poet, Tomb relief, Chariot procession of Septimus Severus, The Farnese Hercules, Relief from the Ara Pacis Augustine, The Four Tetrarchs, The Dying Gaul, bronze etc – Trajan's Column, Roman portraiture.

**Module – VI:**

Christian Art: Early Christian/ Byzantine art-Origins and Historical Importance, icons, Examples of works of Art. Painting Catacomb chamber- characteristic features, Mosaic works-using gold, glass in the basilicas-study of the visual language - Byzantine paintings. Important Artworks from Christian Art: Discussion and detailed study from Byzantine Art, i.e, Virgin and Child. Wall painting from the early catacombs, Rome, 4th century; Christ Pantocrator, Hagia Sophia, Istanbul; Mosaic of Emperor Justinian I, Basilica of San Vitale, Ravenna; Enthroned Madonna with Child, the Saints Theodore and George, and Two Angels, Saint Catherine's Monastery; Theotokos of Vladimir, Tretyakov Gallery, Moscow; Virgin with Child, Hagia Sophia, Istanbul; The Cross, Hagia Irene, Istanbul, etc. Gothic Art: Origins, paintings, sculptures, monumental sculptures, characters, keywords. Frescoes, Stained glass, monumental sculpture- i.e., South portal of Chartres Cathedral, West portal at Reims Cathedral, Annunciation group, Later Gothic depiction of the Adoration of the Magi from Strasbourg Cathedral, Cathedral Notre-Dame.

**Reference Books:**

1. Edith Tomory, The history of Fine Arts and the west, Orient Longman, Hyderabad.
2. E.H.Gombrich., The story of Art, Phaidon series.2010
3. A.G. Gardner, Art through the Ages, Thampson Wordsworth.
4. Regent Wharf, 10,000 years of Art, Phaidon,2009.
5. Edith Tomory, A History of Fine Arts in India and the West. Orient Longmann.
6. Sir Lawrence Gowing, A History of Art, Andromeda 2002.
- 7.J. Gage "Gothic Glass: Two Aspects of a Dionysian Aesthetic", Art History, 5/1 (1982).
8. Viviane Minne-Seve, Herve Kergall, Romanesque & Gothic France: Art and Architecture.
9. Helen Gardner , Fred Kleiner Gardner's Art Through the Ages: A Global History, Wadsworth Publishing Co Inc; 16th edition (1 January 2019).
10. Rolf Toman ,Gothic: Architecture, Sculpture, Painting, hf Ullman (June 1, 2007).
11. John Boardman, Greek Art (World of Art), Thames& Hudson; 4th Revised edition (November 17, 1996).
12. Bill Manley, Egyptian Art (World of Art), 9 November 2017
13. Janson, H. W., Penelope J. E. Davies, and H. W. Janson. 2011. Janson's history of art: the western tradition. Upper Saddle River, NJ: Prentice Hall.
14. Stokstad, Marilyn, and Michael W. Cothren. Art History. Boston: Pearson Education, 2014.

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
II	AA21B2P1	Drawing- II	2	0	5	7	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
COs	To understand about architectural drawing and fineness of different objects							6, 7, 8	2, 3, 5, 6
CO2	To understand how to use various mediums of drawing							6, 7, 8	2, 3, 5, 6
CO3	To understand professional finish and use of humans							6, 7, 8	2, 3, 5, 6
CO4	To develop contemporary poster and composition of character skills							6, 7, 8	2, 3, 5, 6

#### MODULE – I

In-depth knowledge of Architectural drawing and understand the fineness of interior and exterior objects and its compositions.

#### MODULE – II

Knowledge on various mediums of drawing (e.g., Pencil drawings, charcoal drawing, pen drawings etc...) In-depth knowledge on various Indian traditional drawings.

#### MODULE – III

Knowledge on how to give a professional finish and use of humans in a busy street.

#### MODULE – IV

Caricature drawing -To develop politically contemporary poster making creative skills. Cartoon drawing -To develop composing of character skills.



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
II	AA21B2P2	Applied Art-II	2	0	5	7	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	Students learn different types of layouts and design Principals.							5, 7	2, 3, 5,6
CO2	They learn Logo's, visiting card design, envelope design etc							7, 8	2, 3, 5,6
CO3	They will learn professional design like Press Layout design							6, 7	2, 3, 5,6
CO4	Understand fundamentals of poster design							7, 10	2, 3, 5,6

### MODULE – I

Introduction to the layout, The grid system, Layout design principles, Alignment of the layout, Repetition. Monogram, Designing a Monogram, Symbol, Trademark, Functions of a Trademark, Types of a Trademark. Stationary & Literature: Letterhead, Specimens of Visiting card, Folder, Booklet, Brochure, Leaflet, Sticker, Designing a calendar.

### MODULE – II

#### PRESS LAYOUT DESIGNING

1. Study of Alignments (Left, Center, Right, Justified)
2. Rearrangement of Layout (Collage and contour drawings)
3. Layout of elements in gray scale.
4. Subjective Press Layout.

### MODULE – III

#### POSTER DESIGNING:

1. Poster for Public Welfare like saving water, electricity etc.
2. Poster for Public Welfare like Postal Services, Railways, Bus Services.
3. Poster for Service Industry like Travel & Tours, LIC etc.
4. Poster for Service Industry like shopping malls, Paints etc.

### MODULE – IV

#### Package Design:

Packaging design samples on variety of ideas and presentation techniques

Packaging design brief, a refinement of table of ideas or mind map in form of documents. Variety of thumb nail sketches with instructor support. How to form a paper model of a carton.

**Reference Books:**

Mastering Copperplate Calligraphy : Eleanor Winters

Meyers, Herbert M., and Lubliner, Murray J. The Marketer's Guide to Successful Package Design. Illinois : NTC Business Books, 1988. Groth, C. Exploring package design. Clifton Park, NY : Thomson Delmar Learning, 2006. Klimchuck, M. R., &Krasovec, S. A. Packaging design: successful product branding from concept to shelf. Hoboken, NJ : John Wiley & Sons, Inc., 2006.



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
II	AA21B2P3	PRINT MAKING	2	0	4	6	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To understand the basics in Print making and learn the various techniques.							6, 7	2, 3, 5,6
CO2	To create calligraphy works using various materials.							6, 7	2, 3, 5,6
CO3	To create monotype printing artworks.							6, 7	2, 3, 5,6
CO4	To create relief print works, brings the texture.							6, 7	2, 3, 5,6

#### MODULE – I

**Introduction to theory of Print Making:** Introduction to the history of printing medium and techniques from the traditional process through to calligraphy and other Printmaking process.

#### MODULE – II

**Calligraphy in Black & white:** Study of a printmaking process in which a variety of (usually found) materials are arranged on a collage on to affirm matrix like cardboard or wood. this process are extremely basic and uncomplicated. A calligraphy refers to a collage of materials glued on to a "printing block," which is a square of cardboard for base, when the base is prepared with help of glue and the raw material replaced on baseboard is to be placed on surface & it is to dry,. then with Paper is pressed on to the surface to produce a print, and about calligraphy prints

(For example, the found raw-materials-

- \* Textured Handmade sheet, Gaze-cloth (Bandage cloth surgical),
- \* Thread(cotton) medium thick, Jute cloth pieces, Embroidery lice cloth,
- \* Sand Paper (Electro coated) as smooth-Rough grades, & any Flat surface materials etc... )

#### MODULE – III

**Monotype printing image:** Mono printing and monotype are very similar. The difference between mono printing and monotype printing is that mono printing has a matrix that can be reused, but not to produce an identical result. With monotyping there are no permanent marks on the matrix, and at most two impressions (copies) can be obtained.

#### MODULE – IV

**Surface printing process:** In this base medium is wood-block. The relief printing is a process where protruding surface faces of the printing block are inked; recessed areas are ink free. Printing the image is relatively simple matter of inking the surface of the block & bringing it in firm contact with the paper, and its print image.

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
II	AA21B2P4	COLOUR DESIGN	2	0	4	5	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To development and light theory with different backgrounds and seasons							6, 7	2, 3, 5,6
CO2	To understand elementary knowledge of design and create 3D design							6, 7	2, 3, 5,6
CO3	To overlap motifs and colour using tertiary colours with tints and shades							6, 7	2, 3, 5,6
CO4	To develop Visual mixing skills							6, 7	2, 3, 5,6

#### MODULE – I

Color experience (pigment and light theory) High key, middle key, and low key, high key tone with and low contrast. Chromatic expression on different backgrounds, depiction of seasons etc.

#### MODULE – II

Color experience-Color harmonies. Complementary, Split-complementary, Double Split- Complementary analogous and receding colors. Visual mixing, creative designs through simple motifs from nature and manmade objects,

#### MODULE – III

Elementary knowledge of design (golden rules of art) design based on the fundamentals such as line, from color, texture, proportion and rhythm tonal values in 3 dimensions exercise with cube prism, sphere, cylinder etc. (E.g., Nature: Mountain. Clouds, Butterfly and flowers, fish & water plants, birds and animals etc.).

#### MODULE – IV

Overlapping of motifs & color combinations to be given from tertiary colors with tints and shades. E.g., For objects: distorted in given space (golden rules of art) exercises - nature and object combination to be given related to colors theory

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
II	CC21B2CS	Communication Skills	2	0		2	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	On completion of the course, the students should be able to listen to lectures, public announcements and news on TV and radio. Engage in telephonic conversation.							NA	1,2
CO2	To provide an adequate mastery of technical and communicative English Language speaking skills training							NA	1,2
CO3	To provide an adequate mastery of technical and communicative English Language reading skills training							NA	1,2
CO4	To prepare students for participation in seminars, group discussions, paper presentation and general personal interaction at the professional level.							NA	1,2
CO5	To provide an adequate mastery of creative writing skill training, different modes of writing, project reports effectively.							NA	1,2
CO6	To familiarize students with different modes of general and academic writing.							NA	1,2

#### MODULE – I

Communication: Importance of Communication; Elements of good individual communication; organizing oneself; different types of communication; Barriers in the path of Communication.

#### MODULE – II

Listening skills: Listening to conversation and speeches (Formal and Informal) Reading: Techniques of reading, skimming, Scanning, SQ3R technique

#### MODULE – III

Creative Writing: Scope of creative writing; Writing skills Signposting. Outlines, Rephrasing Writing a report/ format of the report; Paragraph, Letter Writing, Essay writing, Memo, Cikedlar, Notice Cover Letter, Resume, Writing with a thesis, Summary, Précis, Product description - Description of projects and features Oral Report; Periodical Report; Progress Report; Field Report Preparation of minutes; Video conference; Tele conference / Virtual meeting



#### **MODULE – IV**

Speaking: How to converse with people, How to communicate effectively; Language and grammar skills; Pronunciation drills, Phonetics, vowels, Diphthongs, consonants, Stress, Rhythm and intonation, Conversational skills Features of effective speech-practice in speaking fluently-role play-telephone skills-etiquette.

#### **MODULE – V**

Short Extempore speeches-facing audience-paper presentation-getting over nervousness-Interview techniques-preparing for interviews - Mock interview.Body Language.

#### **MODULE – VI**

Impact of internet on communication; communication through computers; voice mail; broadcast messages; e-mail auto response, etc.

#### **BOOKS RECOMMENDED**

1. C S Rayudu: Principles of Public Relations, Himalaya Publishing House
2. Daniel Colman: Emotional Intelligence,
3. English for Effective Communication. Oxford University Press, 2013.
4. K. Ashwathappa: Organizational Behavior, Himalaya Publishing House
5. Kenneth, Anderson, Tony Lynch, Joan MacLean. Study Speaking. New Delhi: CUP, 2008.
6. Krishna Mohan &Meera Banerji: Developing Communication Skills Macmillan India
7. Lynch, Tony. Study Listening. New Delhi: CUP, 2008.
8. Marks, Jonathan. English Pronunciation in Use. New Delhi: CUP, 2007.

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
II	MC21B201	Environmental Studies (AICTE)	2			0			
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To understand the importance of environment and natural resources							6, 7	1, 2
CO2	To acquire the knowledge on various principles of eco- systems and their functions.							6, 7	1, 2
CO3	To gain the knowledge on various principles, threats and conservation of bio diversity.							6, 7	1, 2
CO4	To understand the importance of national and international concern for protection of environment from various pollutants							6, 7	1, 2
CO5	To understand various social Issues related to Environment							6, 7	1, 2
CO6	To understand the impact of human population on the environment.							6, 7	1, 2
MODULE – I									
<b>Environmental studies</b> –Introduction: - Definition, scope and importance, Measuring and defining environmental development indicators. <b>Environmental and Natural Resources:</b> Renewable and non-renewable resources - Natural resources and associated problems - Forest resources - Use and over - exploitation, deforestation, case studies - Timber extraction, dams- benefits and problems.									
MODULE – II									
<b>Basic Principles of Ecosystems Functioning:</b> Concept of an ecosystem. -Structure and function of an ecosystem. - Producers, consumers and decomposers. - Energy flow in the ecosystem Ecological succession. - Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the following ecosystem: a) Forest Ecosystem b) Grassland Ecosystem c) Desert Ecosystem Aquatic Ecosystem (Ponds, Streams, Lakes, Rivers, Oceans, Eustuaries)									
MODULE – III									
<b>Biodiversity and its conservation:</b> Introduction – Definition- genetic, species and ecosystem diversity. Bio-geographical classification of India <b>Threats to biodiversity:</b> habitat loss, poaching of wildlife, man-wildlife conflicts. - Endangered and endemic species of India. <b>Conservation of biodiversity:</b> In-situ and Ex-situ conservation of biodiversity									
MODULE – IV									
<b>Environmental Pollution:</b> Definition, Cause, effects and control measures of a) Air pollution b) Water pollution									



- c) Soil pollution
- d) Marine pollution
- e) Noise pollution
- f) Thermal pollution

Nuclear hazards

#### MODULE – V

**Social Issues and the Environment:** From unsustainable to sustainable development -Urban problems related to energy -Water conservation, rain water harvesting, and watershed management - Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies. – Waste land reclamation

#### MODULE – VI

**Human Population and the Environment:** Population growth, variation among nations. Population explosion Role of information Technology in Environment and human health. - Case Studies.

