

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

Basket of Open Elective Courses in

Faculty of Interdisciplinary Studies

As Per National Education Policy (NEP)-2020

FIRST YEAR: SEMESTER– I and II

Level-4.5

**Basket of Open Elective Courses in
Physical Education (Interdisciplinary Studies)
As Per National Education Policy (NEP)-2020**

Open Elective in BPE & S.

1. Lifestyle Management

2. Fundamentals of Aerobics and Yogic Practices

3. Fundamentals of Ball Games

(Football, Volley ball, Basketball, Handball)

4. Fundamentals of Marathi language (मराठी प्राथमिक स्तर)

(For students who don't know Devnagari script)

FIRST YEAR: SEMESTER– I And II

Level-4.5

Generic open Elective							
Level	Sem	Course Code	Course Name	Credits	Teaching Hrs	Exam Duration	Max Marks
4.5 or 5		822225	OE: Lifestyle Management	2	30	2 Hrs	50

Objective	The main objective of the course are: 1. To understand the meaning of a good health. 2. To know different types of food groups. 3. To understand the concept of balanced diet.						
Course Outcome	After successfully completing the course, students will be able to: 1. Understand issues related to the present day healthcare system 2. Apply the principles of healthy lifestyle. 3. To know the importance of a balanced diet. 4. Understand principles of healthy habits.						
Unit	Content					Hours	
Unit-I	Healthy Habits: Introduction, Good and bad habits with example, Basic knowledge of how to be healthy: Comprehend healthy habits, Recommendations of healthy habits: Balance Diet, Daily exercise, Positive attitude, Rest & recreation, Good sense of humor, Spiritual habits, Clean Drinking water, Hand washing.					7	
Unit-II	Unit 2: Nutrition and proportion of diet: Nutrition – definition, importance, Principles of a Balanced Diet: Macronutrients and Micronutrients, Concept of Balanced Diet: Definition, Importance and Goal, Components of balanced diet, Carbohydrates, Protein, Fat, Vitamins, Minerals and Water: Classification, Source, Function, Meal Planning and Healthy Eating Habits, Importance of Hydration.					7	
Unit-III	Unit 3: Hygiene Hygiene: Concepts, definitions and types, importance of hygiene, Relation between health & hygiene, Community & Personal Hygiene: Environmental Sanitation and Sanitation in Public places, Public Awareness through Digital Media					8	
Unit-IV	Unit 4: Daily Routine Need Definition and Importance of a Healthy Lifestyle, Importance of Quality Sleep for Physical and Mental Health, Daily lifestyle to overcome disease condition. Techniques for Improving Sleep quality and Overcoming Insomnia,					8	

	Understanding Stress and Its Impact on Health. Techniques for Managing Stress: Mindfulness, Relaxation, and Coping Strategies.	
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References:

- Goenka, S. N. (n.d.). *The art of living: Vipassana meditation as taught by S. N. Goenka*. (Check for Indian editions or publishers).
- Sinha, R. K. (2012). *Holistic health: A comprehensive approach*. (Publisher details vary; look for editions published in India).
- Bhandari, R. N. S. (2014). *The science of nutrition*. (Publisher details vary; look for editions published in India).
- Nair, L. M. G. (2019). *Nutrition for health, fitness & sport*. (Publisher details vary; check for the most recent Indian edition).
- Sharma, S. K. (2017). *Sanitation and hygiene: The Indian perspective*. (Publisher details vary; check for the most recent edition or Indian publisher).
- Sood, A. (2016). *Eat right, stay young: Secrets to a healthy and balanced diet*. (Publisher details vary; check for the most recent Indian edition).
- Sinha, R. K. (2013). *Public health and community medicine*. (Publisher details vary; check for the most recent edition or Indian publisher).
- Malhotra, A. S. (2021). *Sleep better: A guide to improving your sleep*. (Publisher details vary; check for the most recent edition or Indian publisher).
- Tolle, E. (1999). *The power of now: A guide to spiritual enlightenment*. New World Library. (Note: This book is not by an Indian author, but is frequently referenced in Indian contexts).

Generic open Elective							
Level	Sem	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max Marks
4.5 or 5		822224	OE: Fundamentals of Aerobics and Yogic Practices	2 (T1+ P1)	45 (T15+P30)	-	50

Objective	The main objective of the course are <ol style="list-style-type: none"> 1. To understand the basic principles and benefits of aerobics and yogic practices. 2. To develop practical skills in aerobics exercises and yoga asanas. 3. To integrate aerobic and yogic practices into a balanced fitness routine. 	
Course Outcome	After successfully completing the course, students will be able to: <ol style="list-style-type: none"> 1. Understand the historical context and development of aerobics. 2. Demonstrate basic aerobic exercises and routines. 3. Demonstrate basic yoga postures and breathing techniques. 4. Integrate meditation into a regular yoga practice. 5. Assess personal fitness and develop customized aerobic and yoga programs. 6. Monitor and adjust personal routines based on progress and feedback. 	
Unit	Content	Hours
Unit-I (Theory)	Introduction to Aerobics: History and Evolution of Aerobics: Origins, development, and key figures in aerobics. Principles of Aerobic Exercise: Cardio-respiratory benefits, energy systems, and exercise intensity. Basic Aerobic Exercises: Techniques and variations of basic moves such as jumping jacks, step touches, and high knees. Creating an Aerobic Routine: Designing balanced workout sessions including warm-ups, main aerobic phases, and cool-downs.	7
Unit-II (Theory)	History and Philosophy of Yoga: Overview of yoga's origins, major schools, and philosophical underpinnings. Basic Yoga Asanas: Introduction to foundational postures such as Downward Dog, Warrior I, and Tree Pose. Breathing Techniques (Pranayama): Fundamentals of breath control and its impact on practice. Meditation and Mindfulness: Basic techniques and benefits of meditation and mindfulness practices.	8
Unit-III (Practical)	Exercise Settings: Aerobic Training: Focuses on cardiovascular endurance with steady-state, moderate-intensity exercise. Anaerobic Training: Targets strength and power with high-intensity, short-duration efforts. With Music: Enhances motivation and synchronization. Without Music: Focuses on technique and verbal cues.	15

	<p>Active Stretching: Dynamic movements. Slow Stretching: Static stretches.</p> <p>Circuit Training: Structure: Rotating through exercise stations. Power Line Class, Power Line Fusion Class, Progression: Gradual increase in intensity and complexity.</p> <p>Types of Aerobic Workouts: Rhythmic Aerobics: Dance-based routines. Low Impact: Gentle on joints. High Impact: Intense, more joint stress. HIIT: Short bursts of high intensity with rest periods.</p>	
Unit-IV (Practical)	<p>Assessing Personal Fitness Levels: Techniques for evaluating individual fitness levels and needs. Personalized Aerobic and Yoga Programs: Tailoring routines to individual goals, abilities, and preferences. Monitoring Progress and Adjustments: Strategies for tracking progress and making necessary adjustments. Lifestyle Integration: Incorporating aerobic and yoga practices into daily life for long-term health and wellness.</p>	15

References:

1. "Yoga Anatomy" by Leslie Kaminoff and Amy Matthews, "The New Aerobics" by Dr. Kenneth Cooper.
2. Howley, E. T., & Thompson, D. L. (2020). Fitness professional's handbook (7th ed.). Human Kinetics.
3. American College of Sports Medicine. (2017). ACSM's guidelines for exercise testing and prescription (10th ed.). Wolters Kluwer.
4. Kaminoff, L., & Matthews, A. (2011). Yoga anatomy. Human Kinetics.
5. Cooper, K. H. (2006). The new aerobics. HarperCollins.
6. Clark, S. (2015). High-intensity interval training for women: Burn fat, get fit, and enjoy the benefits of HIIT. Ulysses Press.
7. Bodyfit by Amy. (2021). HIIT workouts and circuit training. YouTube. Retrieved July 13, 2024, from <https://www.youtube.com/user/bodyfitbyamy>
8. Yoga with Adriene. (2021). Yoga for beginners and warm-up routines. YouTube. Retrieved July 13, 2024, from <https://www.youtube.com/user/yogawithadriene>

Generic open Elective							
Level	Sem	Course Code	Course Name	Credits	Teaching Hrs	Exam Duration	Max Marks (Ex+Int)
4.5 or 5		822223	OE: Fundamentals of Ball Games (Football, Volleyball, Basketball, Handball)	2 (T1+ P1)	45 (T15+P30)	2 Hrs	50 (30+20)

Objective	The main objective of the course are: <ol style="list-style-type: none"> To develop interest of students towards ball games. To enhance the physical efficiency. To prepare for Basic sports competitions. 	
Course Outcome	After successfully completing the course, students will be able to: <ol style="list-style-type: none"> Understand the history, rules, and regulations of each sport. Develop fundamental skills required for each sport. Learn basic strategies and tactics for gameplay. Promote teamwork, sportsmanship, and fair play. Enhance physical fitness and coordination. 	
Unit	Content	Hours
Unit-I	Fundamentals of Football (Soccer) & Volleyball: <ul style="list-style-type: none"> History and evolution of football History and development of volleyball Rules and regulations of the Football Overview of rules and regulations of Volleyball Basic equipment and field layout of Football Court layout and equipment used in volleyball 	7
Unit-II	Practical Implementation of skills of Football and Volleyball: Football: <ul style="list-style-type: none"> Dribbling and ball control Passing and receiving Shooting techniques Basic defensive tactics Offensive plays and formations Position-specific roles and responsibilities Small-sided games Drills to improve individual skills Team-building exercises Volleyball: <ul style="list-style-type: none"> Serving techniques (underhand and overhand) Passing and setting 	15

	<ul style="list-style-type: none"> • Spiking and blocking • Basic offensive strategies • Defensive positioning and movement • Rotation and substitution rules • Practice matches • Drills to enhance skills • Team coordination exercises 	
Unit-III	Fundamentals of Basketball & Handball: <ul style="list-style-type: none"> • History and evolution of Basketball • History and development of Handball • Rules and regulations of the Basketball • Overview of rules and regulations of Handball • Basic equipment and field layout of Basketball • Court layout and equipment used in Handball 	8
Unit-IV	Practical Implementation of skills of Basketball & Handball: Basketball: <ul style="list-style-type: none"> • Dribbling and ball handling • Passing (chest pass, bounce pass, overhead pass) • Shooting techniques (layups, jump shots, free throws) • Basic offensive plays • Defensive formations (man-to-man, zone defense) • Rebounding techniques • Scrimmage games • Skill-specific drills • Teamwork and communication exercises Handball: <ul style="list-style-type: none"> • Passing and catching • Dribbling techniques • Shooting skills • Offensive strategies and plays • Defensive positioning and tactics • Goalkeeping basics • Practice matches • Skill development drills • Team-building activities 	15

*** Recommended Reading and Resources**

- FIFA Official Laws of the Game (Football)
- FIVB Volleyball Rules
- FIBA Basketball Rules
- IHF Handball Rules

References:

1. Blanchard, T. (2014). *The History of Soccer: The Beautiful Game's Evolution from Ancient Times to the Modern Era*. Reaktion Books.
2. Weiner, M. (2016). *Soccer: A Complete Guide to the Game*. Human Kinetics.
3. Cramer, J. (2017). *The Complete Guide to Volleyball*. Skyhorse Publishing.
4. Kessel, A. (2018). *Volleyball: Steps to Success*. Human Kinetics.
5. Boucher, D. (2013). *Basketball: The History of the Game*. Cherry Lake Publishing.
6. National Basketball Association (NBA). (2023). *NBA Rule Book*. NBA Publishing.
7. Gibbons, P. (2019). *Basketball Drills and Skills*. Coach's Choice.
8. Prat, J. (2015). *The Evolution of Handball*. CreateSpace Independent Publishing Platform.
9. International Handball Federation (IHF). (2023). *IHF Handball Rules*. IHF Publishing.