**Field work:** Visit to a local area to document environmental assets River /forest grassland/hill/mountain - Visit to a local polluted site-Urban/Rural/industrial/ Agricultural Study of common plants, insects, birds. - Study of simple ecosystems- pond, river, hill slopes, etc.

#### Text books:

1. Erach Bharucha, A Text Book of Environmental Studies for Undergraduate Courses, University Grants Commission.
2. Perspectives in environmental Studies, Anubha Kaushik and C P Kaushik, New Age International Publishers, New Delhi, 2018. 2. A Textbook of Environmental Studies, Shashi Chawla, McGraw Hill Education, New Delhi, 2017.

#### Reference Books:

1. Environmental Studies by Benny Joseph, McGraw Hill Education, New Delhi, 2017.
2. Fundamentals of environmental studies, Mahua Basu and S Xavier, Cambridge University Press, New Delhi, 2017.

**SEMESTER – III**

SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
III	AH21B3C1	History of Andhra Pradesh	3	0	0	3	50	50	100
Cos	Course Outcomes							Pos	BTLs
CO1	Student will study the history and excavations of Andhra Pradesh.							1,2	1,2
CO2	The will understand the features, and characteristics of Andhra kings, dynasties etc.							1,2	1, 2
CO3	They will also learn the functional aspects of modern history of Andhra's.							2, 3	1, 2
CO4	To gain knowledge on Temples of Andhra Pradesh, its types and Characteristics.							3, 4	1, 2
CO5	Students will also understand the conceptual areas of Lepakshi paintings.							4, 5	1, 2
CO6	They will learn to work independently in field works, and research.							5, 6	1, 2

**Module- I:**

An overview of Pre-historic and history, Early history of Andhra Pradesh- The Satavahanas Mauryans, Ikshvakus, Vishnukundins, Salankayanas etc. Art and Architecture can be understood from the ancient structure.

**Module- II:**

Characteristics of Art and Architecture of Andhra Temples, types, Hindu Iconography, prehistoric era Kurnool district, Kakatiya/ Vijayanagara dynasty brief understanding of art and architecture. Brief Analysis of sculptures, material, conceptual themes, form, understanding its ideology

**Module- III:**

Medieval History of Andhra Pradesh: The Renati Cholas, The Eastern Chalukyas, Chalukya- Cholas, Eastern Gangas, Telugu Cholas and Kakatiyas, Musunuri Chiefs, The Vijayanagara and Qutbshahis, The Asaf Jahis.

**Module- IV:**

Modern History of Andhra Pradesh: Advent of the Europeans, the English, French and Dutch- AP under the British Rule. Architecture features, Types of Architecture styles, An Overview of Andhra Pradesh history and temples- categories of temples- places- sites etc.

**Module- V:**

An overview of Lepakshi paintings, its conceptual areas, understand the geographical location, atmosphere, methods and techniques, Characteristics and influences of paintings.

**Module – VI:**

A project on Art and architecture of Andhra Pradesh. The students will choose an area online or offline under the guidelines of teacher. The selected subject need to be explored and observed through the given tasks or assignments.

**Reference Books:**

1. Gupta, SP, “Elements of Indian Art,” Indraprastha museum .New Delhi.
2. George Michell; Photography Surendra Kumar, Temple Architecture and Art of the Early Chalukyas: Badami, Mahakuta, Aihole, Pattadakal, Publication- Niyogi.
3. P. Chattopadhyaya, B.N. Goswamy, Kavita Sing, “Indian Art: Forms, Concerns and Development in Historical Perspective (History of Science, Philosophy and Culture in Indian Civilization)” .Munsiram, Manoharlal Publishers, 2005.
4. Somasundarao, Medieval Andhra Pradesh (AD 100- 1324), Tulika books.



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
III	AA21B3C2	Introduction of Advertising	2	0	0	2	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able to								
CO1	know about Advertising and Structure of advertising industry							7, 8	1, 2
CO2	Analyze the limitations Advertising coverage							7, 8	1, 2
CO3	Extend the Advertising goals and objectives							7, 8	1, 2
CO4	Demonstrate the knowledge of Organization of an Advertising Department							7, 8	1, 2
CO5	The importance of the History Advertising Agencies.							7, 8	1, 2
CO6	Demonstrate knowledge of Functions of Advertising Agencies							7, 8	1, 2
MODULE – I									
Background—What is advertising? —Outstanding attributes of advertising—Is it same as publicity propaganda and sales promotion? —The structure of advertising industry									
MODULE – II									
The role of advertising in modern business world—Role and limitations Advertising coverage—Origin and growth of advertising Advertising planning—Steps in advertising planning—Advertising a science or an art or both or a profession?									
MODULE – III									
ADVERTISING GOALS AND OBJECTIVES- Background—What are advertising goals and objectives—The approaches to the task of objective setting—The sales school of thought, The communicating effect school of thought—What is DAGMAR-Challenges to DAGMAR									
MODULE – IV									
Background—Organization of an Advertising Department, Classifications—Size of Advertising Department—Functions of Advertising Department—Functions of the Advertising Manager-Inter-departmental relations—									
MODULE – V									
Background—What is an Advertising Agency? —Outstanding features—History of advertising agencies—Indian Counterpart-Elements of Agency Services									
MODULE – VI									
Functions of Advertising Agencies—Organizations of Advertising Agency—Selection an Advertising Agency—Agency Relations—Agency turnover Methods of paying the agency services									

**Reference books and Websites:**

- 1.Bhatia. K.Tej - Advertising and Marketing in Rural India - Mc Millan India
  - 2.Ghosal Subhash - Making of Advertising - Mc Millan India
  - 3.JethWaneyJaishri& Jain Shruti - Advertising Management - Oxford university Press
- Publications of Indian Institute of Mass Communications





SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
III	AA21B301	Open Elective Logo Design	1		1	2	100		100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	know about the Logos							7, 8	1, 2
CO2	know about types of Logos							7, 8	1, 2
CO3	know about Logos Design Process							7, 8	1, 2
CO4	They will learn Logos Design Principles.							7, 8	1, 2

#### MODULE – I

- What does a logo do
- What are the elements of a logo
- Typography
- Imagery
- Color
- Context
- Static or dynamic elements
- What makes a good logo

#### MODULE – II

##### Types of Logos

- Letter marks
- Word marks (or logotypes)
- Pictorial marks (or logo symbols)
- Abstract logo marks
- Mascots
- The combination mark

- The Emblem (Logotypes)

### MODULE – III

#### Logo Design Process

- Discover: Get to know the client's business.
- Research: Learn about the industry & competitors.
- Brainstorm: Develop ideas & decide on art direction.
- Sketch: Create logo concepts based on the strategy.
- Design: Select best logos & execute them digitally.
- Present: Show logo concepts & get client's approval.
- Delivery: Export logo files & create a style guide.

### MODULE – IV

#### Design a Logo Using the Principles

- Tips and Tricks to Design a Perfect Logo
- Biggest 5 Logo Design Mistakes To Avoid
- Typographic chaos
- Too Complex, too abstract
- Using raster images
- Being a Copy Cat
- Listen to the Client's Needs

#### Logo Design Inspirations

<https://cgfrog.com/best-clever-logos-common-words-english-nouns/>

<https://cgfrog.com/awesome-typographic-animations-different-words-mindaugas-dudenas/>

<https://cgfrog.com/best-modern-logo-inspiration-of-common-english-verbs/>

<https://cgfrog.com/clean-minimalist-animal-logos-design-process/>

<https://cgfrog.com/100-pleasant-examples-of-bird-logo-designs-for-your-inspiration/>

<https://cgfrog.com/100-creative-logo-designs-inspiration/>

<https://cgfrog.com/fox-logo-design-style-examples-for-your-inspiration/>

<https://cgfrog.com/50-beautiful-examples-of-creative-lotus-logo-design-for-your-inspiration/>

<https://cgfrog.com/30-surprising-ambigram-logo-design-examples/>

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
III	AA21B3P1	Drawing-III	2	0	4	6	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To have in-depth knowledge of Human anatomy and cartoon characters							6, 7, 8	2, 3, 5, 6
CO2	To give life to drawing using positive and negative spaces							6, 7, 8	2, 3, 5, 6
CO3	To understand various living styles and Indian Architectures and monuments							6, 7, 8	2, 3, 5, 6
CO4	To understand how to do realistic drawing and Fashion design							6, 7, 8	2, 3, 5, 6
MODULE - I									
Knowledge on how to do Anatomy of all the living creatures. In-depth understanding of Cartoon creations.									
MODULE - II									
Still Life drawing using positive and negative space. Also understand how to give life to drawing. Western and Indian traditions on Fashion Design. In-depth understanding of various fashion and clothing transitions.									
MODULE - III									
In-depth knowledge on the living styles of Western and Indian people. Landscape realistic drawings. Understanding of nature in more detailed way.									
MODULE - IV									
In-depth knowledge on Indian Architectures and monuments. Design built and traditional use of different materials.									

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
III	AA21B3P2	Dangler Design	1	0	4	5	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
COs	To know the about the dangler products							6, 7, 8	2, 3, 5, 6
CO2	To learn the design process							6, 7, 8	2, 3, 5, 6
CO3	They will understanding of the conventions of Dangler designs							6, 7, 8	2, 3, 5, 6
CO4	They will understand Visualization of dangler design.							6, 7, 8	2, 3, 5, 6

#### MODULE - I

Introduction to Dangler design, provide you vibrant and artistic hanging danglers of different variety with custom shape and sizes. Danglers are effective and eye-catching to convey the complete messages to the customer. At the same time it takes less space and functions as a good marketing item.

#### MODULE - II

Students will need to demonstrate how the design process itself results in a variety of possible design solutions. It is not necessary for candidates to produce full-scale models, but they should be aware of the possible constraints that might occur during the manufacturing process

#### MODULE - III

Students should demonstrate an expressive and/or interpretative artistic response to the visual world. They should show an understanding of the conventions of Dangler designs and frame design of the shapes.

#### MODULE - IV

Design process: conceptualization, stages involved types of design creativity in design, traditional and modern designs – technology in designing.

Conceptualization and Ideation of Dangler's, Translation of ideas into campaigns, Visualization Designing & layout, copy writing- types of headlines, body copy base lines, slogans, logos & trade marks,

.

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
III	AA21B3P3	Basic Graphic Design-I	2	0	4	6	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	Students learn difference between Alignment, contrast, repetition							6, 7	2, 3, 5,6
CO2	Learn about Hierarchy, object balance and shapes elements with graphic design.							6, 7	2, 3, 5,6
CO3	They will learn professional design like graphic design solutions with elements composing.							6, 7	2, 3, 5,6
CO4	Understand Colour theory and the visual composition							6, 7	2, 3, 5,6

#### MODULE - I

##### Graphic design basics

To better understand the meaning of graphic design, it is important to be aware of the elements and principles that make up design. Elements are used in conjunction or opposition with each other to create visually striking and impactful designs.

These graphic design elements include:

- Colour
- Form
- Line
- Shape
- Size
- Space
- Texture

#### MODULE - II

Graphic designers also adhere to the principles of design, which are essentially a set of guidelines that help a design achieve effective composition. These basic principles aid in creating balance and stability for the piece of work.

These graphic design principles include:

- Balance
- Contrast
- Emphasis
- Movement
- Proportion
- Rhythm

#### MODULE - III



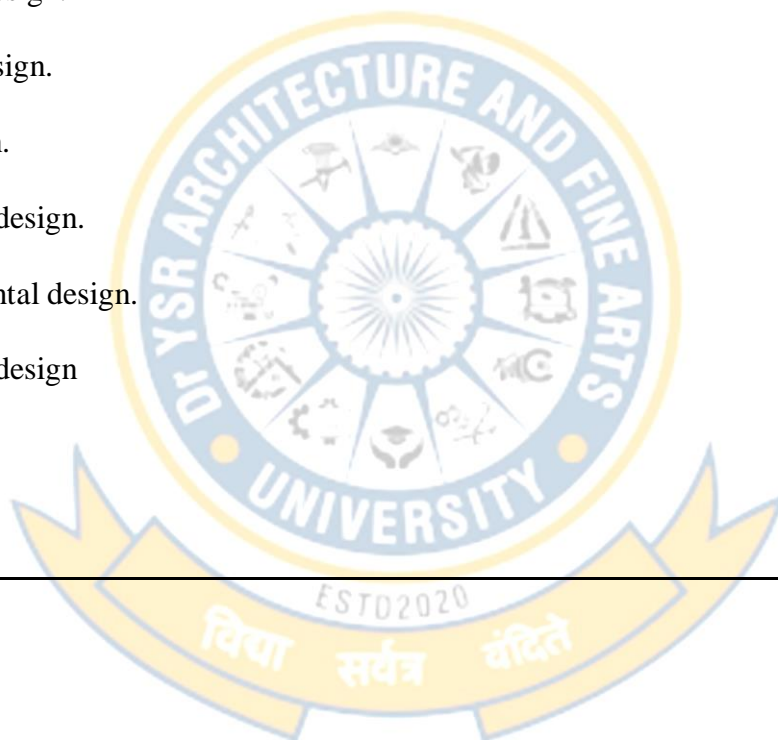
Some of the most notable modern-day graphic design examples stem from advancements in technology. Here's a glimpse of some of these types of graphic design:

- **Website design** involves creating engaging and intuitive web pages for users. This includes overall layout, color scheme and navigation.
- **Motion graphics design**—or animation—brings visual elements to life through special effects, TV shows, video games and movies.