OE1. Fundamentals of Marathi Language (मराठी प्राथमिक स्तर)**(For students who don't know Devnagari script)**

Level	Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
4.5 or 5		822211	OE1: Students Have to choose from the basket Provided by different Faculty / same faculty/ MOOCs	2 (1T + 1P)	45 (15T+30P)	2	Theory External 30	Theory Internal 20

Course Objectives	<ol style="list-style-type: none">मराठी व्याकरण आणि शब्दसंग्रहावर दृढ पकड मिळेल .मराठीत वाचन, लेखन, आणि बोलणे या मध्ये प्राविण्य मिळेल.मराठीत दररोजच्या संवादासाठी व्यावहारिक संवाद कौशल्ये वाढेल.		
Course Outcomes	विद्यार्थी खलील गोष्टी करण्यात सक्षम होतील: <ol style="list-style-type: none">मराठीसाठी वापरल्या जाणाऱ्या देवनागरी लिपीतील सर्व अक्षरे ओळखण्यास आणि लिहिण्यास विद्यार्थी सक्षम होतील.मराठी स्वर, व्यंजन आणि सामान्य शब्द अचूकपणे उच्चारण्यास सक्षम होतील.मराठीतील शब्दांच्या जाती आणि संख्या यांचा मूलभूत उपयोग करणे.मराठी भाषेतील मजकूर वाचण्याची आणि समजून घेण्याची क्षमता विकसित होईल.परिचित विषयांवर साधे मजकूर लिहिण्यास समर्थ होतील.व्यवहारात मराठी भाषेचा वापर करण्यास समर्थ होतील.		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	मराठी लिपी आणि उच्चार (T) <ul style="list-style-type: none">मराठी भाषेचे महत्व.देवनागरी लिपीचा परिचय.मराठीतील वर्णांची ओळख. (मराठी वर्णमाला)उच्चाराचे नियम आणि सामान्य ध्वनी.मूलभूत वर्ण आणि साधे शब्द लिहिणे. (जोडाक्षरे)	7 Hours	1. Demonstration 2. Experiential learning
Unit II	मूलभूत शब्दसंग्रह आणि वाक्य रचना (T) <ul style="list-style-type: none">शब्दांच्या जाती.संख्या.सामान्य वाक्ये.लिंगविचार आणि वाचन विचार.	8 Hours	3. Identification 4. Participative learning
Unit III	दररोजचे संप्रेषण (P) <ul style="list-style-type: none">संवादाचा सराव.ऐकण्याचे आकलन.जोडीने काम करा आणि रोजच्या विषयांवर गट चर्चा करा.साधी वाक्ये तयार करणे, प्रश्न विचारणे आणि उत्तरे देणे.दैनंदिन दिनचर्या आणि क्रियाकलापांबद्दल बोलणे.	15 Hours	5. Observation method 6. Practice method

	<ul style="list-style-type: none"> • वेळ आणि तारीख अभिव्यक्ती. • व्यावहारिक मराठी भाषेचा वापर (उदा. बाजार, रेस्टॉरंट, प्रवास). 		
Unit IV	<p>साधे मजकूर वाचणे आणि लिहिणे (P)</p> <ul style="list-style-type: none"> o लहान परिच्छेद आणि लघू कथा वाचणे. o परिचित विषयांबद्दल लहान परिच्छेद लिहिणे, गृहपाठ लिहिणे. o मूलभूत विरामचिन्हे समजून घेणे आणि वापरणे. 	15 Hours	

संदर्भ ग्रंथ सूची :

- सुगम मराठी व्याकरण व लेखन, मो. रा. वाळंबे, नितीन प्रकाशन, पुणे.
- "Colloquial Marathi: The Complete Course for Beginners" by K. S. Rajagopalan
- "Beginner's Marathi" by Vishal Patil
- "Learn Marathi in 30 Days" by Krishna Gopal Vikal
- "Marathi Language and Grammar: A Comprehensive Guide for Beginners" by M. S. Gosavi
- "Spoken World: Marathi" by Alpana and Ashok Joglekar
- "Marathi Made Easy" by Dinesh Verma

Interdisciplinary Studies

As Per National Education Policy (NEP)-2020

Generic Open Elective in

Bachelor of Fashion Designing (BFD)

1. Textile fibre to fabric

2. Design Studies

3. Dynamics of Fashion

4. Surface Ornamentation

FIRST YEAR: SEMESTER- I And II

Level-4.5

Generic open Elective1: Textile fiber to fabric							
Level	Sem	Course Code	Course Name	Credits	Teaching Hrs	Exam Duration	Max Marks
4.5	I	805210	OE1- Textile fiber to fabric	2	30	2 Hrs	50

Objective: The main objective of the course is

1. To introduce the students to the fundamentals of fiber and yarn.
2. To understand the manufacturing of different textiles.
3. To acquire conceptual knowledge about the textile manufacturing techniques.

Course Outcome: After successfully completing the course, students will be able to:

CO1: Understand the manufacturing of textile fibers

CO2: Understand the yarn classification and their properties

CO3: Study based on the identification of textile fibers

CO4: Acquire the basic knowledge on fabric construction

Unit	Content	Periods
Unit-I	<ul style="list-style-type: none"> • Introduction to textiles: • Textile terminology, • textile fiber and yarns, • historical existence of fibers and textiles 	7
Unit-II	<ul style="list-style-type: none"> • Introduction to textile industry, • Introduction to textile raw materials, • Introduction to loom, • Woven Fabric, Non-Woven, Knitted Fabrics 	7
Unit-III	<ul style="list-style-type: none"> • Classification of fibers – Natural & Man made Fibers, animal fibers and vegetable fibers, • Physical and chemical properties of fibers. 	8
Unit-IV	<ul style="list-style-type: none"> • Manufacturing of textile fibers: cotton, linen, jute, wool, silk viscose rayon's polyester, nylon, acrylic, Lycra and others. • Identification of textile fibers based on microscopic and burning tests 	8

References:

1. Garg N., Clothing and Textile.
2. `Understanding Fabrics, Akshay Fabrics, Sarv International, 2017
3. Raoul Jewel (2001), Encyclopaedia of Dress Making, APH Publication Corporation
4. Clive Hallett (2014), Fabric to Fashion, Laurence King Publishing

5. Dana Willard (2012), Fabrics A-to-Z: The Essential Guide to Choosing and Using Fabric for Sewing, Harry N Abrams
6. Gupta S., Garg N. and Saini R., Clothing Textile and Laundry.
7. Joseph H. and Berry B., Draping for apparel design

Generic open Elective2: Design Studies							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	I	805211	OE 2 - Design Studies	2	30	2 Hrs	30

Objective: The main objective of this subject is

1. To make the students understand the basic elements of Design.
2. To make the students understand principles of Design
3. Acquire for new product development.

Course Outcomes: After successfully completing the course, students will be able to:

CO1: Introduced with different elements of design.

CO2: Learn proper use of color and its schemes

CO3: Study of principles of design.

CO4: Learn suitable clothing according to different age groups.

Unit	Content	Periods
Unit-I	<ul style="list-style-type: none"> • Introduction to design: the concept of design, classification of design, • Elements of Design: Color, texture, shape, line, dots, checks, prints, and rendering effects • Illusion effects of elementary designs on clothing 	8
Unit-II	<ul style="list-style-type: none"> • Color schemes- Warm, Cool, Hue, Value, Intensity, Complementary, split complementary, achromatic, monochromatic analogous, tints, tones, and shades. • Color composition: Color mixing, visual identification of hues in color, and generation of the same. 	7
Unit-III	<ul style="list-style-type: none"> • Principles of design: Repetition, Gradation, Radiation, Dominance, Contrast, balance, proportion emphasis on rhythm, Unity, and harmony. • Integration of elements and principles of design to develop a product: • the inspirational concept of design to generate innovation, theme-based designing, and inspirational designing. 	8
Unit-IV	<ul style="list-style-type: none"> • Selection of suitable clothing and design: • occasional selection, traditional and contemporary Clothing of different age groups; infants, children, teenagers, adults, and old age. • factors affecting the selection of clothing: age, Season, income, occasion, fashion, personality, occupation etc. 	7

References:

1. Gupta S., Garg N. and Saini R., Clothing Textile and Laundry.
2. Elements of Design: Rowena Reed Kostellow and the Structure of Visual Relationships, Gail Greet Hannah, 2002
3. Basic Principles of Design, Manfred Maier, Vol. 1-4
4. Comdex Fashion Design, Vol I, Fashion Concepts, Navneet Kaur, Vikas Pub, 2010
5. Sodhia M., Design Studies, Kalyani Publishers.
6. Farem S. and Hudson T., Fashion design course
7. Lewis T., Ultimate guide to become a designer

Generic open Elective- OE3-Dynamics of Fashion							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	805124	OE3-Dynamics of Fashion	2	30	2 Hrs	50

Objectives: The objective of this course is

1. To help the students to acquire conceptual knowledge about the dynamics of fashion.
2. To understand the role of fashion designers in global market.

Course Out comes: After completion of the course, the learners will be able to:

CO1: Learn the fashion terminology.

CO2: Deep understanding of fashion components.

CO3: Study of fashion forecasting.

CO4: Role of a fashion designer in the fashion industry.

Unit	Content	Periods
Unit-I	<ul style="list-style-type: none"> • Introduction to Fashion: origin of fashion, evolution, and importance. • Terminology of fashion: concept of fashion, • Common terms of fashion, and modern influence of fashion. 	8
Unit-II	<ul style="list-style-type: none"> • Types of fashion styles: casual, classic, sportswear, office wear, nightwear, exotic, vintage, tomboy, and street. • Introduction to Fashion forecasting: colour, textile, trend, and sales forecasting 	7
Unit-III	<ul style="list-style-type: none"> • Components of Fashion: Tangible and Intangible. • Fashion cycle; Stages, cycle length and broken fashion cycle. Theories of fashion adoption • Principles of fashion. • Fashion trends and analysis. 	8
Unit-IV	<ul style="list-style-type: none"> • The psychology of clothing. • Social and cultural influences of fashion. • Role of fashion designers for the development of fashion industry. 	7

References :

1. Diamond, J and Pinter, G. Retail Buying, Prentice Hall of India Pvt. Ltd., New Delhi. 1997
2. Donnellan, J., Merchandise Buying and Management. Fairchild Publications, New York. 1999
3. Greenwood, K.M. and Murphy, M.F., Fashion Innovation and Marketing. Macmillan Publishing Co. Inc., New York. 1978

Generic open Elective: OE4-Surface Ornamentation							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	805125	OE 4 - Surface Ornamentation	2	30	2 Hrs	50

Objective: The objective of this course is

1. To impart practical knowledge about design.
2. To impart knowledge of fabric embellishment

Course outcomes: After successfully completing the course, students will be able to:

CO1: learn the basic knowledge about the fabric embellishment

CO2: learn to evaluate the suitability of fabric according to the ornamentation

CO3: learn the different kinds of basic and contemporary embroideries.

CO4: Learn present observations, results, and analysis through the project work on the different fabric ornamentations

Unit	Content	Period
Unit I	Introduction to surface ornamentation Basic stitches of embroidery:	7
Unit II	Techniques of thread embroidery -Mirror Work, beads work, metallic thread embroidery, smocking, Aari work, Trimmings and patch work	7
Unit III	Applique work and quilting, Sequin work, lurex work, gottapatti work Fabric art: painting and printing	8
Unit IV	Contemporary embroideries Preparation of some articles on fabric embellishment. Market survey: visit to local showrooms /boutiques/ fashion houses and analysis of their collection in terms of fashion trends.	8

Course Material/Learning Resources

References:

- Shailaja D. Naik. Traditional Embroideries of India, API Pub Corp. New Delhi. 1996
- Sheila, Paine, Embroidered Textiles, Thames and Hudson Ltd. 1990
- Usha, Srikant. Ethnic Embroideries of India
- Savithri, Pandit. Indian Embroidery
- Gail, Lowther, Inspirational Ideas for Embroidery on Clothes and Accessories, Search Press Ltd., 1993
- Barbara, Snook, Creative Art of Embroidery, Numbly Pub. Group Ltd., London, 1972
- Anne Mathew. Vogue Dictionary of Crochet Stitches, David and Charles, London, 1989

Question paper pattern and Internal Evaluation

Evaluation System Nature of Question Paper	Total Marks 50 Theory External30+Theory Internal20 = 50Marks Examination time:2hours.	
Theory External Examination 30Marks	Question paper pattern Theory External (Total number of question-4) 30Marks 1. One Descriptive/Essay Type Questions.) 2. Three Short Answer questions Note: 1. All questions carry equal marks. 2. All questions have a internal options.	
Internal Evaluation 20 Marks Internal	Theory Internal 1. Two Unit Test//Viva-Voc. 2. Seminar presentation /Assignment//Report Visit and visit report (Participationincompetitions//Posterpresentation)(relatedtosubject-course contents)	20 Marks 05 Marks 15 Marks

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

**Teaching, Learning and Evaluation Scheme: for the Degree of Bachelor of Home
Science**

(Three Years- Six Semesters Bachelor's Degree Programme)

Interdisciplinary Studies

As Per National Education Policy (NEP)-2020

Generic Open Elective in Home Science

OE 1. Food Adulteration

OE 2. Flower Arrangement (Floristry)

OE 3. Fashion and Textile Orientation

OE 4. Geriatric Care

OE 5. Digital and Non digital Aids for Communication

OE 6. Basics of Computer Aided Design (CAD)

FIRSTYEAR: SEMESTER-I&II Level-4.5

Effective from Academic year 2024-25

Board of Studies in Interdisciplinary Faculty

OE: 1 Generic Open Elective - Food Adulteration							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	I	806202	OE1-Food Adulteration	2	2	2Hrs	50

<p>Course Objectives:</p> <ul style="list-style-type: none"> To help and gain knowledge on food adulterants in food commodities To understand certain skills of detecting adulteration of common foods

<p>Course Outcome:</p> <p>At the end of the course, students will</p> <ol style="list-style-type: none"> Gain knowledge of adulteration ,detection and remedies Understand the adulteration of common foods and their adverse impact on health Comprehend certain skills of detecting adulteration of common foods. Knowthebasiclawsandproceduresregardingfoodadulterationandconsumer
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Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Common Foods subjected to Adulteration – Definition–Types; Poisonous substances, Foreign matter, Cheap substitutes, Spoiled parts.	7	7	<ul style="list-style-type: none"> Demonstration, Class room study Self-study Experiential learning Assignment designing Participative learning
Unit-II	Adulteration through Food Additives – Intentional and incidental .General impact on Human Health	8	8	
Unit-III	Means of Adulteration, Methods of Detection Adulterants in the following Foods; Milk, Oil, Grain, Sugar, Spices and condiments, Processed food, Fruits and vegetables.	7	7	
Unit-IV	Additives and Sweetening agents(at least three methods of detection for each food item)	8	8	

<p>References :</p> <ol style="list-style-type: none"> AfirstcourseinFoodAnalysis–A.Y.Sathe,NewAgeInternational(P)Ltd.,1999 Food Safety, case studies–Ramesh.V.Bhat,NIN,1992 https://old.fssai.gov.in/Portals/0/Pdf/Draft_Manuals/Beveragesandconfectionary.pdf https://cbseportal.com/project/Download-CBSE-XII-Chemistry-Project-Food-Adulteration#gsc.tab=0 (Downloadable e-material on food adulteration) https://www.fssai.gov.in/ https://indianlegalsolution.com/laws-on-food-adulteration/ https://fssai.gov.in/dart/ https://byjus.com/biology/food-adulteration/ Wikipedia Vikaspedia

OE:2 Generic Open Elective - Flower Arrangement (Floristry)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
4.5	I	823 202	OE2 Flower Arrangement (Floristry)	2	2	2Hrs	50

Course Objectives:

1. Develop skills in creating and evaluating floral compositions
2. To learn the economic importance of the floral industry

Course Outcome:
At the end of the course, students will

1. Apply creative and aesthetic skills to create visually appealing floral displays.
2. Create floral arrangements suitable for everyday occasions and celebrations.
3. Run floral business and manage shop
4. Appropriate use of color and recognize color scheme

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Flower Arrangement-Definition ,Importance Introduction to the floral industry Floral Supplies-tool names and uses Identification a) flowers (mass, line, form) b) filler matter. C) Greens	8	8	Demonstration Classroom Study • Self-study • Experiential learning • Assignment Designing
Unit-II	Principles and Elements of Floral Design Color-appropriate use of color and recognize color schemes	7	7	• Participative Learning
Unit-III	Types and styles of Flower Arrangement Designing-a. Everyday bouquets, b. Weddings, c. Events	8	8	
Unit-IV	Running a Floral Business-a. working with customers, b. delivering, c. managing a shop, d. understanding Product quantity ordering, e. understanding online services	7	7	

References:

1. The Art of Floral Design, (newest edition) Hunter. Delmar Press, 3rd Ed.
2. Step-by-Step Instructions for Everyday Designs, Teresa Lanker Florist Review
3. Cut Flower Booklet. Holland Flower Council: 00298. Holland Flower Bulb Institute.
4. Flowers: C Principles of Floral Design: An Illustrated Guide, Pat Diehl Scafe & Jim M. Del Prince
5. Workbook- Principles of Floral Design: An Illustrated Guide, Joyce K. Brattonireative Design. Johnson, McKinley, Benz.

OE:3 Generic Open Elective-Fashion and Textile Orientation							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	II	831202	OE- 3 Fashion and Textile Orientation	2	2	2Hrs	50
Course Objectives:							
<ol style="list-style-type: none"> 1. To understand the nature of fashion business, elements and challenges associated with Fashion Industry. 2. To understand different areas of Fashion Business with its comprehensive study of Fashion terminologies to create awareness about overall nature of fashion. 3. To acquire the knowledge regarding environment and movement of fashion. 							
Course Outcome:							
At the end of the course ,students will							
<ol style="list-style-type: none"> 1. Be able to understand the nature & evolution of fashion business, fashion adoption ,economic importance of fashion business. 2. Understand about fashion Market segmentation ,economic & social Environment. 3. Know the functioning of Indian Fashion Industry, history and developments ,features and structures. 4. Acquire a clear knowledge about the small and medium scale enterprises like design studio, boutiques, etc. 							
Unit	Content				Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Business of Fashion-Importance of Fashion- Economic importance of Fashion Business Fashion Categories-Men's wear, Women's Wear, Kid's wear				8	8	<ul style="list-style-type: none"> • Class Room Study • Self-study • Experiential Learning • Assignment Designing • Participative Learning
Unit-II	Nature of Fashion- Definition of Fashion – Evolution of Fashion - Terminology of Fashion Principles of Fashion movement - Theory of Clothing Origin –Fashion cycle –Theories of fashion adoption-Principles of Fashion- International Fashion centers				7	7	
Unit-III	Environment of Fashion- - Market segmentation (Demographics, Geographic, Psychographics & Behavioral),-Economic Environment-Social Environment				8	8	
Unit-IV	Indian Fashion Industry, origin, present scenario and future scope. Overview of global and Indian apparel industry, History and its development in recent years, Size and nature of the industry, Regional features and structure of the industry, Small and medium scale enterprises, design studios, boutiques, organized sector				7	7	

References:

1. Fashion from Concept to Consumer, Fringes, G. S., Prentice Hall, 9th Edition, 2007.
2. The Business of Fashion, Leslie Davis Burns and, Nancy O. Bryant, Fairchild Publication, 2002
3. Clothing Technology, Heberly Berger, Verlag Europa Leher Mittel, 2010
4. The Dynamics of Fashion, Elaine Stone, Fairchild Publication, 2008

OE: 4 Generic Open Elective - Geriatric Care

Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
4.5	II	807202	OE4 Geriatric Care	2	2	2Hrs	50

Course Objectives:

1. Identify the unique health needs of older adults
2. Identify strategies related to assessment and prevention in the older adult
3. Explore the importance of families and other social supports
4. Identify nursing interventions related to a variety of health problems in the older adult

Course Outcome:

At the end of the course, students will

1. Understand the theoretical perspective of the ageing process
2. Be aware and get sensitized to issues related to care of the elderly
3. Develop ability to give nutrition and health education to specific target group

Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Importance and meaning of geriatric care Emergence and scope of geriatric care	8	8	<ul style="list-style-type: none"> • Classroom study • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Concept of aging and problems: Social, Mental, psychological problems, Occupational etc.	7	7	
Unit-III	Theoretical perspectives- Disengagement theory, Activity theory, Human development theory	8	8	
Unit-IV	Aging process—Biological, Physiological, Psychological, Social, Economic and Spiritual Aspects	7	7	

References:

1. Aiken. L. R. (1978) The Psychology of later life, Philadelphia: W. Saunders Company
2. Chowdhary Pauld. (1992) Aging and the aged New Delhi: Inter India Pub
3. Cox Harold (1984) Laterlife: The reality of aging, New Jersey; Prentice Hall Inc

OE: 5 Generic Open Elective - Digital and Non digital Aids for Communication							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/week	Exam Duration	Max Marks
4.5	I	OE-802202	Digital and Non digital Aids for Communication	2	2	2Hrs	50

Course Objectives:

- To identify the digital and non-digital communication aids
- To apply the knowledge for selection of effective aids for communication
- To Select effective aids for communication

Course Outcome:
At the end of the course, students will

- Acquaint with the Communication aids for communication and extension**
- Prepare digital materials for communication**
- Produce non digital material for communication**

Unit	Content	Hours	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Digital and Non digital Aids <ul style="list-style-type: none"> Concept and importance of audio-visual aids for communication Uses of various digital and non-digital communication aids Role of audio-visual aids in communication 	77		Demonstration, Class room study <ul style="list-style-type: none"> Self-study Experiential learning Assignment Audio visual aids
Unit-II	Digital Aids <ul style="list-style-type: none"> Principles of Production of digital aids Preparation of digital aids for communication Advantages and disadvantages / limitations 	88		
Unit-III	Non-Digital Aids <ul style="list-style-type: none"> Principles of Production of digital aids Preparation of digital aids for communication Advantages and disadvantages / limitations 	77		

References :

- Dhama O. P., Bhatnagar, O.P.: Education and Communication for Development, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
- Dale Edgar: Audio-Visual Methods and Materials.
- Randy Thorn: Audio Craft: An Introduction to the tools and techniques of Audio Productivity.
- National Federation of Community Broadcaster Washington.
- Adidi Vyo : Mass Media Messages in Nutshell, Civilefis International, New York. Luppu
- Nicholas V. : Practical Guide to Interactive Video Designs, Croom Helm, London
- Open free Software and applications.