#### MODULE - IV

##### Types of graphic design

- Product design
- Branding design.
- Website design.
- Print design.
- Publishing design.
- Environmental design.
- Animation design



SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
III	AA21B3P4	Basic Photography	1	0	5	6	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To Acquire Knowledge on Camera's							6, 7	1, 2
CO2	To understand Natural Light, Artificial Light & Colours							6, 7	1, 2
CO3	To Acquire the knowledge on Lens, How to Use Different Lens In Different Works To Get a Picture in technical Knowledge							6, 7	1, 2
CO4	To understand The Photography – Principles, Composition storage & Data recovery							6, 7	1, 2

#### MODULE - I

Definition of Photography - What is Camera - Types of cameras - Pinhole Camera  
Box Camera – View Camera- Range Finder Camera - Twin Lens reflex Camera  
Single Lens reflex Camera - Polaroid Camera – Panoramic Camera – Digital Camera  
Different Formats Cameras – 35MM Format – Medium Format – large Format Camera

#### MODULE - II

Definition of light – Principles of light - Properties of light – Reflection – Refraction – Absorption – light  
Characteristics – Direct Light – Indirect Light - Diffused light Light As a subject - Shadow as a subject  
What is Colour Spectrum – Primary Colour and Secondary Colours – Visible Spectrum - Colour  
Temperature – Colour contrast – colour Harmony – RGB / CMY colour.  
Anatomy of camera – Body – lens – view finder – Aperture - Shutter – Horizontal – What is ISO-  
Vertical Moving Shutter – Shutter speed - Focal plane shutters – Aperture Shutter and ISO Relation – Self  
timer

#### MODULE - III

Optics – Types of Lenses – Normal – Wide angel - Telephoto - zoom lenses - Digital Camera Lenses –  
Digital Zoom –Optical Zoom- Digital Zoom - Focus System – Focal Length - Depth of field – Dynamic  
Range – Depth of focus – Hyper Focal distance

Focusing – Types of Focusing in Digital – Exposure – Exposure meters - Incident Light meters – Reflected light meters.

#### MODULE - IV

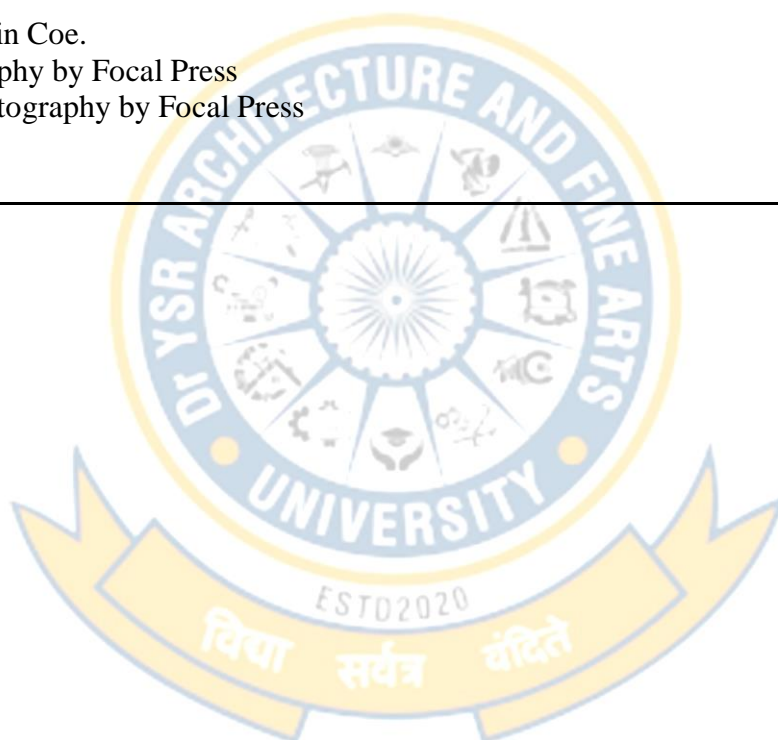
Photography Visual Art – Principles of visualization - Composition Guidelines – Golden Mean,

Centre of interest – Horizon – Space

Storage – Methods of Storage - File formats & Storage – Storage devices – Precautions for storage – Data recovery Software

#### Text books:

1. Camera by Brain Coe.
2. Basic Photography by Focal Press
3. Advanced Photography by Focal Press



SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks

<b>III</b>	<b>AA21B3K1</b>	<b>Skill Enhancement course -1 Photoshop</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>100</b>		<b>100</b>
<b>COs</b>	<b>Course Outcomes</b>							<b>POs</b>	<b>BTLs</b>
	The student will be able								
<b>CO1</b>	Will cover the basics of Adobe Photoshop, ensuring that each student has the minimum level of prior knowledge.							6, 7, 8	2, 3, 5, 6
<b>CO2</b>	Getting to Know the Work Area. Using the tools.							6, 7, 8	2, 3, 5, 6
<b>CO3</b>	Basic Photo Corrections. Strategy for retouching.							6, 7, 8	2, 3, 5, 6
<b>CO4</b>	Layer Basics. About layers, Masks and Channels. Working with masks and channels, Typographic Design. About type.							6, 7, 8	2, 3, 5, 6

#### MODULE - I

Will cover the basics of Adobe Photoshop, ensuring that each student has the minimum level of prior knowledge. The initial lesson is structured so that students are all at the same level and ready to begin. It also offers a slow transition into the real content. Allow student the rest of the hour to navigate Adobe Photoshop to get used to the layout and to look over the printouts to familiarize themselves with the lessons ahead.

#### MODULE - II

Will cover the Selection, Crop and Slice Tools. This includes the Marquee Tools, Move Tool, Lasso Tools, Magic Wand, Crop, and Slice. Have them use Adobe Photoshop and follow along with lesson 2. Ensure they are using the correct raw images as requested by the lesson plan. Continually monitor progress and assist in troubleshooting students that have difficulties.

#### MODULE - III

Will cover the Retouch and Paint Tools. This includes the Healing Tools, Brush, Clone, History, Eraser, Fill Tools, Sharpen/Blur, Dodge/Burn, and Sponge. Have them use Adobe Photoshop and follow along with lesson 2. Ensure they are using the correct raw images as requested by the lesson plan. Continually monitor progress and assist in troubleshooting students that have difficulties.

#### MODULE - IV

Will cover the Drawing and Type Tools. These are used for vector based drawing and type. Have them use Adobe Photoshop and follow along with lesson 2. Ensure they are using the correct raw images as requested by the lesson plan. Continually monitor progress and assist in troubleshooting students that have difficulties.

Basic Image Manipulation, Colour Basics, Painting Tools, Brush Settings, Layers, Making Selections.

SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
III	MC21B301	Indian Constitution	2	0	0	0			
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	to Know the background of the present constitution of India.							6, 7	1, 2
CO2	to Understand the working of the union, state and local levels.							6, 7	1, 2
CO3	to Gain consciousness on the fundamental rights and duties.							6, 7	1, 2
CO4	to understand the functioning and distribution of financial resources between the centre and states.							6, 7	1, 2
CO5	Be exposed to the reality of hierarchical Indian social structure and the ways the grievances of the deprived sections can be addressed to raise human dignity in a democratic way.							6, 7	1, 2
CO6	To understand the international relations of India with the surrounding countries							6, 7	1, 2

**MODULE - I**

Evolution of the Indian Constitution: 1909 Act, 1919 Act and 1935 Act. Constituent Assembly: Composition and Functions; Fundamental features of the Indian Constitution.

**MODULE - II**

Union Government: Executive-President, Prime Minister, Council of Minister  
 State Government: Executive: Governor, Chief Minister, Council of Minister  
 Local Government: Panchayat Raj Institutions, Urban Government

**MODULE - III**

Rights and Duties: Fundamental Rights, Directive principles, Fundamental Duties

**MODULE - IV**

Relation between Federal and Provincial units: Union-State relations, Administrative, legislative and Financial, Inter State council, NITI Ayog, Finance Commission of India

**MODULE - V**

Statutory Institutions: Elections-Election Commission of India, National Human Rights Commission, National Commission for Women

**MODULE - VI**

India's External Relations: Cold War and Post-Cold War era. What is Foreign Policy? Basic Determinates of Foreign Policy Indian and its Neighbours India's Extended Neighbourhood in West Asia and South East Asia. India's relations with the United States and Russia. India and the World Organisations India in the 21st century



**Reference Books:**

1. D.D. Basu, Introduction to the constitution of India, Lexis Nexis, New Delhi
2. Subhash Kashyap, Our Parliament, National Book Trust, New Delhi
3. Peu Ghosh, Indian Government & Politics, Prentice Hall of India, New Delhi
4. B.Z. Fadia & Kuldeep Fadia, Indian Government & Politics, Lexis Nexis, New Delhi



**SEMESTER – IV**

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
IV	AA21B4C1	Innovation & Design Thinking	4	0	0	4	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To gain the knowledge on the inputs required for innovation and also gain familiarity on Entrepreneurship.							1	2
CO2	To get exposure on creative methods of ideation and the importance of protecting the ideas.							2	4
CO3	To gain knowledge on design thinking and types of thinking.							3, 4, 5 11	4
CO4	To gain familiarity on emerging technologies like Internet of things (IOT)							3, 9	5
CO5	To understand the process of building the startup.							2	4
CO6	To gain knowledge on various startup funding and also to branding building for the startup.							2	4

**Module- I:**

Introduction to Innovation: Meaning of Innovation, Difference between innovation and invention, Difference between Innovation and Creativity, Need to be Creative, Importance of Innovation, Innovation as a Competitive Advantage, Innovation Continuum, Innovation Cycle, Breakthrough innovations and its consequences on the society, Challenges in Innovation.

**Module- II:**

Creative Thinking: Types of Creative Thinking, Creative Thinking Process, Components of Creativity, Characteristics of a Creative Mindset, New product ideas, Idea generation methods, Principles of Idea Generation, Killing the ideas through Stage Gate Models. Intellectual Property Rights, Importance of IPR, Role of WIPO, Case Studies on Patents and Infringement of Rights.

**Module- III:**

Design Thinking & Liberal Art: Concept of Design Thinking, Stages of Design Thinking, Difference between Convergent Thinking and Divergent Thinking. Definition of Liberal Art and its Importance of Liberal Art, Role of Art and Culture to Innovate Business.

**Module- IV:**

Emerging Technologies: Meaning of Internet of Things, Components of IoT, Benefits of IoT, examples of

IoT enabled Innovations, Impact of IoT on Business, Future of IoT. Case Study on IoT. Innovation Leadership & Network: - Leadership, Skills and Characteristics of an Innovation Leadership, Meaning of Innovation Network, Significant of Innovation Network

**Module– V:**

Building Startup: Kelly Johnsons KISS Principle, Road map for building a start-up, crowd funding, advantages of crowd funding. Pricing strategies. Determining factors for Monetizing Innovation, Process of Monetization, reasons for failure of Monetization of Innovation, fixing the price of an Innovative Project. Detailed study on market potential.

**Module – VI:**

Startup Funding & Branding: Sources of funding: Bootstrapping, Angel Investors, Venture capitalists, Schemes of Government through Startup India, role of Institutional support and Commercial Banks. Introduction to branding a startup and developing branding strategies.

**The Books:**

1. The Design Thinking

Playbook: Mindful Digital Transformation of Teams, Products, Services, Businesses and Ecosystems.

2. Philip Kosky, Robert T. Balmer, William D. Keat, George Wise, “Exploring Engineering: An Introduction to Engineering and Design”, 4th edition, Elsevier, 2016.

3. David Ralzman, “History of Modern Design”, 2nd edition, Laurence King Publishing Ltd., 2010

4. An AVA Book, “Design Thinking”, AVA Publishing, 2010

**Reference Books:**

1. G. Pahl, W.Beitz, J. Feldhusen, KH Grote, “Engineering Design: A Systematic Approach”, 3rd edition, Springer, 2007.

2. Tom Kelley, Jonathan Littman, “Ten Faces in Innovation”, Currency Books, 2006

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
III	AA21B401	Open Elective Poster Design	1		1	2	100		100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	know about the Posters							7, 8	1, 2
CO2	know about the types of Poster							7, 8	1, 2
CO3	They will learn Poster Design Principles.							7, 8	1, 2
CO4	know about Poster Design Process							7, 8	1, 2

#### MODULE – I

Designing Poster, Its elements, 5 essentials of poster for long range, medium range and short range, posters in the sizes of 10 inch x 15 inch; 15 inch x 20 inch; 20 inch x 30 inch.

#### MODULE – II

1. Event posters
2. Advertisement posters
3. Political posters
4. Movie posters
5. Motivational posters
6. Travel posters
7. Educational and informative posters

#### MODULE – III

Poster design hierarchy

- Alignment.
- Color and contrast.
- Leading lines.
- Negative space.
- Perspective.
- Proximity.
- Repetition.
- Rule of odds.
-

## MODULE – IV

### Design Process

- Start with your foundation
- Draft an outline
- Decide on your color scheme
- Add your images
- Add your copy
- Make sure your CTA is easy to spot

Ref:

<https://piktochart.com/blog/how-to-make-a-poster/>





SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
IV	AA21B4P1	Story Board Illustration	1	0	5	5	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
COs	To understand about angles adjustments and story line sequencing							6, 7, 8	2, 3, 5, 6
CO2	To understand how to involve sound effects and dialogue writing							6, 7, 8	2, 3, 5, 6
CO3	To understand about story line perspective and editing							6, 7, 8	2, 3, 5, 6
CO4	To develop a sense story using thumbnail							6, 7, 8	2, 3, 5, 6

#### MODULE - I

Knowledge on various adjustments of angles. Understanding of various backgrounds depending on the story line and sequencing.

#### MODULE - II

Knowledge on how to involve various sound effects in the Story board Illustrations.

#### MODULE - III

In-depth understanding of dialogue writing and imagination of the story.

#### MODULE - IV

Knowledge on the story line perspective and editing. Also exploring various options on how to build up the story line.

Thumbnail -Short storyboard making to develop sense of storytelling.

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
IV	AA21B4P2	Graphic Design-II (Lab)	1	0	5	6	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	Students will learn Coral Draw Tool Learning							6, 7	2, 3, 5, 6
CO2	Students learn graphic design skills to create work that considers the entire user experience, including users' visual processing abilities.							6, 7	2, 3, 5, 6
CO3	design with coral draw software, graphic design still revolves around age-old principles.							6, 7	2, 3, 5, 6
CO4	They will carefully monitor how their works' aesthetics match their users' expectations.							6, 7	2, 3, 5, 6

**MODULE - I**

Getting to know the workspace and fonts/Creating a simple report cover

Students will familiarize themselves with the basics of Corel Draw, such as creating and saving documents, using fonts, resizing, rotating and moving documents and getting help. They will then create a report cover that contains a page border, an image from a symbol font, a title in artistic text and paragraph text. Suggested topics for discussion include legal issues surrounding font usage, design issues and the safety of downloading "free fonts" from the Internet.

**MODULE - II**

Using the toolbox/Using color

Students will learn to identify tools in the toolbox and use several common tools to create a half-page flyer for a party invitation. They will learn about color usage and discover several ways to apply color to an object and/or its outline. Suggested topics for discussion include reflective vs. direct color and how this relates to RGB and CMYK colors and screen vs. printed colors.