OE: 6 Generic Open Elective - Basics Of Computer Aided Design (CAD)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ week	Exam Duration	Max Marks
4.5	II	OE-831203	Basics of Computer Aided Design(CAD)	2	2	2Hrs	50

Course Objectives: 1) Know the Function of CAD .
 2) To Create 3Dmodel Of Room
 3) To develop the floor plan and elevation

Course Outcome:
 At the end of the course, students will
 1) Aware about Function of CAD.
 2) Create 3Dmodel Of Room
 3)Draw the floor plan and elevation

Unit	Content	Hours	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to CAD software interface (e.g., AutoCAD, SketchUp,) Basic drawing tools and commands. 2D Drafting for Home Design:	77		Demonstration, Class room study • Self-study • Experiential learning • Assignment • Audio visual aids
Unit-II	Creating floor plans, elevations, and sections. Using layers, line types, and dimensions effectively. 3D Modeling for Interior Design	88		
Unit-III	Basics of 3D space and modeling concepts. Creating 3D models of rooms, furniture, and fixtures. Applying textures, materials, and finishes to 3D models. Interior Layout and Spatial Planning:	77		
Unit-IV	Applying color theory principles in interior design. Visualizing color schemes and mood boards. Using rendering tools to create realistic visualizations. Building Codes and Regulations	88		

References

- 1) B. Nighat Yasmin- Introduction to AutoCAD 2025 for Civil Engineering Applications, DC Publication .com
- 2) Daniel John Stine-Autodesk AutoCAD Certified User Study Guide, SDC Publication .com
- 3) Elise Moss -Autodesk AutoCAD 2025 Fundamentals, SDC Publication .

4) Kelly L. Murdock -Autodesk 3ds Max 2025 Basics Guide, SDC Publication

5) Lydia Sloan Cline- Sketch up for Interior Design: 3D Visualizing, Designing, and Space Planning 1st Edition , Wiley Publication.

Question paper pattern and Internal Evaluation

Evaluation System Nature of Question Paper	Total Marks = 50 Theory External 30 + Theory Internal 20 = 50Marks Examination time: 2 hours.
Theory External Examination 30 Marks	Question paper pattern Theory External(Total number of question-4) 30 Marks 1. Two Descriptive/Essay Type Questions. 2. Two Short Answer questions Note:1. All questions carry equal marks. 2. All questions have a internal options.
Internal Evaluation 20 Marks Internal	Theory Internal 20 Marks 1. Two Unit Test//Viva-Voc. 05Marks 2. Seminar presentation/Assignment//Report and visit report (Participationincompetitions//Posterpresentation)(relatedtosubject-course contents) 15 Marks

B.P.A.–I Year

B.P.A.–I Year Semester-I (OE) Marks 50

Subject	:	Kathak
Unit - 1	:	कथक नृत्याचा इतिहास व शैक्षणिक महत्त्व
Unit – 2	:	विभीन्न शब्दांच्या परिभाषा – लय, लयीचे प्रकार, मात्रा, सम, खाली, ताली, विभाग, तिहाई, ततकार, भ्रमरी
Unit – 3	:	भारतातील शास्त्रीय नृत्यांची प्राथमिक माहिती.
Unit – 4	:	ताल, त्रिताल, केरवा व दादरा यांची माहिती व लिपीबद्ध करण्याची क्षमता

B.P.A.–I Year Semester-I (OE) Marks 50

Subject	:	संगीत Music – Vocal & Instrument
Unit – 1	:	भारतीय शास्त्रीय संगीताचा इतिहास
Unit – 2	:	खालील शब्दांची व्याख्या संगीत, श्रुती, स्वर, (शुद्ध/विकृत/तिव्र), चलस्वर, अचलस्वर, वर्जीत स्वर, सप्तक(मंद्र/मध्य/तार), थाट, अलंकार (पलटा), राग,जाती, (औडव/षाडव/संपूर्ण) लय (विलंबीत/मध्य/द्रुत) वादी – संवादी, अनुवादी, विवादी स्वर
Unit – 3	:	संगीतातील ध्वनी, ध्वनीची उत्पत्ती, नाद, आहतनाद, अनाहतनाद
Unit – 4	:	खालील दिलेल्या तालाची माहिती 1) त्रिताल 2) दादरा 3) केहरवा 4) एकताल

B.P.A.–I Year Semester-I (OE) Marks 50

Subject	:	Tabla
Unit – 1	:	खालील शब्दांची माहिती मात्रा, ताल, सम, ताली, खाली, विभाग, दुगुन, आवर्तन, संगीत, नाद, स्वर, लय, बोल, ठेका, किस्म, कायदा, मुखडा, तिहाई, तिगुन, चौगुन, तुकडा
Unit – 2	:	भारतातील चर्म वाद्यांचा इतिहास व परिचय
Unit – 3	:	ताल त्रिताल, दादरा, केहरवा, लिपीबद्ध करण्याची क्षमता
Unit – 4	:	तबला / पखावजच्या वेगवेगळ्या नोटय (वर्ण) आणि ते तुमच्या वाद्यावर वाजवण्याची पध्दत :

अ) पात्रे फक्त उजव्या हाताने वाजवले जातात.

ब) पात्रे फक्त डाव्या हाताने वाजवले जातात.

क) दोन्ही हातांनी एकाच वेळी वाजवले जाणारी अक्षरे

B.P.A.-I Year Semester-I (OE) Marks 50

Subject	:	प्राचीण नाटय परंपरा
Unit – 1	:	रंगभुमी व प्राचीण नाटय परंपरा यांची तोंडओळख
Unit – 2	:	अभिनय प्रकार व रसभाव, नटांची साधन, भुमीका अभ्यास
Unit – 3	:	लोकनृत्य, लोकनाटय, लोककला परिचय
Unit – 4	:	नाटय निर्मीती घटक (तरंगतंत्र) तोंडओळख

B.P.A.–I Year Semester-II (OE) Marks 50

Subject	:	Kathak
Unit - 1	:	विदर्भत शलखीत नृतुतलतल परंपरल व वलदरुतलतल शलखीत नृतुत गुरुके तुतगदलन
Unit – 2	:	अतुनलत दरुतणलनुसलर असंतुतुत हसुत तुदुरलतल अतुतलस
Unit – 3	:	खललल शतुदलंतुल तुलहलतुल ठलट, आतुद, गत नलकलस, गट तुलतल, तुडल, ककुरदलर तुडल, कवलतुत
Unit – 4	:	कथक कललकलरलंतल परलकत – शंतु तुलहलरलक, लकुतुतु तुलहलरलक, तुं. कतुललल, तुं. हकलरुललल

B.P.A.–I Year Semester-II (OE) Marks 50

Subject	:	संगीत Music – Vocal & Instrument
Unit – 1	:	तुलरतुतल संगीतलतुल हलंदुसुथलनल संगीत तुधदतुलकल अतुतलस
Unit – 2	:	तुलरतुतल शलखीत संगीतलतुल खलललल रलगलंतुल तुलहलतुल तुतललु, तुतन, कलतुल, तुलगेशुरी
Unit – 3	:	शलखीत तुलहलतुल तुरह, अंश, नुतलस, सुवर, शुधुद, कुतलललग, संकुलरुण, संदुलतुरकलशरलग
Unit – 4	:	संगीतलतुल तुतगदलन तुं. वलषुणु दलगंतुर कललुसकुर, तुं. वलषुणु नलरलगण तुलतखंडे

B.P.A.–I Year Semester-II (OE) Marks 50

Subject	:	Tabla
Unit – 1	:	खलललल शतुदलंतुल तुलहलतुल व परलकत तुलशकलर, रेलल, ककुरदलर तुलहलई, दतुदलर तुलहलई, तुलरुण, गततुलरुण, संगीत सुवर, धुवनी, नलद
Unit – 2	:	ततुलतुतलकुतल दललुतुल व तुंकलतुल कुरलणुतलकुल तुलहलतुल,
Unit – 3	:	ततुललल तुल वलदुतलकल परलकत व ततुलर कुरणुतलकुल वलधुल
Unit – 4	:	तुं. वलषुणु नलरलगण तुलतखंडे तुलंतुल कलवन कुरलतुर व संगीतलतुल तुतगदलन

B.P.A.–I Year Semester-II (OE) Marks 50

Subject	:	आधूनिक नाटय व रंगभूमी
Unit – 1	:	नाटककार, संहिता, कलावंत, प्रेक्षक यांचे महत्त्व आणि कार्य विषय, आषय व व्याख्या
Unit – 2	:	आधूनिक नाटय प्रकार व प्रस्तुती
Unit – 3	:	अभिनय तंत्र आणि रंगमंज आकार, प्रकार, हालचाली व वावर
Unit – 4	:	नाटय दिग्दर्शकाचे कार्य आणि महत्त्व

CURRICULUM DESIGN

THREE YEAR SIX SEMESTER

PROGRAMME:

BACHELOR OF SCIENCE (ANIMATION)

WITH ART AND DESIGN (NEP)

FACULTY: INTERDISCIPLINARY

Semester I

CURRICULUM DESIGN

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
	I	800200	Film Appreciation (DSC 1)	2	30	2 hrs.	50 (Internal:20 External:30)