**MODULE - III**

Drawing and editing objects/Creating a greeting card

Students will learn the basics of using vector graphics and node editing for graphics and text, while creating a side-fold greeting card for an event of their choice. In the process, they will work with multi-page layouts and the Print Preview dialog, and import and edit clipart. Suggested topics for discussion include copyright laws that apply to clipart and other graphics, and ways to protect images.

#### MODULE - IV

Using a template to create a two-page newsletter

Students will learn to work with templates: open an existing template file, modify it and create their own templates. In creating a two-page newsletter, they will also learn how to use text in columns, flow text from column-to-column and page-to-page, wrap text around graphics and create drop caps. Suggested topics for discussion include the history and use of Lorem Ipsum text, possible modern replacements, and the difference between newsletters, blogs and other social media in usage and design.



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
IV	AA21B4P3	ADVERTISING PHOTOGRAPHY	1	0	5	5	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To Acquire Knowledge OnAdvertising							9, 10	3, 6
CO2	To Acquire Knowledge About advertising agency do							9, 10	3, 6
CO3	To Acquire Knowledge About fashion Photography							9, 10	3, 6
CO4	ToAcquire Knowledge About Food Photography							9, 10	3, 6

#### MODULE - I

**Brief History of Advertising** - News Papers - Magazine – Electronic media – Radio – Television – Internet- Advertising to the Consumer – Advertising to Business and Professional- Target Market – The Best Timing for Advertising schedule

#### MODULE - II

Art Director – Photographer – Shooting Script - Logo Designer – Copy Writer – Lay out Artist- Lay out design -What advertising agency do- Creative Service – Marketing – Concepts - Research& Development – marketing Service – How agencies are Structured

#### MODULE - III

**Fashion Photography Overview** - Fashion Concepts - Fashion Photography Ideology  
Categories of Fashion Photography – Glamour – Portraits - Beauty Shots - Portraits - Hair – Make Up –  
Products – Fashion Shoot on Textiles Products

#### MODULE - IV

**Types of Food** – Indian – Chines – Italian – Mexican – Continental  
Characteristics of food Items – Food Ingredients - Food & Life Style -Beverages – Soups & Juices – Liquids – Desserts & Ice Creams  
Food Grains – Bakery Products – Oils & Fatty Food – Vegetables & Fruits – see Food – Poultry & Meat Products – Snacks & Meals- Shooting Script – Lighting Schemes - Exercises

**Text Books**

1. Beauty Shots By Alex Large & Jane Wood.
2. Fashion Photography by freeman.
3. Pro Light Series.
4. Advertising excellence by Bovieethill Dovel – wood.
5. Otto Keppleners Advertising Procedure 9<sup>th</sup> Edition.





SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
IV	AA21B4P4	Advanced Typography	1	0	5	6	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	Students learn A brief timeline of the history of typography							6, 7	2, 3, 5,6
CO2	Learn typographical elements with graphic design products like bold normal italics, etc.,							6, 7	2, 3, 5,6
CO3	They will learn professional design graphic solutions connected to typefaces.							6, 7	2, 3, 5,6
CO4	Understand fundamentals of typefaces, Combine visual materials with typographical elements.							6, 7	2, 3, 5,6

### MODULE - I

The History of Typography A brief timeline of the history of typography and printing. Where did letter forms come from? How have they evolved through time? How does history and technology affect the way letter forms are used and how they look? What is Micro Typography? What is the role of typography within Graphic Design? Type Classifications What are the most commonly used type categories? How can a designer identify what classification a typeface belongs to? The Anatomy of Type What is a serif? What is sans serif? What is a stem? stroke? loop? bowl? ball terminal? We will explore the differences between both forms of type and all their idiosyncrasies plus discuss why choosing the right typeface is necessary for good communication.

### MODULE - II

Design Exercise Contrast and form studies. Each student will select two letter forms from two different categories and combine them in expressive and contemporary compositions. Design Assignment Typographic specimen poster. Each student will be assigned a typeface and instructed on how to create a specimen poster.

### MODULE - III

Old Style Typefaces Brief lecture on “old style” typefaces such as Garamond and Jenson Optical Spacing: Kerning, Tracking, Leading & Point Size What is kerning? What is leading? What is point size? We go over

these details and use InDesign to explore how amounts of space between letters, between lines, the size of letters and position can affect the content of a body of text.

#### **MODULE - IV**

Type Pairing To combine or not to combine? What is the limit on the number of typefaces used in a single communication? What is a super family and when is a good time to use it? Design Exercise Five squares and ten inches. Students will experiment with justified blocks of text in varying weights, leading and point sizes to create balanced textural compositions.



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Mark s	Ext. Marks	Total Marks
IV	AA21B4K1	Advanced Communication Skills	0	2	0	2	100	-	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To develop various elements of soft and effective communication skills.							9, 10, 12	2, 3, 6

#### Advanced communication skills (including laboratory)

The student must learn **Soft skills and Advanced communication skills (including laboratory)** which can be dealt by course instructor allotted by the department head.

#### Suggested Input Learnings:

##### ➤ Soft skills:

- JAM
- Oral Presentation
- Group Discussion
- Debate
- Role Play

##### ➤ Advanced Communication Skills Laboratory:

- Listening Skills
- Note Taking/Note making
- Resume/CVV writing
- PPT slides
- Interview Skills- Mock Interview/ Public speaking

#### Note:

Marks can be awarded based on internal assessment such as submissions, performance, viva voce etc.

Total marks:100

- 50M - Day to day performance, Record, Viva, Attendance &
- 50M –{soft skills- 25M (Write up - 10M, Performance - 15M) , AELCS- 25M (Write up – 10M, Performance – 15M)}

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
IV	MC21B401	Essence of Indian Traditional Knowledge (AICTE)	2	0	0	0			
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To Identify the concept of Traditional knowledge and its importance.							6, 7	1, 2
CO2	To Explain the need and importance of protecting traditional knowledge.							6, 7	1, 2
CO3	To Illustrate the various enactments related to the protection of traditional knowledge.							6, 7	1, 2
CO4	To Interpret the concepts of Intellectual property to protect the traditional knowledge.							6, 7	1, 2
CO5	To Explain the importance of Traditional knowledge in Agriculture and Medicine.							6, 7	1, 2
CO6	To understand the importance of Indian ancient education system and benefits							6, 7	1, 2

**MODULE - I**

**Introduction to traditional knowledge:** Define traditional knowledge, nature and characteristics, scope and importance, kinds of traditional knowledge, Indigenous Knowledge (IK), characteristics, traditional knowledge vis-a-vis indigenous knowledge, traditional knowledge Vs western knowledge traditional knowledge.

**MODULE - II**

**Legal framework and TK:** The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006, Plant Varieties Protection and Farmer's Rights Act, 2001 (PPVFR Act); The Biological Diversity Act 2002 and Rules 2004, the protection of traditional knowledge bill, 2016.

**MODULE - III**

**Protection of traditional knowledge:** The need for protecting traditional knowledge Significance of TK Protection, value of TK in global economy, Role of Government to harness TK.

**MODULE - IV**

**Traditional knowledge and intellectual property:** Systems of traditional knowledge protection, Legal concepts for the protection of traditional knowledge, Patents and traditional knowledge, Strategies to increase protection of traditional knowledge.

### MODULE - V

**Traditional Knowledge in Different Sectors:** Traditional knowledge and engineering, Traditional medicine system, TK in agriculture, Traditional societies depend on it for their food and healthcare needs, Importance of conservation and sustainable development of environment, Management of biodiversity, Food security of the country and protection of TK

### MODULE - VI

**Education System in India:** Education in ancient, medieval and modern India, aims of education, subjects, languages, Science and Scientists of Ancient India, Science and Scientists of Medieval India, Scientists of Modern India.

#### Text books:

1. Traditional Knowledge System in India, by Amit Jha, 2009.
2. Narain, "Examinations in ancient India", Arya Book Depot, 1993
3. Satya Prakash, "Founders of Sciences in Ancient India", Vijay Kumar Publisher, 1989
4. M. Hiriyanna, "Essentials of Indian Philosophy", Motilal Banarsidass Publishers, ISBN 13: 978-8120810990, 2014

#### Reference Books:

1. "Knowledge Traditions and Practices of India" Kapil Kapoor<sup>1</sup>, Michel Danino<sup>2</sup>.
2. "Science in Samskrit", Samskrita Bharti Publisher, ISBN 13: 978-8187276333, 2007
3. Kapil Kapoor, "Text and Interpretation: The India Tradition", ISBN: 81246033375, 2005
4. "Science in Samskrit", Samskrita Bharti Publisher, ISBN 13: 978-8187276333, 2007
5. NCERT, "Position paper on Arts, Music, Dance and Theatre", ISBN 81-7450 494-X, 200
6. Narain, "Examinations in ancient India", Arya Book Depot, 1993
7. Satya Prakash, "Founders of Sciences in Ancient India", Vijay Kumar Publisher, 1989
8. M. Hiriyanna, "Essentials of Indian Philosophy", Motilal Banarsidass Publishers, ISBN 13: 978-8120810990, 2014



**SEMESTER –V**

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Mark
V	AA21B5C1	Essentials of Advertising	3	0		3	50	50	100
<b>COs</b>	<b>Course Outcomes</b>							<b>POs</b>	<b>BTLs</b>
	The student will be able								
<b>CO1</b>	To understand the Scope of marketing Research							6,7	2, 3, 5,6
<b>CO2</b>	They know consumer research Functions.							4,5	2, 3, 5,6
<b>CO3</b>	They know the importance Role of Media Research.							7,8	2, 3, 5,6
<b>CO4</b>	To know the Outdoor & Indoor advertising							9,10	2, 3, 5,6
<b>CO5</b>	To know about of Direct and Display Advertising.							6,7	

**MODULE – I Background—**

Marketing Research Distinctive Features—Scope of marketing research—Role and limitations of Marketing research—Marketing Research procedure—Methods and Techniques of Marketing research—External Research Sources and Services—Merits and limitations—Criteria for selection of outside agency.

**MODULE – II**

Background—Consumer Research—What is Consumer Research? —Scope of consumer research—Need for consumer research Functions of consumer research—Determinants of consumer behaviour—Motivation Research—Techniques of Motivation Research—Limitations of Motivation Research—Product Research—Aspects of Product Research—Scope of product Research—Role and Limitations of Product Research

**MODULE – III**

Background—Media research—What it means? —Role of Media research—Conduct of Media Research—A.B.C. of America Media of advertising.

Indoor Media: 1. Newspapers Merits and demerits—Criteria for selection of newspaper1. Magazines—Merits and demerits—Distribution between Newspapers and Magazine's—

2. Ratio/Broadcast Advertising Types of radio advertising—Merits are demerits—Television/ Telecast Advertising—Types of Telecast advertising—Merits and demerits—4. Film Advertising—Merits and demerits—5. Video Advertising—Merits and demerits—

**MODULE – IV**

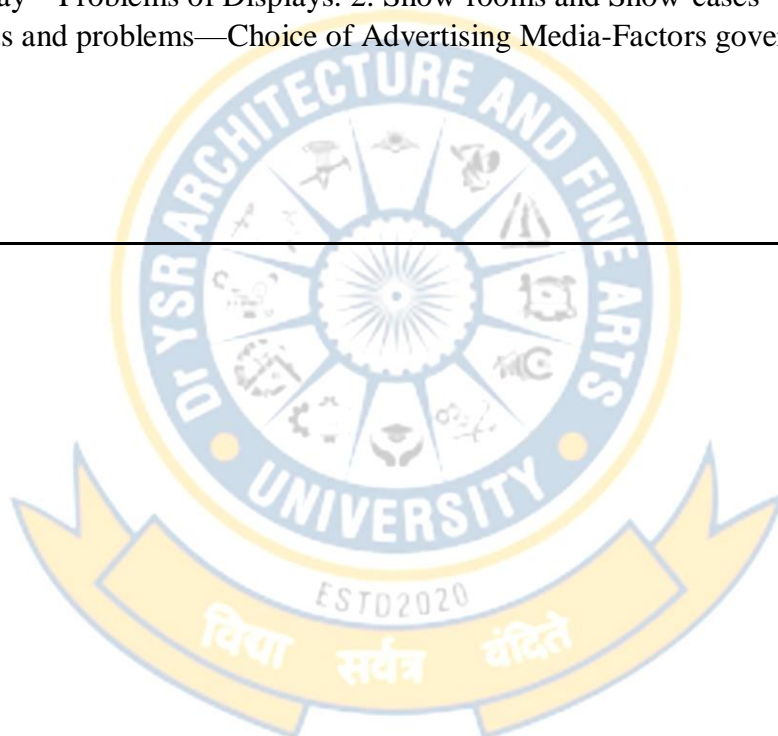
**Outdoor Advertising:** 1. Posters—2. Painted Displays—3. Electrical Signs—4. Travelling Displays—5. Sky-writing—6. Sandwich men—Merits and demerits.

#### MODULE – V

**Direct Advertising:** 1. Postcards. 2. Envelop Enclosures. 3. Broadsides. 4. Book-lets. 5. Catalogues. 6. Sales letters. 7. Gift novelties. 8. Store-publications. 9. Package Inserts. 10. Sampling—Merits and demerits.

#### MODULE – VI

**Display Advertising.** 1. Displays—Window Display—Merits of Window display—Counter Display—Merits of counter display—Problems of Displays. 2. Show-rooms and Show-cases—Merits. 3. Exhibitions and Trade fairs—Merits and problems—Choice of Advertising Media-Factors governing choice



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
V	AA21B5O1	Open Elective Graphic Design	1	0	1	2	100		100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	Students learn difference between Alignment, contrast, repetition							6, 7	2, 3, 5,6
CO2	Learn about Hierarchy, object balance and shapes elements with graphic design.							6, 7	2, 3, 5,6
CO3	They will learn professional design like graphic design solutions with elements composing.							6, 7	2, 3, 5,6
CO4	Understand Colour theory and the visual composition							6, 7	2, 3, 5,6

### MODULE - I

#### Graphic design basics

To better understand the meaning of graphic design, it is important to be aware of the elements and principles that make up design. Elements are used in conjunction or opposition with each other to create visually striking and impactful designs.