Course Objective	Develop deeper appreciation for the art of filmmaking, enhanced analytical skills for interpreting films, and a broader understanding of the cultural and social significance of cinema.		
Course Outcomes	<p>Students will able to</p> <p>Describe film production processes including scriptwriting, directing, and editing, story boarding, production, etc.</p> <p>Develop an appreciation for film as an art form, recognizing the creative efforts of directors, writers, actors, and technical crew in the filmmaking process.</p> <p>Practice various cinematic techniques and how they contribute to storytelling, including camera work, lighting, special effects, and sound design.</p> <p>Analyze various film genres and styles, understanding their conventions and how they evolve over time.</p> <p>Evaluate films not only based on aesthetic criteria but also considering ethical implications and the impact on audiences and society.</p>		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	Historical and Technical Context Early Cinema and Silent Films, The story, screenplay and script, The actors, crew members, and the director, The process of film making, Actors and acting, Thematic elements, visual design, Cinematography and Special effects, Editing, color, sound effects and dialogues, Sound Design.	8	Group Discussions and Debates Case Studies Field Trips Multimedia Presentations
Unit II	NARRATIVE TECHNIQUES Story structure, Character Development, Screenwriting, Story board, Genres Of Films: Film Noir, Science Fiction, Documentary, World Cinema, Contemporary Cinema.	8	
Unit III	AESTHETIC ELEMENTS AND PERFORAMANCE Art direction, Symbolism, Mise-en-Scène, Acting	6	
Unit IV	ANALYSIS OF THE FILM Adaption, Film Criticism, Theoretical Approaches, Remakes, And Sequels, Film And Society.	8	
References	<p>Textbooks Film Art: An Introduction, David Bordwell and Kristin Thompson, McGraw-Hill Education, 978-0073535104</p> <p>Reference A Level Film Studies, Sarah Casey Benyahia, Routledge , 978-0367342449 Film Theory, by Michael Westlake, Manchester University Press, 978-0719073755 Professional Storyboarding: Sergio Paez, Anson Jew, Taylor & Francis, ISBN:0240817710 Anatomy of Film, Bernard Dick, Bedford Books, 978-0274887095</p> <p>Digital Resources Introduction to Film Studies, Dr. Aysha Iqbal Viswamohan, http://nptel.iitm.ac.in Storyboarding, Justus Mccraigne, https://www.tomorrowfilmmakers.com/9.. Film language and grammar, Dr. Manu Sharma, https://www.youtube.com/watch?v=jV-MdOiA1J0&list=PLZnNDLd9I4FWc0KUqewEvOnaXMGBBh9VC&index=7</p>		



Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
	I	800201	History of Indian Art (DSC 2)	2	30	2 hrs.	50 (Internal:20 External:30)

Course Objective	Gain a deep understanding of the historical, cultural, religious, and socio-political contexts that have influenced the development of Indian art over millennia.		
Course Outcomes	<p>Students will able to</p> <p>Describe the significance and features of major Indian architectural sites, including temples, stupas, mosques, and forts.</p> <p>Understand the impact of various religious and cultural exchanges on the evolution of Indian art.</p> <p>Interpret the iconography and symbolism in Indian sculpture, painting, and other art forms.</p> <p>Analyze and evaluate works of art using appropriate art historical methodologies and terminology.</p> <p>Develop an appreciation for the cultural heritage of India and its influence in contemporary art practices.</p>		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	PREHISTORIC AND Art and Architecture of Harappa Civilization, Vedic Age, Buddhism and Jainism, Shuga Art, Andhra Art, Kushan Art, Gupta Art.	7	Group Discussions and Debates Case Studies Field Trips Multimedia Presentations
Unit II	ANCIENT ART Chalukyan period, Rashtrakuta period, Pallava period, Chandella period, Eastern Ganga period.	8	
Unit III	STUDY OF INDIAN MINIATURES PAINTING, Jain, Rajasthani, Pahari and Mughal Schools, Company School, Bangal Revivalism, Painting of early decades – Ravi Varma, Amruta S hergil, Callacutta Group, Mumbai School – Progressive Artists Group, Madras School, Delhi School, Baroda School, Tantra & its influence on Modern Indian Art, Tantras in Print Making.	8	
Unit IV	MODERN INDIAN ART Company School, Bengal Revivalism, Painting of early decades – Ravi Varma, Amruta Shergil Calcutta Group, Mumbai School – Progressive Artists Group, Madras School, Delhi School, Baroda School, Tantra & its influence on Modern Indian Art, Tantras in Print Making.	8	
References	<p>Textbooks Indian Art History; Prof. Jayprakash Jagtap, Jagtap Publishing House</p> <p>Reference The History of Indian Art, Anil Rao Sandhya Ketkar, Jyotsna Prakashan A Brief History Of Indian Painting, Lokesh Chandra Sharma, Goel Publishing, The Art of India: Traditions of Indian Sculpture, Painting, and Architecture, Stella Kramrisch, The Phaidon Press, London A History of Indian Painting: The Modern Period, Krishna Chaitanya</p> <p>Digital Resources The Paintings of India - The Art of India - https://youtu.be/5xpJeO_syN4 Murals of India - Benoy K Behl #SrijanTalks Ancient Art and Culture Of India Cave Paintings https://youtu.be/m3S2Gpnku3I?list=PLToFEE2ywN7niLXiM0vitUQcWv2DRuEh Kala aursanskriti - https://youtu.be/ShDt3dD5Yqk Types of Indian Paintings - Different kinds of Indian traditional & folk Paintings & Art.- https://youtu.be/r6XQSfTYZPo</p>		



Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
	I	800202	Computer Fundamentals (DSE 1)	1	30	2 hrs.	50 (Internal 25 External:25)

Course Objective	Provides a structured pathway to utilize information and communication technologies effectively in various professional and personal contexts.		
Course Outcomes	Students will able to Develop an understanding of the concept of ICT and its components. Explore advanced ICT techniques such as motion capture and AI in animation. Develop the ability to create high-quality digital content, including 2D and 3D animations Explore the social impact of animation technology and digital content creation. Learn to collaborate effectively using ICT tools.		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	INTRODUCTION TO ICT ICT: Definitions, Need, components, ICT tools, E-learning, Computer Hardware and Software, Networking and the Internet, Office Productivity Tools, Emerging Trends in ICT.	8	Group Projects Project based learning Live Demonstrations
Unit II	MULTIMEDIA AND DIGITAL CONTENT Introduction to Presentations, Planning Your Presentation, Slide Design Principles, Crafting Your Message, Visual Aids and Multimedia, Advanced Presentation Tools.	8	
Unit III	DIGITAL COMMUNICATION Email etiquette and best practices, Instant messaging and collaboration tools, Professional use of social media, Managing virtual communication.	6	
Unit IV	BLOGGING Blogging, Content Planning And Strategy, Blog promotion and monetization, Legal and Ethical Considerations, Advanced Blogging Techniques.	8	
References	Textbooks Computer fundamentals: Concepts Systems and Applications Sinha, P.K.. New Delhi: BPB publications Introduction to Information Technology : Sanjay Saxena, Vikas Publishing House Reference Learning to Use the Internet: Ernest Ackermann, BPB Publications Publishing, 1600583024 Computing System Hardware: M. Wells, Cambridge University. Excellence in Business Communication: by John V. Thill and Courtland L. Bovee Multi Media: An Introduction, John Villamil – Casanova, Louis Molina, Macuillan Publishing Elements of Computer Science: Satish Ramaswami, Rajesh Ramaswami, Ashish Publishing Homes. Digital Resources Analyze Art with Colour Theory, Let's Learn About Art, https://www.youtube.com/watch?v=pW-DTHCWXT4 Color Strategy in Art, Jill Poyered Fine Art, https://www.youtube.com/watch?v=CM9kdaQEjW0		



Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
	I	800203	Colors (DSC 4)	1	30	2 hrs.	50 (Internal 25 External:25)

Course Objective	Explores the principles and applications of color in various fields such as art, design, and visual communication.		
Course Outcomes	<p>Students will able to Develop color knowledge and understand color principles related to painting, graphic design, and how to apply these principles effectively. Investigate the basic workings of the human eye/brain system in regard to color perception. Create visually appealing compositions using different color schemes. Interpret various color symbolisms. And apply them in painting Apply knowledge of color psychology to create targeted visual messages.</p>		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	INTRODUCTION The Concept of Color, Light and color, color theories: Newton's Theory of Light, Artists Colors Theory, Physicist's Colors Theory and Psychologist Colors Theory.	8	Sketchbooks and Drawing Assignments Design Challenges Project based learning Live Demonstrations
Unit II	COLOR MIXTURE Primary Colors, Secondary Colors, Tertiary Colors, Quaternary Color, Intermediate Colors, Colors Harmony, color wheel.	8	
Unit III	PERCEIVED COLORS Isolated Colors, Hue, Saturation and Colorfulness, Brightness and Lightness, Grayness and Florence, Color Terms, Tint, Tone, Shade, Colors Gradations, Afterimage, Complementary Color Pairs, Simultaneous Contrast, Illusion, Attention, Power, Focusing, Fast & Fugitive Colors, Normal Colors, Advancing Colors, Retiring Colors.	6	
Unit IV	PRACTICAL APPLICATIONS Abstract Paintings, Figurative Paintings, Mural Paintings, Creative Painting.	8	
References	<p>Textbooks Color by Betty Edwards, Betty Edwards, Tarcher, 978158542219</p> <p>Reference Basic Color Theory, Patti Mollica, Walter Foster Publishing, 9781633225909 Colour Theory, Jayprakash Jagtap, Jayprakash Jagtap Publishing House, Pune Color Theory: An Essential Guide to Color, Patti Mollica, Walter Foster Publishing, 1600583024</p> <p>Digital Resources Analyze Art with Colour Theory, Let's Learn About Art, https://www.youtube.com/watch?v=pW-DTHCWXT4 Color Strategy in Art, Jill Poyered Fine Art, https://www.youtube.com/watch?v=CM9kdaQEjW0</p>		



Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
	I	800204	Design and Composition (DSC 5)	1	30	2 hrs.	50 (Internal 25 External:25)

Course Objective	Design and composition are fundamental aspects of visual arts, including animation, graphic design, photography, and fine arts.		
Course Outcomes	<p>Students will able to</p> <ul style="list-style-type: none"> . Understand the principles of typography, including font selection, spacing, alignment, and hierarchy . Develop effective layouts and grids to organize content. . Create cohesive and aesthetically pleasing designs across various media. . Understand the historical and cultural context of design. . Explore color theory, including color relationships, harmonies, and the emotional effects of color. 		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	PRINCIPLES OF DESIGN Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity, Proportion, White Space.	6	Practical Workshops Scene Work Project based learning Live Demonstrations
Unit II	GRAPHIC COMPOSITION Composition with lines, dots and geometrical shapes with various styles and techniques.	8	
Unit III	PICTORIAL COMPOSITION Composition with figures, natural and manmade elements with various styles and techniques.	8	
Unit IV	ABSTRACT COMPOSITION Composition with non-figures and abstracts shapes and thoughts with various styles and techniques.	8	
References	<p>Textbooks Basics Design Layout : Gavin Ambrose, AVA Publishing, 9782940373345</p> <p>References Basics Design Layout : Gavin Ambrose, AVA Publishing The Art of Color and Design: Maitland E. Graves Layout Essentials: 100 Design Principles for Using Grids: Beth Tondreau The Elements of Graphic Design: Alex W. White</p> <p>Digital Resources Foundations of Graphic Design Trailer: https://www.youtube.com/watch?v=645fDb27RAI&list=PLD8AMy73ZVxVe63ATjAoi_8kqkNUeHpbr. Understanding the Elements of Design : https://www.youtube.com/watch?v=01ZoynsM7Vw&list=PLATYfhN6gQz9OO7qe9FILY4NrfvWCbdGl</p>		



Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
	I	800205	Nature and Manmade (DSC 6)	1	30	2 hrs.	50 (Internal 25 External:25)