These graphic design elements include:

- Colour
- Form
- Line
- Shape
- Size
- Space
- Texture

### MODULE - II

Graphic designers also adhere to the principles of design, which are essentially a set of guidelines that help a design achieve effective composition. These basic principles aid in creating balance and stability for the piece of work.

These graphic design principles include:

- Balance
- Contrast
- Emphasis
- Movement
- Proportion
- Rhythm

### MODULE - III

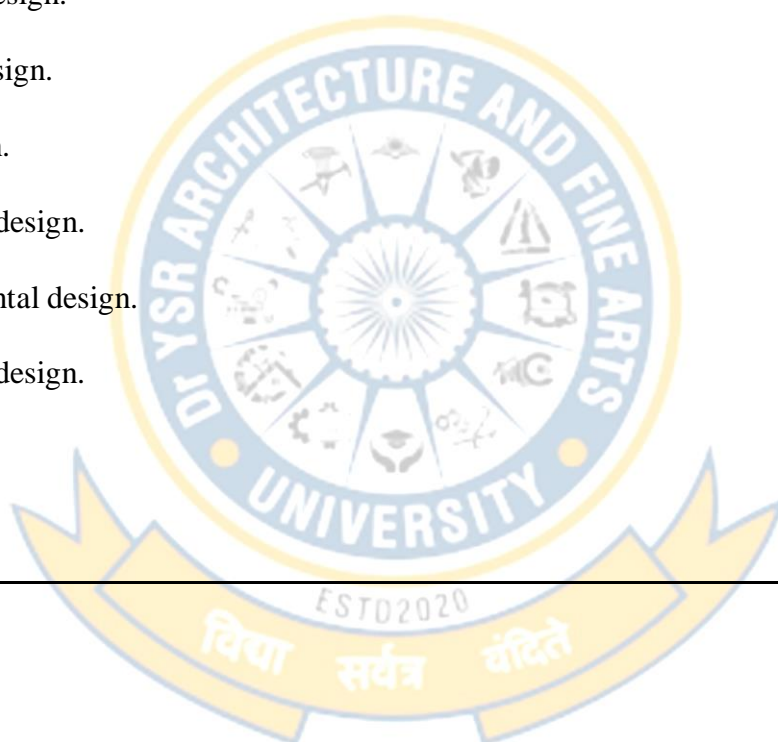
Some of the most notable modern-day graphic design examples stem from advancements in technology. Here's a glimpse of some of these types of graphic design:

- **Website design** involves creating engaging and intuitive web pages for users. This includes overall layout, color scheme and navigation.
- **Motion graphics design**—or animation—brings visual elements to life through special effects, TV shows, video games and movies.

#### MODULE - IV

##### Types of graphic design

- Product design.
- Branding design.
- Website design.
- Print design.
- Publishing design.
- Environmental design.
- Animation design.



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
V	AA21B5P1	Graphic Design-III	2		5	6	50	50	100
Cos	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To learn about line, balance, line, Hierarchy alignment and how create emphasis and impact with your design							1, 3	1, 2
CO2	To understand how to Marketing & advertising graphic design							2, 3	2, 3
CO3	They will learnPublication graphic designExamples of marketing graphic design, Postcards and flyers, Magazine and newspaper ads, Posters, banners and billboards							1, 2	2, 3
CO4	They learn complete Motion graphic design like: Examples of motion graphic design, Title sequences and end credits, Advertisements, Animated logos.							1, 2	2, 3

## Module - I

### Basic Principles of Graphic Design

**Alignment:** Alignment creates a sharper more unified design

**Repetition:** Repetition strengthens a design by tying together otherwise separate parts, and as a result, creates associations.

**Contrast:** Contrast is the most effective way to create emphasis and impact with your design.

**Hierarchy:** Hierarchy creates organization

**Balance:** Balance provides stability and structure to a design, either through symmetry or tension of elements.

**Line:** Lines are always more than just points that are strung together. Depending on their form, weight, length and context, lines can help organize information, define shapes, imply movement, and convey emotions.

When it comes to selecting the appropriate lines for projects, designers have plenty of options. Lines can:

...be horizontal, vertical or diagonal.

...be straight, curved or freeform.

...zigzag or create other patterns.

...be solid, broken or implied.

The invisible lines found in the grids of print designs act as guides, offering projects more structure and direction. Meanwhile, visible lines with weight and form can be used to communicate a variety of messages and moods in a designer's finalized work.

## MODULE – II



### Marketing & advertising graphic design

- Postcards and flyers
- Magazine and newspaper ads
- Posters, banners and billboards
- Infographics
- Brochures (print and digital)
- Vehicle wraps
- Signage and trade show displays
- Email marketing templates
- PowerPoint presentations
- Menus
- Social media ads, banners and graphics
- Banner and retargeting ads
- Images for websites and blogs

### MODULE – III

#### Publication graphic design

#### Examples of publication graphic design

- Books
- Newspapers
- Newsletters
- Directories
- Annual reports
- Magazines
- Catalogs

### MODULE – IV

#### Motion graphic design

- Title sequences and end credits
- Advertisements
- Animated logos
- Trailers
- Presentations
- Promotional videos
- Tutorial videos
- Websites
- Apps
- Video games
- Banners
- GIFs

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
V	AA21B5P2	Book Design	2	0	5	5	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To know the how to design book							6, 7	2, 3, 5,6
CO2	To learn different type of layouts							6, 7	2, 3, 5,6
CO3	Measuring the sizes and cover designing.							6, 7	2, 3, 5,6
CO4	To study the Methods of preparing a design and its various stages							6, 7	2, 3, 5,6

### MODULE - I

What is Book Design?—There are good reasons to know something about the evolution of the book, the history of typography, and the deep roots that book design.

Book Production and Book Design—Books can be printed and bound in many ways, and understanding practical book production is essential to good book design.

Book construction—Each part of the book has its role to play and its assigned place in the whole.

### MODULE - II

Fonts for text—There's no bigger decision a designer makes than selecting the fonts that will be used for the book's text.

Fonts for display—Most books use a combination of two typefaces to create a dynamic and readable interior. Knowing how to choose and combine typefaces is critical for the designer.

Architecture of the book page—When a manuscript is turned into a book, there are many elements that have to come into balance on the page. Building pages and spreads is at the heart of book design.

Non-text book elements—Every book incorporates elements that are outside the text itself, like notes, bibliographies, part- and chapter-opening pages, captions, sidebars, pull-quotes, and others. Each has to blend well with the rest of the book, and stand out when necessary.

### MODULE - III

Designing simple books—Putting it all into practice, starting with the simplest books; novels, memoirs, essays, and narrative nonfiction.

Designing nonfiction—Adding structure and hierarchy makes the designer's job more challenging, as does adding more book elements and complexity to your projects.

Designing illustrated books—Book design emerges from the background to play a more visible role in the design of art, photography, and other heavily illustrated books.

#### MODULE - IV

Cover design basics—It's hard to overestimate the importance of an effective book cover in today's crowded market. Your cover has a lot of work to do, and needs to be put together properly.

Cover design for success—Cover design doesn't stop with the basics, that's where it starts. When you introduce marketing intelligence to your design, you have a winning combination

Designing of recto and verso pages of book.

Designing of pages for poetry and children's books.



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
V	AA21B5P3	Package Design	2		5	5	50	50	100
COs	Studios Outcomes							POs	BTLs
	The student will be able								
CO1	To Acquire Knowledge on Package Design							1, 3	1, 2
CO2	To understand how many types of package design							2, 3	2, 3
CO3	To Acquire the knowledge on Cutting Design marks							1, 2	2, 3
CO4	To Acquire Knowledge on Principles of packaging design / Packaging design brief.							1, 2	2, 3

#### MODULE - I

Principles of packaging design / Packaging design brief

Group and individual workshop to brainstorm on design inspirations Where do ideas come from? -Table of ideas -Mind map

Assign project 1:

Existing packaging redesign (brick carton) Individual research : 2-3 items of brick cartons with different products each

#### MODULE - II

Packaging design samples on a variety of ideas and presentation techniques

Working on project 1

-Packaging design brief, a refinement of table of ideas or mind map in form of documents

-Variety of thumbnail sketches with instructor support (emphasis on numbers of sketch design And their varieties)

#### MODULE - III

Packaging design process

Instruction of workshop: How to form a paper model of a carton

Design development on 3D structure with instructor support

-Form 3D structure of a carton

-Create graphic design on each panel

Discussion and critique on students' works

Individual research : analyses elements of graphic design on different panels of the carton with the product that the student chooses as his or her Project

#### **MODULE – IV**

##### **Project 1**

Final presentation of project 1

Discussion and critique on students' works

Graphic design on package, the case study on a Corporate Identity (CI) system

Assign project 2: CI for packaging design Group and individual workshop to

brainstorm on design inspirations ; table of ideas or mind map

Individual research : Examples of existing packaging with the students' targeted products

#### **MODULE – V**

Folding carton

Workshop 1

Paper folding

Paperboard folding

Packaging folding for project 2

Workshop 2 -Packaging design brief, a refinement of table of ideas or mind map in form of documents

-Variety of thumbnail sketches with instructor support (emphasis on numbers of sketch design and their varieties)

Design positioning & Unique Selling Point (USP)

Design development on 3D structures and graphics of project 2 with instructor support

Discussion and critique on students' works

Final presentation of project 2

Discussion and critique on students' works Product line packaging

Group and individual workshop to brainstorm on design inspirations ; table of ideas or mind map

Individual research : Examples of existing packaging with the students' targeted products



SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
V	AA21B5P4	Visualization	2		4	5	50	50	100
COs	Studios Outcomes							POs	BTLs
	The student will be able								
CO1	To Acquire Knowledge on visualization							1, 3	1, 2
CO2	To understand how to balance of the design							2, 3	2, 3
CO3	To Acquire the knowledge on composition and Hierarchy							1, 2	2, 3
CO4	To Acquire Knowledge on visual design principles							1, 2	2, 3

## MODULE – I

Visual Design is Aesthetic, Strategic Design

Visual Hierarchy: A New Understanding

Visual Composition for Interactive Interfaces

Color in Visual Hierarchy

## MODULE – II

### Visual Design, Analyzed

These are some of the most common—and fundamental—elements and principles of visual design:

Elements

Lines (straight/curved/geometric/organic) –

Shapes – use lines, different colors, etc.

Negative space/whitespace

Volume –.

Value –

Color –.

Texture –

### MODULE - III

#### Principles

Unity –

Gestalt–

Hierarchy –.

Balance –.

Contrast –

Scale –

Dominance –.

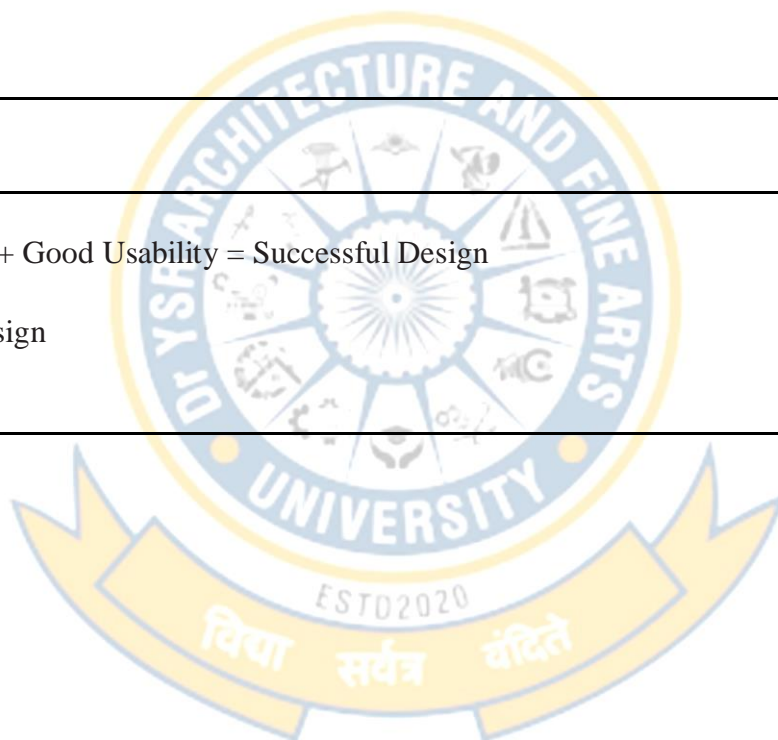
### MODULE – IV

Careful Visual Design + Good Usability = Successful Design

What is Visual Design

What is Interaction Design

Usability Engineering



SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
V	AA21B5K1	Skill Enhancement course -3 XD	0	2	0	2			
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To understand the importance Figma software and will be able to relate the technical knowledge.							6, 7, 8	2, 3, 5, 6
CO2	This Adobe XD Beginner to Expert course is ideal for those wanting to become a proficient designer. You will learn about design guidelines, prototyping and more.							6, 7, 8	2, 3, 5, 6
CO3	Upon completion, you will be able to complete various tasks in Adobe XD Designer. These include using the properties panel, sketching designs and more.							6, 7, 8	2, 3, 5, 6
CO4	This course will also teach you how to use specific features such as shortcuts and prototype creation with ease. Throughout the course, you will have the chance to complete assignments to consolidate your learning.							6, 7, 8	2, 3, 5, 6

#### MODULE – I

- What Is Adobe XD
- Adobe XD Interface Welcome Screen
- Adobe Xd Top Nav Bar
- Adoe Xd Interface Toolbar
- Properties Panel Adoe Xd Interface

#### MODULE – II

- Artboards and grids
- Tools in xd
- Rectangle tool to create buttons
- Background and object blur
- Ellipse tool
- Basics of pen tool

- Pen tool to create Icons
- Line tool
- Text-tool
- Colors Palettes
- Color Gradients in Xd
- Masks in xd
- Character styles in Xd
- Creating and reusing symbols
- Repeat grid

### MODULE – III

- block-level design
- Sketching First Design Idea-block Level Paper
- First Paper Prototype- Adding Details
- Vertical Horizontal Prototypes T Proto
- Level Of Fidelity and prototypes
- adding details to your block design
- using ui design patterns

### MODULE – IV

- Design preparations
- Solving UX problems of old app
- Welcome Screen design
- designing the login screen
- login-activated
- Signup Screen
- dashboard design part 1
- dashboard design part 2
- Sidebar Navigation
- activities screen
- sync screen
- sync status update
- using grids to improve designs further
- refining style guides

Ref:

<https://coursecloud.org/course/adobe-xd-beginner-to-expert-2/>

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
V	GN21B5CSP	Community Service Project	(During Vacation) 180 hours			4	100	–	100
COs	Course Outcomes							POs	BTLs
	The student will be able to								
CO1	Involve in community development and service activities and applies the experience to personal and academic development.								

#### Introduction:

- Community Service Project is an experiential learning strategy that integrates meaningful community service with instruction, participation, learning and community development.
- Community Service Project involves students in community development and service activities and applies the experience to personal and academic development.
- Community Service Project is meant to link the community with the college for mutual benefit. The community will be benefited with the focused contribution of the college students for the village/ local development. The college finds an opportunity to develop social sensibility and responsibility among students and also emerge as a socially responsible institution.

#### Objective:

Community Service Project should be an integral part of the curriculum, as an alternative to the 2 months of Summer Internships / Apprenticeships / On the Job Training, whenever there is an exigency when students cannot pursue their summer internships.

The specific objectives are;

- To sensitize the students to the living conditions of the people who are around them,
- To help students to realize the stark realities of the society.
- To bring about an attitudinal change in the students and help them to develop societal consciousness, sensibility, responsibility and accountability.
- To make students aware of their inner strength and help them to find new /out of box solutions to the social problems.
- To make students socially responsible citizens who are sensitive to the needs of the disadvantaged sections.
- To help students to initiate developmental activities in the community in coordination with public and government authorities.
- To develop a holistic life perspective among the students by making them study culture, traditions, habits, lifestyles, resource utilization, wastages and its management, social problems, public administration system and the roles and responsibilities of different persons across different social systems.

#### Implementation of Community Service Project:

- Every student should put in a 6 weeks for the Community Service Project during the summer vacation.
- Each class/section should be assigned with a mentor.
- Specific Departments could concentrate on their major areas of concern.
- A log book has to be maintained by each of the student, where the activities undertaken/involved to be recorded.
- The logbook has to be countersigned by the concerned mentor/faculty incharge.
- Evaluation to be done based on the active participation of the student and grade could be awarded by the mentor/faculty member.
- The final evaluation to be reflected in the grade memo of the student.



- The Community Service Project should be different from the regular programmes of NSS/NCC/Green Corps/Red Ribbon Club, etc.
- Minor project report should be submitted by each student. An internal Viva shall also be conducted by a committee constituted by the principal of the college.
- Award of marks shall be made as per the guidelines of Internship/apprentice/ on the job training.

#### Procedure

- A group of students or even a single student could be assigned for a particular habitation or village or municipal ward, as far as possible, in the near vicinity of their place of stay, so as to enable them to commute from their residence and return back by evening or so.
- The Community Service Project is a twofold one –
  - First, the student/s could conduct a survey of the habitation, if necessary, in terms of their own domain or subject area. Or it can even be a general survey, incorporating all the different areas. A common survey format could be designed. This should not be viewed as a duplication of work by the Village or Ward volunteers, rather, it could be another primary source of data.
  - Secondly, the student/s could take up a social activity, concerning their domain or subject area. The different areas, could be like –

Agriculture	Law & Order
♣ Health	♣ Excise and Prohibition
♣ Marketing and Cooperation	♣ Mines and Geology
♣ Animal Husbandry	♣ Energy
♣ Horticulture	♣ Internet
♣ Fisheries	♣ Free Electricity
♣ Sericulture	♣ Drinking Water
♣ Revenue and Survey	♣ Irrigation
♣ Natural Disaster Management	

#### EXPECTED OUTCOMES

#### BENEFITS OF COMMUNITY SERVICE PROJECT TO STUDENTS

##### Learning Outcomes

- Positive impact on students' academic learning
- Improves students' ability to apply what they have learned in "the real world"
- Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development
- Improved ability to understand complexity and ambiguity.

##### Personal Outcomes

- Greater sense of personal efficacy, personal identity, spiritual growth, and moral development
- Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills.

##### Social Outcomes

- Reduced stereotypes and greater inter-cultural understanding.
- Improved social responsibility and citizenship skills.
- Greater involvement in community service after graduation.

##### Career Development

- Connections with professionals and community members for learning and career opportunities.
- Greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity.

#### **Relationship with the Institution**

- Stronger relationships with faculty.
- Greater satisfaction with college.
- Improved graduation rates.

#### **BENEFITS OF COMMUNITY SERVICE PROJECT TO FACULTY MEMBERS**

- Satisfaction with the quality of student learning.
- New avenues for research and publication via new relationships between faculty and community.
- Providing networking opportunities with engaged faculty in other disciplines or institutions.
- A stronger commitment to one's research.

#### **BENEFITS OF COMMUNITY SERVICE PROJECT TO COLLEGES AND UNIVERSITIES**

- Improved institutional commitment.
- Improved student retention.
- Enhanced community relations.

#### **BENEFITS OF COMMUNITY SERVICE PROJECT TO COMMUNITY**

- Satisfaction with student participation.
- Valuable human resources needed to achieve community goals.
- New energy, enthusiasm and perspectives applied to community work.
- Enhanced community-university relations.

#### **SUGGESTIVE LIST OF PROGRAMMES UNDER COMMUNITY SERVICE PROJECT**

The following the recommended list of projects for Engineering students. The lists are not exhaustive and open for additions, deletions and modifications. Colleges are expected to focus on specific local issues for this kind of projects. The students are expected to carry out these projects with involvement, commitment, responsibility and accountability. The mentors of a group of students should take the responsibility of motivating, facilitating, and guiding the students. They have to interact with local leadership and people and appraise the objectives and benefits of this kind of projects. The project reports shall be placed in the college website for reference. Systematic, Factual, methodical and honest reporting shall be ensured. For Engineering Students

1. Water facilities and drinking water availability	21. Plant diseases
2. Health and hygiene	22. Yoga awareness and practice
3. Stress levels and coping mechanisms	23. Health care awareness programmes and their impact
4. Health intervention programmes	24. Use of chemicals on fruits and vegetables
5. Horticulture	25. Organic farming
6. Herbal plants	26. Crop rotation
7. Botanical survey	27. Floury culture
8. Zoological survey	28. Access to safe drinking water
9. Marine products	29. Geographical survey
10. Aqua culture	30. Geological survey
11. Inland fisheries	31. Sericulture

12. Animals and species	32. Study of species
13. Nutrition	33. Food adulteration
14. Traditional health care methods	34. Incidence of Diabetes and other chronic diseases
15. Food habits	35. Human genetics
16. Air pollution	36. Blood groups and blood levels
17. Water pollution	37. Internet Usage in Villages
18. Plantation	38. Android Phone usage by different people
19. Soil protection	39. Utilisation of free electricity to farmers and related issues
20. Renewable energy	40. Gender ration in schooling level- observation.

**Complementing the community service project the students may be involved to take up some awareness campaigns on social issues/special groups. The suggested list of programmes are:**

**Programmes for School Children**

1. Reading Skill Programme (Reading Competition)
2. Preparation of Study Materials for the next class.
3. Personality / Leadership Development
4. Career Guidance for X class students
5. Screening Documentary and other educational films
6. Awareness Programme on Good Touch and Bad Touch (Sexual abuse)
7. Awareness Programme on Socially relevant themes.

**Programmes for Women Empowerment**

1. Government Guidelines and Policy Guidelines
2. Womens' Rights
3. Domestic Violence
4. Prevention and Control of Cancer
5. Promotion of Social Entrepreneurship

**General Camps**

1. General Medical camps
2. Eye Camps
3. Dental Camps
4. Importance of protected drinking water
5. ODF awareness camp
6. Swatch Bharath
7. AIDS awareness camp
8. Anti Plastic Awareness
9. Programmes on Environment
10. Health and Hygiene
11. Hand wash programmes
12. Commemoration and Celebration of important days.

**Programmes for Youth Empowerment**

1. Leadership
2. Anti-alcoholism and Drug addiction
3. Anti-tobacco
4. Awareness on Competitive Examinations

## 5. Personality Development

### **Common Programmes**

1. Awareness on RTI
2. Health intervention programmes
3. Yoga
4. Tree plantation
5. Programmes in consonance with the Govt. Departments

### **Role of Students:**

- Students may not have the expertise to conduct all the programmes on their own. The students then can play a facilitator role.
- For conducting special camps like Health related, they will be coordinating with the Governmental agencies.
- As and when required the College faculty themselves act as Resource Persons.
- Students can work in close association with Non-Governmental Organizations like Lions Club, Rotary Club, etc or with any NGO actively working in that habitation.
- And also with the Governmental Departments. If the programme is rolled out, the District Administration could be roped in for the successful deployment of the programme.
- An in-house training and induction programme could be arranged for the faculty and participating students, to expose them to the methodology of Service Learning.

### **TIMELINE FOR THE COMMUNITY SERVICE PROJECT ACTIVITY**

#### **Duration: 8 weeks**

#### **1. Preliminary Survey (One Week)**

- A preliminary survey including the socio-economic conditions of the allotted habitation to be conducted.
- A survey form based on the type of habitation to be prepared before visiting the habitation with the help of social sciences faculty. (However, a template could be designed for different habitations, rural/urban.
- The Governmental agencies, like revenue administration, corporation and municipal authorities and village secretariats could be aligned for the survey.

#### **2. Community Awareness Campaigns (One Week)**

- Based on the survey and the specific requirements of the habitation, different awareness campaigns and programmes to be conducted, spread over two weeks of time. The list of activities suggested could be taken into consideration.

#### **3. Community Immersion Programme (Three Weeks)**

Along with the Community Awareness Programmes, the student batch can also work with any one of the below listed governmental agencies and work in tandem with them. This community involvement programme will involve the students in exposing themselves to the experiential learning about the community and its dynamics. Programmes could be in consonance with the Govt. Departments.

#### **4. Community Exit Report (One Week)**

- During the last week of the Community Service Project, a detailed report of the outcome of the 8 weeks work to be drafted and a copy shall be submitted to the local administration. This report will be a basis for the next batch of students visiting that particular habitation. The same report submitted to the teacher-mentor will be evaluated by the mentor and suitable marks are awarded for onward submission to the University.
- Throughout the Community Service Project, a daily log-book need to be maintained by the students batch, which should be countersigned by the governmental agency representative and the teacher-mentor, who is required to periodically visit the students and guide them.



**SEMESTER – VI**

SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
VI	AA21B6C1	Copy Writing	2			2	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	They understand about of the Basic of copy writing							5,6	2, 3, 5,6
CO2	To know importance of the Writing Persuasive copy- The CAN Elements							6,7	2, 3, 5,6
CO3	They understand how to inculcate 'Creative Thinking Attitude'- Left brain thinking, Right brain thinking							6,7	2, 3, 5,6
CO4	To know about the Layout- Importance and Purpose Steps in Designing a Layout							9, 10	2, 3, 5,6
	To understand the Principles of Effective Copywriting							9,10	2, 3, 5,6
	They know the Developing Copy for Print media							9,10	2, 3, 5,6

**MODULE – I Background****Introduction to Copywriting**

Basics of Copywriting, Role and Responsibility of Copywriter (Classroom lecture, Group discussions Presentations on some great copywriters and their work)

Role and Importance of copy in an Advertisement, Elements of a Copy-Headline-Types of Headline, Sub-head, Body copy- types of Copies, Slogan, , Logo, Company Signature, Mandatories and Legal. (Expert lecture, Group Exercises, Presentations, Observation of Print ads)

**MODULE – II****Tha Can Eliments**

Writing Persuasive copy- The CAN Elements (connectedness, appropriateness, and novelty), Getting Messages to “Stick”: Simplicity, Unexpectedness, Concreteness, Credibility, Emotionality, Storytelling (Classroom Lecture, Group Discussion, Case Studies, Presentations)

Writing copy for various audiences- Children, Youth, Women, Senior citizen and Executives (Classroom Lecture, Group Discussion, Classroom Activities, Observation of Print Ads)

Transcreation vs Translation (Classroom Lecture, Group Discussion, Group Exercises, Presentations)

**MODULE – III**



## **Creative Thinking**

How to inculcate 'Creative Thinking Attitude'- Left brain thinking, Right brain thinking  
(Classroom Lecture, Group Discussion, Group Exercises, Presentations)

Idea Visualization, Sources of Creative Ideas (Classroom Lecture, Brainstorming Exercises, Presentations)

Creative ways of Thinking-Free association, Divergent thinking, Analogies and Metaphors, Lateral thinking, Brainstorming (Classroom Lecture, Group Exercises, Word-play Exercises, Presentations)

Importance and Role of Visuals (Classroom Lecture, Group Exercises, Observation of Print Ads Presentations)

## **MODULE – IV**

### **Layout Designing**

Layout- Importance and Purpose Steps in Designing a Layout-Thumbnail sketches, rough layout, Comprehensive layout and Mechanical (Classroom Lecture, Group Exercises, Observation of Print Ads, Presentations)

Principles and formats of a Layout (Classroom Lecture, Group Exercises, Presentations)

Use of Visuals in different Layouts for Media (Classroom Lecture, Group Exercises, Presentations)

Graphics and Illustration-Role and Importance (Classroom Lecture, Group Exercises, Observation of Print Ads, Presentations)

Psychological and Emotional aspects of colors in Layout Designing (Classroom Lecture, Presentations)

## **MODULE – V**

### **Creativity**

Writing the Creative Brief (Classroom Lecture, Group Exercises, Presentations)

Principles of Effective Copywriting (Classroom Lecture, Group Exercises, Observation of Print Ads, Presentations)

Developing the Big Idea (Classroom Lecture, Group Exercises, Case Studies)

Creating Advertising Appeals: Rational and Emotional (Classroom Lecture, Group Exercises, Presentations)

Major Creative Thinkers in Advertising (Classroom Lecture, Case Studies, Presentations, Screening of Ads)

## **MODULE – VI**

### **Copy writing for different media**

Developing Copy for Print media (Classroom Lecture, Group Exercises)

Copy Writing for Radio and Television (Classroom Lecture, Group Exercises, Presentations)

Copy Writing for Digital Media (Classroom Lecture, Group Exercises)

Copy Writing for Outdoor Media (Classroom Lecture, Group Exercises, Presentations)

Designing Sales Literature (Classroom Lecture, Group Exercises, Presentations)

SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
VI	AA21B6O1	Open Elective Mobile App Design (XD)	1	1	0	2	100		100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	They will learn Adobe Xd tool for Mobile App, Web App designing modules							4,5	2, 3, 5,6
CO2	They will learn how to Create a prototype project and how to create web app projects.							6,7	2, 3, 5,6
CO3	They will learn setting up the connection between pages,							6,7	2, 3, 5,6
CO4	They will learn Portfolio Building with UI UX projects, and online portfolio build							7,9	2, 3, 5,6

#### MODULE - I

##### The basic composition of the Adobe XD interface

- XD introductory course: layout and design; creation and preview; sharing and review; using UI kits
- Project Setup Course: Launch XD Projects; Add and Edit Artboards; Use Grid to Set Columns and Margins; Align Content with Grids; Use UI Toolkits; Create Scrollable Artboards
- XD & PS Tutorial: PS User XD Quick Start; Designing Landing Pages with XD and PS; Designing Mobile Apps with XD and PS.