Course Objective	Develop skills to create artistic representation of natural and manmade objects and its application in animation and design disciplines.		
Course Outcomes	<p>Students will able to</p> <ul style="list-style-type: none"> . Gain a thorough understanding of the principles and philosophies behind integrating natural and manmade elements in design . Learn to draw inspiration from nature's forms, processes, and ecosystems to create innovative designs. . Develop proficiency in texturing, lighting, and rendering techniques to enhance the realism and aesthetic appeal of designs. . Develop creative solutions that seamlessly integrate natural elements with manmade structures and technologies. . Present design projects in a professional manner, using effective visual and verbal communication techniques. 		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	NATURE & MANMADE IN PENCILS Shapes of Natural and manmade objects, contour of nature and manmade objects, understanding of shades and lights and rendering techniques	8	Practical Workshops Study Case Studies Project based learning Live Demonstrations Hands-on Workshops
Unit II	NATURE AND MANMADE OBJECTS IN COLORS Uses of various medium for painting a nature and manmade objects, understanding of colors and textures, shades and light	8	
Unit III	COMBINE COMPOSITION OF NATURE AND MANMADE OBJECTS Composition of nature and manmade object, relation and reflection between nature and manmade objects	6	
Unit IV	MANIPULATION OF NATURE AND MANMADE OBJECTS Distortion of nature and manmade objects, giving life to nature and manmade objects, graphics form making from nature and manmade objects	8	
References	<p>Textbook Complete book of drawing technique, Peter Stanyer, Arcturus foulsham, 9780572029166</p> <p>Reference Basic Rendering: Robert W. Gill, Thames & Hudson Ltd, 978-0500276341 The Art of Basic Drawing: Walter Foster, Walter Foster Publication Complete Guide to Drawing: George B. Bridgman, Sterling Publication Co. Inc</p> <p>Digital Resources Industrial Design Ideation Tutorial, Design Theory, https://www.youtube.com/watch?v=Kn-Qdd9MkYg&list=PLBxFmL7WBL42_RqNcsf_cShdPAIE8zj7 Industrial Design Fundamentals, Robert Laszlo Kiss, https://www.youtube.com/watch?v=fIVR6FqTYKc&list=PLbkI14h8J5bTfdEP2pko_93tLPHWo0HUF</p>		



Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
	I	800206	Perspective and Layout (DSC 7)	1	30	2 hrs.	50 (Internal 25 External:25)

Course Objective	Provide Knowledge, skills, and practical experience needed to excel in landscaping design, garden design, and outdoor living space planning.		
Course Outcomes	<p>Students will able to</p> <p>Construct drawings that utilize three-point perspective for more dynamic viewpoints. Create balanced and engaging compositions using perspective techniques. Apply fundamental design principles to create functional and aesthetic landscape designs. Understand and apply key design principles to create aesthetically pleasing landscapes. Conduct comprehensive analyses to draft detailed landscape plans and create 3D models. Document the design process, from initial sketches to final 2D/3D models.</p>		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	FUNDAMENTALS OF PERSPECTIVE Space division, Isographic & Orthographic View, Perspective View, light & Shadow, One Point Perspective, Two Point Perspective, Three Point Perspective, The Cone of Vision, Grids, Squares & Cubes, Plans & Elevations, illusion of lines.	8	Practical Workshops Study Case Studies Project based learning Live Demonstrations Hands-on Workshops
Unit II	ATMOSPHERIC AND AERIAL PERSPECTIVE Study of Multipoint Point Perspective, Birds Eye & Worms Eye Views, Curvature Perspective.	8	
Unit III	APPLICATION OF PERSPECTIVE DESIGN Study of structures, surfaces, and other hard materials like stone, hut, etc. Hill Side, Farming Land, Village Side, City Scape, landscape on various spots.	6	
Unit IV	PERSPECTIVE FOR VARIOUS MEDIA Perspective for Animation, Painting, Comic And Landscaping.	8	
References	<p>Textbook Perspective Made Easy, Ernest R. Norling, Walter Foster, Walter Foster Publication. Drawing & Painting Trees in the Landscape: North Light Books, 9781440305375.</p> <p>Reference Drawing Mentor 12, Landscape Drawing: Sarah Bowles. Pencil Magic: Landscape Drawing Techniques: Phil Metzger. Drawing the Landscape: Chip Sullivan, Wiley, 1118454812. Perspective Drawing, Sarah Haley, Tempe Digital, 9780986163777.</p> <p>Digital Resources How to Draw Spirited Away Clouds: Circle line art school. How to Draw Rocks and Stones: Landscape in Colored Pencil: The Pencil Maestro, https://www.youtube.com/watch?v=eVF_IkPEWjs. How to Draw Trees with Pen and Ink: Drawing & Painting - The Virtual Instructor, https://www.youtube.com/watch?v=hw0EwL3SXWQ.</p>		



Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
	I	800207	Introduction to Drawing and Painting (DSC 8)	1	30	2 hrs.	50 (Internal 25 External:25)

Course Objective	Develop understanding of fundamentals principal of drawing and landscaping with emphasis on both technical and creative expressions.		
Course Outcomes	Students will able to Identifies tools, equipment and materials used in different art forms Create conceptual landscapes that address both aesthetic and functional considerations. Demonstrate human, animal, bird anatomy and their relationship with environment elements Demonstrate moderately complex spatial relationships between figures and grounds Integrate traditional drawing techniques with digital design methods.		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	FUNDAMENTALS OF DRAWING Handling Drawing tools, Right Side Brain Activation Assignments, One minute Memory Drawing, Contour Drawing, Drawing with both hands, Drawing with closed eyes, Drawing by feeling the another objects, Drawing from collective thoughts.	8	Sketchbooks and Drawing Assignments Design Challenges Project based learning Live Demonstrations
Unit II	BASIC ANATOMY STUDY Basic of skeleton and muscles study of human, animal, birds.	8	
Unit III	LIFE DRAWING Gesture Drawing (Human, Animal, Birds), Drawing in Simple Form, Basics of Skeleton, Sketches in Details, Group & Outdoor Sketches, Simplified Geometrical shapes, Basic and detailed Anatomy.	6	
Unit IV	LIFE IN COLORS Applications of color pencils, pastels, water color, poster colors.	8	
References	Textbook Drawing On The One Side Of The Brain, Betty Edwards, Walter Foster Publication. Reference The Art of Basic Drawing, Walter Foster, Walter Foster Publication. Complete Guide to Drawing, DrawingGeorge B. Bridgman, Sterling Publication Co. Inc. Vilppu Drawing Manual, Glenn V. Vilpp, Vilppu Studio. Digital Resources Drawing Figures In Perspective, moderndayjames, https://www.youtube.com/watch?v=g5gKA7hu7Fc How To Draw Figures in Perspective, David Finch, https://www.youtube.com/watch?v=Ub19UehR8rc		



Semester II

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	800215	History of Indian Animation (DSC 9)	2	30	2 hrs.	50 (Internal: 20 External:30)

Course Objective	Identify and analyze key milestones in Indian animation history, including the pioneering works, technological advancements, and major contributors that have influenced the trajectory of the industry.		
Course Outcomes	<p>Students will able to</p> <p>Gain a comprehensive understanding of the historical development of animation in India, including key milestones, significant figures, and major trends.</p> <p>Develop the ability to critically analyze and interpret Indian animated films, shorts, series, and advertisements, considering their artistic merits, storytelling techniques, and thematic relevance.</p> <p>Recognize the impact of globalization on the Indian animation industry.</p> <p>Explore their own creative potential within the field of animation, drawing inspiration from Indian cultural traditions while also experimenting with innovative storytelling techniques and visual styles.</p> <p>Gain insights into the practical aspects of animation production in India, including the role of animation studios, funding and financing models, distribution channels, and career opportunities.</p>		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	EARLY ERA OF INDIAN ANIMATION Study of puppet art, Storytelling in folk painting, shadow play.	6	Group Discussions and Debates Case Studies Field Trips Multimedia Presentations
Unit II	EMERGANCE OF INDIAN ANIMATION Dadasaheb Phalke, Films Division of India, Ishu Patel, Prabhat Film Company, Ram Mohan Era, Silent films. Growth and development: Cartoon films unit, Doordarshan, television series, and animations for advertisements.	8	
Unit III	CONTEMPORARY INDIAN ANIMATION Globalization of Indian Animation industry, Growth of CGI and 3D Animation, International Recognition, Contribution of notable animators.	8	
Unit IV	RECENT TRENDS Game Art, Augmented reality, virtual reality, motion capture, artificial intelligence.	8	
References	<p>Textbooks Animation: Giannalberto Bendazzi, Focal Press, 1138854816.</p> <p>References Enchanted Drawings: The History of Animation Charles Solomon, Random House Value Publishing, 0517118599 An Autobiography Of Indian Animation, Chaiti Ghosh Frames of Time: A Visual History of Indian Animation From Script to Screen: The Journey of Indian Animation Animated Realities: History, Theory, and Practice of Indian Animation</p> <p>Digital Resources The History of Indian Animation, https://www.youtube.com/watch?v=kJKfZrRIxUM A Brief History of Indian Animation, ComicVerse</p>		



Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	800016	History of Western Art (DSC 8)	2	30	2 hrs.	50 (Internal: 20 External:30)

Course Objective	Develop critical thinking skills through the interpretation and evaluation of artworks, considering questions of aesthetics, representation, identity, and power.		
Course Outcomes	<p>Students will able to</p> <p>Demonstrate a comprehensive understanding of the chronological development of Western history from ancient civilizations to the present day.</p> <p>Analyze major themes and concepts in Western history, such as culture, economics, social structures, and intellectual movements.</p> <p>Develop critical thinking skills by evaluating historical evidence, identifying biases, questioning assumptions, and constructing well-reasoned arguments based on historical sources.</p> <p>Recognize the interdisciplinary nature of historical study and its connections to other fields such as literature, art, philosophy, sociology, and political science.</p> <p>Communicate effectively their understanding of Western history through clear and coherent writing, oral presentations, and class discussions</p>		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	PREHISTORIC AND Paleolithic, Mesolithic, Neolithic, Bronze Age, Art, Iron Age Art, Ancient Egypt.	8	Group Discussions and Debates Case Studies Field Trips Multimedia Presentations
Unit II	ANCIENT ART Greek Roman Classical, Roman Art Early Christian, Byzantine, Romanesque Art, Gothic Art, The renaissance, Baroque Art, Rococo Art, Neo- classism, Romanticism, Realism, Impressionism.	8	
Unit III	MODERN AND Post- Impressionism, Neo Impressionism, Fauvism, Cubism, Dadaism, Surrealism, Constructivism.	7	
Unit VI	CONTEMPORARY ART Expressionism, Abstract Expressionism, Pop, Op and Kinetic Art, Minimal Art, Post modernism, Feminist Art, Free Figuration, Graffiti Movement, Neo-pop, Thinkism, Funism	7	
References	<p>Textbook The History of Western Art, Prof. Jayprakash Jagtap, Jagtap Publishing House</p> <p>Reference Books: Art History, Marilyn Stokstad, Michael W. Cothren, Pearson History of Fine Arts in India & the West, Tomory E. (Author), Orient BlackSwan</p> <p>Digital Resources A Brief History Of Arts https://youtu.be/8kGY_0C7sq0?list=PLprzXAQeq52IGjZPl6YMzMGP6x1oU86xw Easy Western Art History Timeline- https://youtu.be/AFelU-cYiAE Periods in Western art history- https://youtu.be/GyKrtauqycs The Story of Western Art- https://youtu.be/Ft5C5rsmxFc The Evolution of Art- https://youtu.be/bkWHrWw5yTg</p>		



Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	800217	Music and Acting for Animation (DSC 8)	1	30	2 hrs.	50 (Internal 25 External:25)

Course Objective	Develop student's technical skills, emotional intelligence, and collaborative abilities, preparing them for various roles in theater, film, and television.		
Course Outcomes	Students will able to . Demonstrate proficiency in basic acting techniques. . Create detailed and believable characters by character analysis. . Analyze scripts to understand the playwright's intentions, subtext, and character objectives. . Develop a strong stage presence through physicality, voice projection, and engagement with the audience. . Exhibit professionalism in rehearsals and performance.		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	INTRODUCTION TO ACTING Introduction to acting and acting techniques, basic exercises, practicing Navrasa. Voice And Movement Work, introduction to scene study.	8	Practical Workshops Scene Work Project based learning Live Demonstrations Solo and group performance
Unit II	CHARACTER STUDY AND PERFORMANCE Empathy, motivation, Body languages, Character Interaction, silence, comedy performance Character analysis, Physicality of characters	8	
Unit III	MUSIC & ITS TYPES Music: Definition, History, Role of music in animation, Indian and Western musical instruments, Original Scores, Library Music.	6	
Unit IV	SOFTWARE AND TOOLS Digital Audio Workstations, Music Libraries, Scoring, Software, Composition, Synchronization, Mixing and editing, AI for Music.	8	
References	Textbook An Actor Prepares, Constantin Stanislavski, 0878309837 Film Directing Shot by Shot: Steven D. Katz, Focal Press, ISBN: 0941188108 References Natyashastra, Bharat Muni The Art of Film Acting: A Guide For Actors and Directors, Jeremiah Comey, Focal Press, 9780240805078 Abhinay Sadhna, Narayana Kale Designing sound for animation: Robin Beauchamp, Focal Press Year: 2015, 0-240-80733-2. Film directing fundamentals: Nicholas T. Proferes, Focal Press, ISBN:0240804228 The Music of Animation: Gregory K. E. Peterson Digital Resources Acting for Animation Preview: The Art of Aaron Blaise, https://www.youtube.com/watch?v=H8bsqnKqkQs How to Animate a Dialogue: https://www.youtube.com/watch?v=Mn9bIFjwDZo&list=PLm4m_oJcF2IMEUOgjfFtdaZi7KgvY_63Z https://www.youtube.com/watch?v=RDa93iyqC2k https://www.youtube.com/watch?v=nXmiDgUTTa0 https://www.youtube.com/watch?v=jDACsLGdyus https://www.youtube.com/watch?v=mmhdxshgHEA		



Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	800218	Basic of 2D Animation (DSC 8)	1	30	2 hrs.	50 (Internal 25 External:25)

Course Objective	Develop students with a foundational understanding of 2D animation. Through practical exercises, students will learn the principles of animation, character design. By the end of the course, students will have the skills to create their own short 2D animated sequences.		
Course Outcomes	<p>Students will able to</p> <ul style="list-style-type: none"> . Describe the history and evolution of 2D animation. . Identify key principles of animation such as squash and stretch, timing and spacing, and anticipation. . Create and refine character designs suitable for animation. . Apply techniques for drawing consistent characters from different angles and in various poses. . Demonstrate the use of key frames, in-betweens, and motion paths. . Utilize principles like ease-in and ease-out, arcs, and secondary action in animation projects. 		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	INTRODUCTION TO ANIMATION Understanding of Animation, Process of Animation, tools and equipment for animation.	6	Practical Workshops Scene Work Project based learning Live Demonstrations
Unit II	HOW TO START ANIMATION Understanding of movement, action and camera angle, ex-sheet, bar sheet, field chart, peg bar, line test unit, paper punching, paper flip.	8	
Unit III	BASIC PRINCIPLES OF ANIMATION Staging, path, timing, weight, squash and stretch, wave principal, anticipation, secondary action, follow through, straight ahead action, pose to pose.	8	
Unit IV	APPLICATION OF ANIMATION Basic Manipulation, Coin Movement, Bouncing Ball, Grass In Movement, Pendulum, Animal Tail, Sea Waves, Sack Animation, Stubby in action, Special Effects: Flame, Fire And Smoke, Rain Drops, Lighting, Water Ripples, Lighting And Twister, Blast, Crack, Waterfall & River.	8	
References	<p>Textbooks The Fundamentals of Animation by Paul Wells and Samantha Moore - Bloomsbury</p> <p>References Animation Writing Development Script Pitch by Jean AnnWright – Focal Press Professional Storyboarding Rules of Thumb by SergioPaez and Anson Jew Writing for Animation, Comics, and Game by ChristyMarks – Focal Press Animation - From Concept to Production by Hannes Rall -CRS Press Publication</p> <p>Digital Resources Make Animation Look NATURAL : NobleFrugal Studio, https://www.youtube.com/watch?v=W7e71kspDY&list=PL5xtQ0kWJKFSXkMRwx9hwwa69A_Do9g0R 21 Foundations of Animation: Animate with Dermot, https://www.youtube.com/watch?v=8J39SslgJsQ</p>		



Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	800219	Landscaping (DSC 13)	1	30	2 hrs.	50 (Internal 25 External:25)

Course Objective	Provide Knowledge, skills, and practical experience needed to excel in landscaping for animated movies, serials, live films.		
Course Outcomes	<p>Students will able to</p> <ul style="list-style-type: none"> . Construct digital landscapes using dynamic viewpoints. . Create balanced and engaging compositions using perspective techniques. . Apply fundamental design principles to create aesthetic landscape designs. . Apply key design principles to create aesthetically pleasing landscapes. . Compositing landscapes for live and animated movies, TV series. . Document the design process, from initial sketches to final 2D/3D models. 		
Unit System	Contents	Unit System	Contents
Unit I	LANDSCAPE IN PEN & INK Techniques of pen and ink drawing, application of pen and ink drawing in landscaping designs.		Practical Workshops Scene Work Project based learning Live Demonstrations
Unit II	LANDSCAPE IN VARIOUS MEDIA. Techniques of pencils, pastels, water and poster colors for landscaping Applications of pencils, pastels, water and poster colors for landscaping.		
Unit III	LANDSCAPE FOR ANIMATION Introduction of fields, Pan, zoom in, zoom out, dolly, Simplification for animation.		
Unit IV	Digital Landscape Introduction to digital landscape, application of landscape in digital format.		
References	<p>Textbook Animation Background Layout : Mike S. Fowler, Fowler Cartooning Ink Publishing, 9780973160208 Drawing & Painting Trees in the Landscape : North Light Books, 9781440305375</p> <p>Reference Drawing Mentor 12, Landscape Drawing: Sarah Bowles Pencil Magic: Landscape Drawing Techniques: Phil Metzger Drawing the Landscape: Chip Sullivan, Wiley, 1118454812 Perspective Drawing, Sarah Haley, Tempe Digital, 9780986163777</p> <p>Digital Resources How to draw Backgrounds: https://youtu.be/ZhzdeThlIUM How to Draw Rocks and Stones: Landscape in Colored Pencil: The Pencil Maestro, https://www.youtube.com/watch?v=eVF_IkPEWjs How to Draw Trees with Pen and Ink: Drawing & Painting - The Virtual Instructor, https://www.youtube.com/watch?v=hw0EwL3SXWQ</p>		

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	800220	Graphic Design (DSE 2)	1	30	2 hrs.	50 (Internal 25 External:25)

Course Objective	Develop the core principles of design, including color theory, typography, composition, and layout.		
Course Outcomes	<p>Students will able to</p> <ul style="list-style-type: none"> . Recall theoretical knowledge of print and digital media. . Explain various concepts of digital art. . Illustrate the usage of various tools for raster graphic software. . Identify various points of raster designing and vector art style. . Understanding of various photo editing techniques, including color correction, retouching, cropping, and resizing. 		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	<p>INTRODUCTION</p> <p>Understanding the interface, using the tools and its overview: content aware tool, retouching, healing and stamp tool, transform tools, resolution and image size, straightening, cropping and replacing images adjusting color balance, using curves, hues, saturation, levels, understanding blend modes, understanding CMYK, RGB, lab, black and white color modes</p>	9	Practical Workshops Scene Work Project based learning Live Demonstrations
Unit II	<p>COLOR CORRECTION AND MANIPULATION</p> <p>Using adjustment layers, levels, curves, and color balance. Create 3d objects, manipulating 3d objects.</p>	6	
Unit III	<p>DESIGNING MOCKUPS</p> <p>Working with masks and channels and action creating masks, understanding layers and layer panel, rearranging, applying gradients and applying layer style, understanding clip mask, text, shapes and design, customizing and creating design mockups.</p>	6	
Unit IV	<p>DIGITAL ART</p> <p>Understanding brush tool and setting, Creating custom brushes, understanding lights, shadow, highlight and different texture, creating digital concept art.</p>	9	
References	<p>Textbooks</p> <p>Adobe Photoshop Classroom in a Book: Conrad Chavez, Adobe Press, 9780321115621 Photoshop Studio with Bert Monroy: Bert Monroy, New Riders, 0321515870</p> <p>References</p> <p>The Photoshop Workbook: Professional Retouching and Compositing Tips, Tricks, and Techniques: Katrin Eichmann Digital Painting with Photoshop, Scott Robertson Adobe Photoshop CC: The Missing Manual: Lesa Snider</p> <p>Digital Resources</p> <p>Adobe Photoshop CC – Essentials Training Course, David Scott, Photoshop CC: Stephen Nielson, https://www.youtube.com/watch?v=TRvT8Zo0XkA Adobe Photoshop for Beginners: GFXMentor, https://www.youtube.com/watch?v=ZByhs9mDtDg&t=4s INSANE Digital Painting Technique: Imad Awan, https://www.youtube.com/watch?v=QMrIEWWtK9A</p>		

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	800222	Fundamentals of Drawing and Painting (DSC 15)	1	30	2 hrs.	50 (Internal 25 External:25)