#### MODULE - II

- Learning Adobe XD:
- Browse the XD interface
- Use artboards and grids
- Add content to the layer
- Use the repeat grid feature
- Add interactivity to your project
- Export content
- Share your work

#### MODULE - III

##### Designing websites with Adobe XD

- Teaching content:
- Use the Adobe XD workspace
- Create and import graphics
- Add text and effects
- Create multiple screen layouts
- Designed for mobile
- Use grid repeating elements
- Prototype single interaction
- Prototype design entire website
- Production content scrolling
- Record an interactive video
- Shared prototype
- Export artboards and assets

#### MODULE - IV

- Build multiple screens of different sizes
- Create graphics and text in Adobe XD
- Import graphics
- Prototyping lists and repeating elements easily with repeating grids
- Add interaction to an element
- Create a transition between screens
- Share and get feedback
- Export art boards and assets

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
VI	AA21B6P1	Interaction Design	2	0	5	6	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To understand about the Interaction design.							5,6	2, 3, 5,6
CO2	They know how the icon design process itself results in a variety of possible interaction design solutions							6,7	2, 3, 5,6
CO3	They know the importance Role of Interaction Designer							7,8	2, 3, 5,6
CO4	To know the Creating Interaction Design process: conceptualization, stages involved; types of design; creativity in designing.							9,10	2, 3, 5,6

#### MODULE – I

- Define How Users Can Interact with the Interface
- Give Users Clues about Behavior before Actions are Taken
- Anticipate and Mitigate Errors
- Consider System Feedback and Response Time

#### MODULE – II

- Research,
- Concept generation,
- prototyping, and refinement
- Sketching,
- Storyboarding
- Finally, interaction designers can build value for their own business.

#### MODULE – III

- Strategically Think about Each Elements
- Simplify for learn ability
- What commands can a user give to interact with the interface?
- What about the appearance (color, shape, size, etc) gives the user a clue about how it may function

#### MODULE – IV

- What information do you provide to let a user know what will happen before they perform an action
- Constraints put in place to help prevent errors.
- Do error messages provide a way for the user to correct the problem or explain why the error occurred
- What feedback does a user get once an action is performed
- How long between an action and a product's response time
- Are the interface elements a reasonable size to interact with
- Are edges and corners strategically being used to locate interactive elements like menus
- Is information chunked into a few items at a time
- Are familiar formats used





SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
VI	AA21B6P2	UI/UX Design Process	2	0	5	7	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	They will learn Fundamental steps which involved in UX design process like Useful, Usable, Desirable, Findable, Accessible, Credible:							4,5	2, 3, 5,6
CO2	They will learn <b>Factors in UX design.</b>							6,7	2, 3, 5,6
CO3	They will learn interface is the graphical layout of an application.							6,7	2, 3, 5,6
CO4	They will learn Portfolio Building with UI UX projects, and online portfolio build							7,9	2, 3, 5,6

## MODULE – I

### Basic Fundamental steps involved in UX design process

What is UX Design?

What is Useful: Product should be original and fulfill a need

What is Usable: A product needs to be simple and easy to use and familiar

What is Desirable: Image, identity, brand, and other design elements are used to evoke emotion and appreciation

What is Findable: User has a problem with the product or service they should be able to quickly find a solution

What is Accessible: A product or service needs to be accessible to everyone including those with disabilities

## MODULE – II

### Factors in UX design.

1. Must meets the user's needs
2. Must be easy to use and easy to learn

3. Must give the user control and freedom

### MODULE – III

#### What is UI Design? (User Interface Design)

#### How many types of templates we have?

- What is Command line Interface? Graphical user Interface? Menu driven? Form based?
- Natural language?

The user interface is the graphical layout of an application. UI consists of the buttons users click on, the images, videos, texts, and overall interaction & the behavior of the application. The main goal of the UI designers is to create a user interface that is engaging, attractive and beautiful

### MODULE – IV

#### Portfolio Building

we'll explore the 8 most important UI/UX design skills you should showcase in your portfolio and how. Let's get straight into it.

- User Research
- Wireframing
- Prototyping
- Information Architecture
- Visual Design
- UX Writing
- Interaction Design
- Mobile Design

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
VI	AA21B6P3	Basic Videography	2	0	5	6	50	50	100
<b>Cos</b>	<b>Laboratory Outcomes</b>							<b>POs</b>	<b>BTLs</b>
	The student will be able								
<b>CO1</b>	To Acquire Knowledge on Videography							9, 10	3, 6
<b>CO2</b>	To understand Recording & Sound							9, 10	3, 6
<b>CO3</b>	To Acquire the knowledge on Lighting Setup,							9, 10	3, 6
<b>CO4</b>	To Acquire Knowledge on Video Post Production							9, 10	3, 6
<b>CO5</b>	To Acquire Knowledge on Videography								

#### MODULE - I

Definition of Video graphyHistory – Evolution of video graphy– How Video Camera work - Different Video System – Beta Max – video 2000 – Digital Video

Mini DV – DV Cam - Different Types of Camcorders - CCD Camcorder - Video tape - PAL – NTSC- SECAM

#### MODULE - II

Understanding video Camera - Parts Of Video camera – The View Finder - Gain Control – White balance – Focusing – The lens – Focusing – The View Finder-Apeture And Depth of Field – Colour Correction - Basic of sound – Monitoring The Sound – sound Recorders – Manipulating The Sound - sound Recorders earphones - Moving Camera Shots Walking , Panning , Tracing

#### MODULE - III

Natural Light Condition - Low Light- Light & Accessories Building Lighting Setup – Lighting the – Image –Lighting For Realism – Mixed Lighting – Special Effects Lighting – Colour – Quality of the Lighting Problems – Light & Exposur

#### MODULE - IV

Video Signal – PAL – NTSC – SECAM – Television Transmission ThroughSatelite

Planning - set up And Shooting Recording – Storage – Pre Production – Post Production – Signal & Multi

#### MODULE - V

Introduction to OS [ FCP or Premier ] – Menu Symbols – Working With Text – Screenshots – Managing Windows & Dialogues – Spotlight – Restart , Shutdown & Sleep – Safari – preview.

Conversion : Introduction – Audio Formats - Video Formats – Image Formats – MPEG Stream Clip

Toast Titanium – Flv Crunch and other conversion Software – Convert DV , AVI , MPEG 4 – Audio

Other Formats – Image Sequence – Export Frame

Event Viewer - Timeline – Library – Event Projects Editing basics - Audio – Titles – Effects – Freeze Frames – Markers



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
VI	AA21B6P4	Campaign Design	2	0	5	6	50	50	100
<b>Cos</b>	<b>Laboratory Outcomes</b>							<b>POs</b>	<b>BTLs</b>
	The student will be able								
<b>CO1</b>	To Acquire Knowledge on product campaign							9, 10	3, 6
<b>CO2</b>	To understand types of campaigning							9, 10	3, 6
<b>CO3</b>	To Acquire Knowledge types of ads							9, 10	3, 6
<b>CO4</b>	To Acquire Knowledge on printing ads							9, 10	3, 6

#### MODULE - I

Introduction to the Campaign design and about experience of the design we will see. In this part product campaign design will come.

- Social Media Ads
- Print ads
- Direct mail ads
- Preparing the Point of sale
- Google & search ads
- Video ads
- The Advantages of a POS System
- Your business can enjoy the following benefits by adopting a POS system:
- Improved accuracy
- Cashier mistakes can easily cost a retail business as much as one-third of their profits per year. With a POS system, you can eliminate the need to manually key in items and prices. It significantly reduces the risk of human error and provides far more accuracy than a basic cash register.
- Simple reporting
- Reporting can be a daunting task for your business. A POS system can simplify it through reports which provide useful data in real-time. You can use this data to make informed decisions that steer you toward success.
- Inventory management

#### MODULE - II

- Preparing the Poster design and Magazine design
- Identify the goal of your poster.
- Consider your target audience.
- Decide where you want to share your poster.



- Select a pre-made poster template.
- Pick a relevant or branded color scheme.
- Include a clear call to action.
- Use varied fonts to create visual hierarchy.

### MODULE - III

- Preparing the Brochure Design, Flyers designs
- Define the target audience for your marketing brochure
- Create thoughtful, targeted messaging for your marketing brochure
- Collect unique, meaningful images or illustrations for your marketing brochure
- Design the brochure around your copy, images, and branding
- Repurpose the same brochure design for different products
- Remember your brand design standards
- Design with the reader in mind
- Choose your brochure type
- Gather your copy and images
- Find your style

### MODULE - IV

How to campaign your Products?

Are you working to position your fundraising campaign for success? If so, make sure that you are employing the five essential campaign marketing principles:

1. Design for people.
2. Focus on volunteers.
3. Plan for responses..
4. Keep it simple.
5. Aim outside.

SEMESTER	Course Code	Course Title	L	S/F	P/T/O	C	Int.Marks	Ext. Marks	Total Marks
VI	AA21B6K1	Skill Enhancement course -4 Premier Pro	0	2	2	1	100		100
COs	Course Outcomes							POs	BTLs
	The students will be able								
CO1	Understanding the concepts of Premier Pro and discuss about the video editing Terminologies.							1,3	2,4
CO2	Apply the Video Transitions and Audio Effects.							3,4,5	2,4
CO3	Making the Text Graphics and Understanding the Various Concepts like Color Grading, Greenscreen etc.,							3,4	3,6
CO4	Applying the advanced Video and Audio Effects.							3,4,5	3,6
MODULE -I(CO1)									
Introduction to Adobe Premier Pro and Basics- Workspace, Importing and organizing the media, Sequence. Video Editing Terminologies & Definitions: 4K, 8K, HD Resolution, Alpha Channel / Layer , Aspect Ratio,. B-roll and A-Roll, Chrome Keying, Color Correction vs Color Grading, Codecs, Compositing, Key Frames, Render etc.									
MODULE-II(CO1)									
Video Editing Basics: Understanding the Time line, Creating a Sequence, Editing Tools, Video Properties: Scale, Position, Rotation, Opacity etc., Types of cuts(J-Cut, L-cut ), Mask Concepts, Blend Modes. Video Transitions: Cross Dissolve, Iris, Push, Barn doors, flip over, 3d cubes etc.									
MODULE-III(CO2)									
Video Effects: Track Mattes, Directional Blur, Wrap Stabilizer,Mosaic, 4-Color Gradientetc. Audio Editing Basics: Understanding the audio Properties, Adjusting audio Levels, Removing background Noise, Track Mixer.									
MODULE -IV(CO3)									
Titles & Graphics: Understanding Essential Graphics Panel, Adding Motion to Graphics, Responsive Design, Speech to Text Feature. Color Correction and Color Grading : Introduction, Adjusting White Balance, Exposure, Saturation									

with lumetri Color.

### MODULE -V(CO3)

**Video Speed:** Time Remapping, Freeze Frame and Frame Hold, Bezier Path, Ease In, Ease Out, Reverse Video.

**Green Screen / Chromakeying:** Understanding Greenscreen concepts, Removing background and making better appearance.

### MODULE -VI(CO4)

Advanced Concepts in Color Grading, Premier Pro Skills, Mini Project Work.



**SEMESTER – VII**

SEMESTER	Course Code	Course Title	L	T	P/S	C	Int. Marks	Ext. Marks	Total Marks
VII	AA21B7P1	UX Design Lab	2	0	6	7	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	They will learn Adobe Xd tool for Mobile App, Web App designing modules							4,5	2, 3, 5,6
CO2	They will learn how to Create a prototype project and how to create web app projects.							6,7	2, 3, 5,6
CO3	They will learn setting up the connection between pages,							6,7	2, 3, 5,6
CO4	They will learn Portfolio Building with UI UX projects, and online portfolio build							7,9	2, 3, 5,6

**MODULE – I****The basic composition of the Adobe XD interface**

- XD introductory course: layout and design; creation and preview; sharing and review; using UI kits
- Project Setup Course: Launch XD Projects; Add and Edit Artboards; Use Grid to Set Columns and Margins; Align Content with Grids; Use UI Toolkits; Create Scrollable Artboards
- XD & PS Tutorial: PS User XD Quick Start; Designing Landing Pages with XD and PS; Designing Mobile Apps with XD and PS.

**MODULE – II**

- Learning Adobe XD:
- Browse the XD interface
- Use artboards and grids

- Add content to the layer
- Use the repeat grid feature
- Add interactivity to your project
- Export content
- Share your work

### **MODULE – III**

#### **Designing websites with Adobe XD**

- Teaching content:
- Use the Adobe XD workspace
- Create and import graphics
- Add text and effects
- Create multiple screen layouts
- Designed for mobile
- Use grid repeating elements
- Prototype single interaction
- Prototype design entire website
- Production content scrolling
- Record an interactive video
- Shared prototype
- Export artboards and assets

### **MODULE – IV**

- Build multiple screens of different sizes
- Create graphics and text in Adobe XD
- Import graphics
- Prototyping lists and repeating elements easily with repeating grids
- Add interaction to an element
- Create a transition between screens
- Share and get feedback
- Export art boards and assets



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
VII	AA21B7P2	UI Design LAB	2	0	6	7	50	50	100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To Acquire Knowledge on User interface design							6, 7	1, 2
CO2	To understand mobile Informational Components: tooltips, icons, progress bar, notifications, message boxes, modal windows							6, 7	1, 2
CO3	To Acquire the knowledge on Navigational Components: breadcrumb, slider, search field, pagination, slider, tags, icons							6, 7	1, 2
CO4	To Acquire the knowledge on Input Controls: buttons, text fields, checkboxes, radio buttons, dropdown lists, list boxes, toggles, date field							6, 7	1, 2

**MODULE - I**

Everything stems from knowing your users, including understanding their goals, skills, preferences, and tendencies. Once you know about your user, make sure to consider the following when designing your interface:

**MODULE - II**

Keep the interface simple. The best interfaces are almost invisible to the user. They avoid unnecessary elements and are clear in the language they use on labels and in messaging.

Create consistency and use common UI elements. By using common elements in your UI, users feel more comfortable and are able to get things done more quickly. It is also important to create patterns in language, layout and design throughout the site to help facilitate efficiency. Once a user learns how to do something, they should be able to transfer that skill to other parts of the site.

**MODULE - III**

Be purposeful in page layout. Consider the spatial relationships between items on the page and structure the page based on importance. Careful placement of items can help draw attention to the most important pieces of information and can aid scanning and readability.

Strategically use color and texture. You can direct attention toward or redirect attention away from items using color, light, contrast, and texture to your advantage.

Use typography to create hierarchy and clarity. Carefully consider how you use typeface. Different sizes, fonts, and arrangement of the text to help increase scanability, legibility and readability.

**MODULE - IV**

Make sure that the system communicates what's happening. Always inform your users of location, actions, changes in state, or errors. The use of various UI elements to communicate status and, if necessary, next steps can reduce frustration for your user.

Think about the defaults. By carefully thinking about and anticipating the goals people bring to your site, you can create defaults that reduce the burden on the user. This becomes particularly important when it comes to form design where you might have an opportunity to have some fields pre-chosen or filled out.

## References

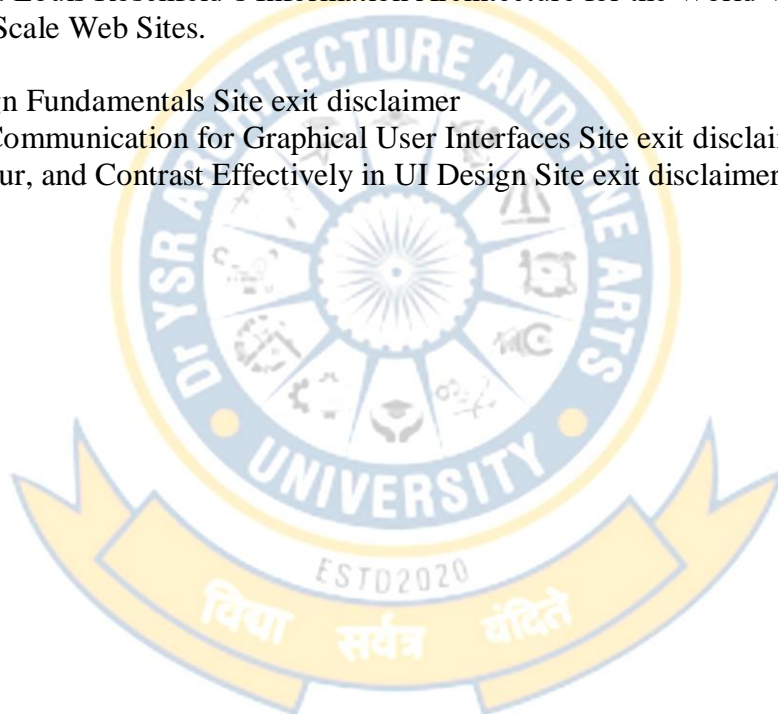
Jesse James Garrett's The Elements of User Experience: User-Centered Design for the Web and Beyond.

Peter Morville and Louis Rosenfeld's Information Architecture for the World Wide Web: Designing Large-Scale Web Sites.

10 Interface Design Fundamentals Site exit disclaimer

Effective Visual Communication for Graphical User Interfaces Site exit disclaimer

Using Light, Colour, and Contrast Effectively in UI Design Site exit disclaimer

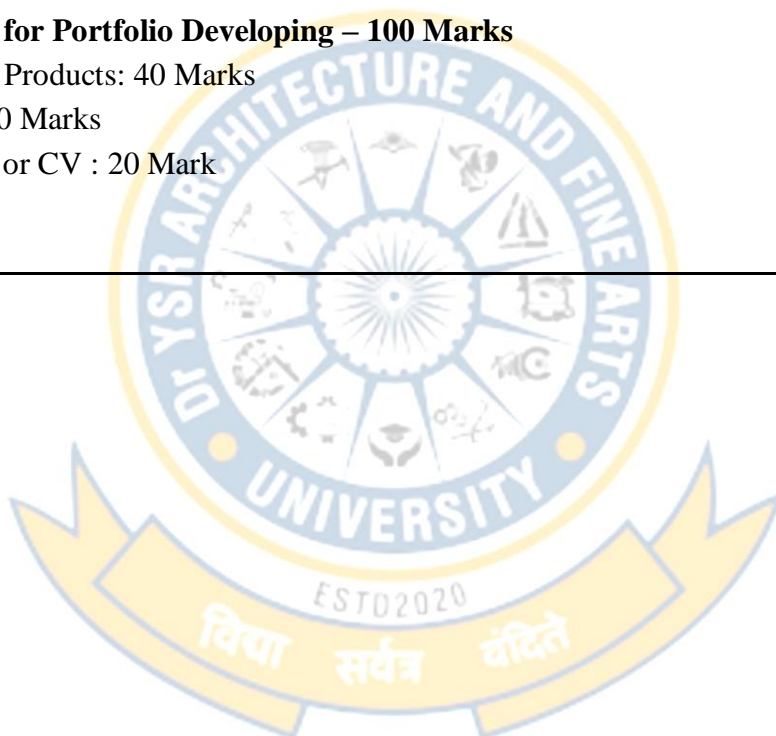


SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
VII	AA21B7P3	Portfolio Developing	3		5	7	100		100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	Learn How to build the self portfolio							6, 7	NA
CO2	Learn How to build the professional portfolio building							6, 7	NA

A portfolio can be an important tool for their career – whether you're currently job seeking or not.

**Pattern of Evaluation for Portfolio Developing – 100 Marks**

- Creative design Products: 40 Marks
- Presentation : 40 Marks
- Current resume or CV : 20 Mark

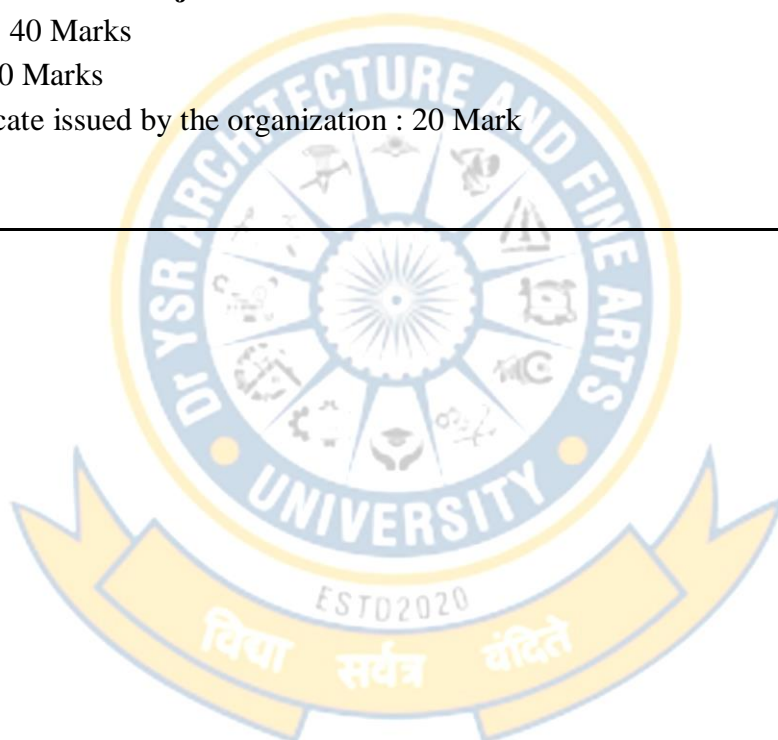


SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
VII	AA21B7P4	Mini Project	3		5	7	100		100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	Learn real knowledge on complete company branding ads							6, 7	NA

The student must submit and present a seminar report on the mini project work done

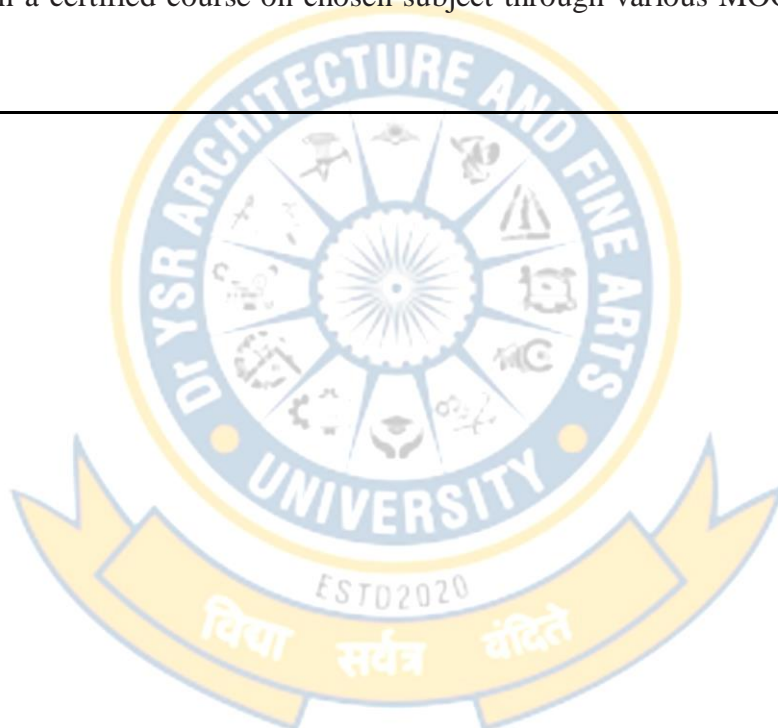
**Pattern of Evaluation for Mini Project – 100 Marks**

- Project Report : 40 Marks
- Presentation : 40 Marks
- Training certificate issued by the organization : 20 Mark



SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
VII	DT21B7K1	Skill Oriented Course – MOOCs	0	2	0	2	-	-	-
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	To gain knowledge on any advanced courses related to DTDP through MOOCs.							1, 2, 4	3, 4

The student must finish a certified course on chosen subject through various MOOC providers. (NPTEL, ATAL, Coursera, edx)





**SEMESTER – VIII**

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
VIII	AA21B8P1	Industrial Project Work			10	10	100		100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	Have a thorough review and outline various Advertising design problems that can be taken up as project work							6, 7	1, 2
CO2	Work in a team to select a problem for project work							6, 7	1, 2
CO3	Review and evaluate the available literature on the chosen problem							6, 7	1, 2
CO4	With the help of the faculty advisor design a methodology to solve the identified problem.							6, 7	1, 2

Out of the total evaluation is for 200 marks 100 marks shall be for internal evaluation and 100 marks for the external evaluation at the end of the semester. External evaluation of the project (viva-voce) shall be conducted by a committee appointed by the Chief Superintendent of Examinations. The committee consists of an external examiner, HOD, a senior faculty member and internal guide.

Division of marks for internal assessment – 100 marks

Progress of Project work at the end of 10 weeks : 20 Marks

- Evaluation by the Guides (at the end of 15 weeks) : 20 Marks
- Project Report : 20 Marks
- Final presentation and defense of the project : 40 Marks
- Pattern of External Evaluation for Project – 100 Marks Final Project Report : 25 Marks
- Presentation : 25 Marks
- Demonstration / Defense of Project : 50 Mark

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
VIII	AA21B8P2	Practical Training/ Industrial				10	100		100
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	Have a thorough review and outline various Advertising design problems that can be taken up as project work							6, 7	1, 2
CO2	Work in a team to select a problem for project work							6, 7	1, 2
CO3	Review and evaluate the available literature on the chosen problem							6, 7	1, 2
CO4	With the help of the faculty advisor design a methodology to solve the identified problem.							6, 7	1, 2

Out of the total evaluation is for 200 marks 100 marks shall be for internal evaluation and 100 marks for the external evaluation at the end of the semester. External evaluation of the project (viva-voce) shall be conducted by a committee appointed by the Chief Superintendent of Examinations. The committee consists of an external examiner, HOD, a senior faculty member and internal guide.

Division of marks for internal assessment – 100 marks

Progress of Project work at the end of 10 weeks : 20 Marks

- Evaluation by the Guides (at the end of 15 weeks) : 20 Marks
- Project Report : 20 Marks
- Final presentation and defense of the project : 40 Marks
- Pattern of External Evaluation for Project – 100 Marks Final Project Report : 25 Marks
- Presentation : 25 Marks
- Demonstration / Defense of Project : 50 Mark

SEMESTER	Course Code	Course Title	L	T	P/ S	C	Int. Marks	Ext. Marks	Total Marks
VIII	AA21B8P3	Final Project work/ Thesis			20	10	100	200	300
COs	Course Outcomes							POs	BTLs
	The student will be able								
CO1	Have a thorough review and outline various Advertising design problems that can be taken up as project work							6, 7	1, 2
CO2	Work in a team to select a problem for project work							6, 7	1, 2
CO3	Review and evaluate the available literature on the chosen problem							6, 7	1, 2
CO4	With the help of the faculty advisor design a methodology to solve the identified problem.							6, 7	1, 2

Out of the total evaluation is for 200 marks 100 marks shall be for internal evaluation and 100 marks for the external evaluation at the end of the semester. External evaluation of the project (viva-voce) shall be conducted by a committee appointed by the Chief Superintendent of Examinations. The committee consists of an external examiner, HOD, a senior faculty member and internal guide.

Division of marks for internal assessment – 100 marks

Progress of Project work at the end of 10 weeks : 20 Marks

- Evaluation by the Guides (at the end of 15 weeks) : 20 Marks
- Project Report : 20 Marks
- Final presentation and defense of the project : 40 Marks
- Pattern of External Evaluation for Project – 100 Marks Final Project Report : 25 Marks
- Presentation : 25 Marks
- Demonstration / Defense of Project : 50 Mark