Course Objective	Provide flexible framework for students to explore and excel in the art of memory drawing, fostering both technical proficiency and creative innovation.		
Course Outcomes	<p>Students will able to Drawing familiar objects and simple scenes from memory. Recall and depict complex scenes and ideas from memory. Developing a unique style and voice in their memory drawings, encouraging experimentation and personal artistic growth. Build and strengthen fundamental drawing skills, including line quality, shading, perspective, and composition. Develop and refine student's ability to observe and remember fine details through focused exercises and practice.</p>		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	INTRODUCTION TO MEMORY DRAWING Ideation (Concept or thought), Blue sketches, Detail drawing and painting, styles, techniques.	8	Practical Workshops Scene Work Project based learning Live Demonstrations
Unit II	BLUE SKETCHES Thumbnails, Rough drawing, color keys.	8	
Unit III	DETAIL DRAWING AND PAINTING Anatomy of figures, force and rhythm, composition, details in drawing and painting styles.	8	
Unit IV	STYLES AND TECHNIQUES Style illustration, application of various techniques, digital application.	6	
References	<p>Textbooks Mastering Drawing the Human Figure From Life, Memory, Imagination: Jack Faragasso, Faragasso, 0966711300</p> <p>References The Art of Basic Drawing, Walter Foster, Walter Foster Publication The Complete Book of Drawing Skills: Barrington Barber, Arcturus Publishing, 9781398832602 Memory Drawing Simplified: Tushar Moleshwari, Jyotsna Prakashan, 9788179254448 Complete Guide to Drawing, Drawing George B. Bridgman, Sterling Publication Co. Inc Vilppu Drawing Manual, Glenn V. Vilpp, Vilppu Studio.</p> <p>Digital Resources What makes a great composition: https://youtu.be/sopLk4Czp6M 6 EASY Rules for Better Composition and Better Art: https://youtu.be/XQrEpYBg0c4</p>		



Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	800016	Fundamentals of Drawing and Painting	1	30	2 hrs.	50 (Internal 25 External:25)

Course Objective	Develop advanced techniques of drawing with emphasis on both technical and creative expressions required for Animation.		
Course Outcomes	Students will able to Identifies tools, equipment and materials used in different art forms Create conceptual painting that address both aesthetic and functional considerations. Demonstrate human, animal, bird anatomy and their relationship Demonstrate moderately complex spatial relationships between figures and environment. Integrate traditional drawing techniques with digital design methods.		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	DETAIL OF ANATOMY Anatomical of Human, Animals, Birds through drawing perspective.	8	Sketchbooks and Drawing Assignments Design Challenges Project based learning Live Demonstrations
Unit II	MUSCLES STUDY Muscles study of Human, Animals and Birds through drawing perspective.	8	
Unit III	FIGURE DRAWING Head study of human, animal, and birds. Figure study of human, animal, and birds.	6	
Unit IV	DRAWING FOR ANIMATION Simplified drawing with force and rhythm, key poses, attitude sketches and facial expression, cleanup drawing, motion drawing.	8	
References	Textbook Drawing On The One Side Of The Brain, Betty Edwards, Walter Foster Publication Reference The Art of Basic Drawing, Walter Foster, Walter Foster Publication Complete Guide to Drawing, Drawing George B. Bridgman, Sterling Publication Co. Inc Vilppu Drawing Manual, Glenn V. Vilpp, Vilppu Studio Digital Resources Drawing Figures In Perspective, moderndayjames, https://www.youtube.com/watch?v=g5gKA7hu7Fc How To Draw Figures in Perspective, David Finch, https://www.youtube.com/watch?v=Ub19UehR8rc		



Ad-hoc Board of Journalism and mass Communication

Sant Gadge Baba Amravati University, Amravati

(NEP 2024)

**Open Elective Courses prepared by Journalism and Mass
Communication Board**

1. Social Media

2. Media Literacy

3. Applied Computer Skills - I

4. Applied Computer Skills - II

5. Event Management – I

6. Event Management – II

Prepared by – Dr.Kumar Bobade, Chairman ,Ad-hoc Board

Vertical – C–Generic/Open Elective - (OE- I)

Title – Theory – Social Media

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
I	OE- I	Social Media	2	30	2 Hrs.	External 30	Internal 20

Course Objectives	<ol style="list-style-type: none"> 1. To develop the concept and scope of social media among students. 2. To Make aware about the use of social media.. 3.To enhance the blogging skills 4. To apply the knowledge of subject for contribution in progress of the nation. 		
Course Outcomes	<p>After successful completion of course students should be able to –</p> <ol style="list-style-type: none"> 1. Identify and explain the major social media platforms, their features, and their target audiences. 2. Capable of formulating effective social media strategies for individuals, organizations, or businesses. 3. To know the legal and ethical issues related to social media use, including privacy concerns and intellectual property rights. 4. Understand Developing skills in managing online communities and responding to user interactions. 5. Promoting responsible and ethical use of social media as part of digital citizenship. 		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	Evolution and scope of Social Media. Different types of social media, including: blogs, social networks, wikis, and photo and video sharing sites. Ownership of Social Media platforms.	8 Hours	<ol style="list-style-type: none"> 1. Classroom Lecture and study 2. Experiential learning 3. Assignment 4. Participative learning 5. Guest Lectures
Unit II	Social Media as a tool of Journalism, Social Media-Use, Misuse and Abuse, How to deal with Social Media. Limitation of Social Media, Armchair Activism etc.	7 Hours	
Unit III	Interactive Features of Social Media. Convergent of Technology, Reporting Through Social Media. Social Media Blogger, Websites, Online Web Pages and Newspaper. Limitation of Social Media, Negative Effect on society.	8 Hours	
Unit IV	Impact of Social Media an Indian Society, Social, Political and Economic Development Through Social Media, Social Media: Voice to Once Less, Legal Perspective of Social Media, People Related to Social Media..	7 Hours	

Internal Assessment:-

Here are some internal assessment suggestions for the **Social Media** course:

- 1. Comparative Analysis:** Assign students to compare and contrast different types of social media platforms (e.g., blogs, social networks, wikis, photo/video sharing sites), discussing their unique features and uses.
- 2. Platform Case Study:** Assign students to conduct case studies on specific social media platforms, examining their development, user demographics, and impact on society.
- 3. Practical Assignment:** Have students create and maintain a social media account where they report on local news, applying journalistic principles and practices.
- 4. Debate:** Organize a class debate on the ethical implications of social media use in journalism, discussing examples of misuse and abuse.

5. Practical Application: Students create content (e.g., posts, videos) using various interactive features of social media platforms (polls, live streaming, stories) and analyze user engagement.

6. Blogging Assignment: Students start and maintain a blog on a topic of their choice, focusing on regular updates, user interaction, and content quality.

7. Critical Analysis: Students write a critical analysis of the limitations and negative effects of social media on society, supported by real-life examples and research.

8. Research Assignment: Students research and write papers on how social media has impacted Indian society in social, political, and economic contexts, providing specific examples and case studies.

9. Group Project: In groups, students create a social media campaign aimed at addressing a social issue in India, from planning and content creation to execution and analysis.

10. Interview Project: Students conduct interviews with individuals who have used social media to amplify their voices and create change, compiling their findings into a report or presentation.

11. Role-Playing Exercise: Students role-play various stakeholders in social media (e.g., content creators, platform owners, regulators) and discuss their perspectives and challenges.

Suggested Readings:

1. The Social Media Bible: Tactics, tools and strategies for Business Success – Lon Safko
2. The Social Media Handbook for Journalists – Jeremy Caplan
3. Social Media for Journalists: Principles and Practice – Megan Knight and Clare Cook
4. Social Media: how to engage, share and connect- Regina Luttrell and Michael L. Kent
5. The Social Media Strategist: Build a Successful Program from the inside out – Christopher Barger

Internal Assessment and External Evaluation and Examination system	
Internal Assessment: (Instruction for Subject Teacher)	20 Marks
1. Class tests–Assessment on any two (Open Book Test/MCQ/Objective type Test/Descriptive Test)	10 Marks
2. Assignment/Seminar/Group Discussion/Visit Report	10 Marks
External Evaluation and Examination system (Instruction for Paper Setter)	Theory External 30 Marks
1. Four Short Type question Pattern solve any 2 out of 4 (2x5=10)	10
2. Four Long type questions Pattern solve any 2 out of 4(2x10 = 10 Marks)	20

Vertical – C–Generic/Open Elective - (OE)

Title – Theory – Media Literacy

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
II	OE- I	Media Literacy	2	30	2Hrs.	External 30	Internal 20

Course Objectives	1.To define the concept of Media Literacy 2.To Make aware about Different messages of Mass Media 3.To aware the society about the importance of media literacy . 4. To apply the knowledge of subject for contribution in progress of the nation.		
Course Outcomes	After successful completion of course students should be able to – 1. Understanding media literacy concepts, including media representation, media bias, media ownership, and media convergence. 2. Identify and deconstruct elements such as narrative structures, symbols, and cultural representations. 3. Evaluate the impact of media on social, cultural, and political aspects of society. 4. Understand the role of media in shaping interpersonal and mass communication. 5. Understand the implications of digital media on communication, information dissemination, and social interactions.		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	Media and Text Analysis – Techniques for analyzing texts (film, television, print, digital), identifying narrative structures, symbols and theme, media representations, cultural stereotypes, bias and diversity in media, power dynamics in media production and consumption.	8 Hours	1. Classroom Lecture and study 2. Experiential learning 3. Assignment 4. Participative learning 5. Guest Lectures
Unit II	Digital Media and Society – exploration of the impact of digital technologies on media, social media, online communities and digital activism, ethical consideration in digital media. Multimedia production, digital media tools.	7 Hours	
Unit III	Media Ethics – Ethics of media Production, legal frameworks governing media, freedom of the press, censorship and media ownership, media regulations in different regions	8 Hours	
Unit IV	Media Production – Basics of media production (audio-visual, and print), project on media creation. Applications of media literacy.	7 Hours	

Internal assessment:

Here are some internal assessment suggestions for the Media Literacy course:

- 1 Print/Digital Text Analysis:** Have students analyze a print or digital text (e.g., news article, advertisement) for cultural stereotypes, bias, and diversity.
- 2. Comparative Analysis:** In groups, students compare and contrast how different media (film, television, print, digital) handle a particular theme or topic, presenting their findings to the class.
- 3. Class Discussions:** Organize discussions on power dynamics in media production and consumption, encouraging students to share examples and personal insights.
- 4. Visual Analysis:** Provide students with visual media (e.g., advertisements, film stills) and ask them to analyze and present the use of symbols and their meanings.
- 5. Digital Activism Campaign:** Students create and run a digital activism campaign on social media, focusing on ethical considerations and digital media tools.

6. Digital Media Project: Have students use digital media tools to produce a multimedia project (e.g., video, podcast) on a topic related to digital media and society.

7. Debates: Organize debates on topics like freedom of the press, censorship, and media ownership, encouraging students to explore multiple perspectives.

8. Media Creation Project: Students undertake a media creation project (e.g., short film, podcast, magazine), applying the basics of media production (audio-visual and print).

9. Media Literacy Applications: Students write essays reflecting on how media literacy can be applied in their personal and professional lives.

10. Media Production Workshops: Conduct workshops on various aspects of media production, such as scriptwriting, video editing, audio production, and print design.

Suggested Readings:

1. Media Literacy in the k-12 classroom – Frank w. Baker
2. Media Literacy: A Reader- Donaldo Macedo and Shirley R. Steinberg
3. Blow up the Humanities – Toby Miller
4. Media Literacy and Semiotics – James A Anderson
5. Media Literacy Education in Action: Theoretical and Pedagogical Perspectives – Belinha S. De Abereu and Paul Mihailidis

Internal Assessment and External Evaluation and Examination system	
Internal Assessment: (Instruction for Subject Teacher)	20 Marks
1. Class tests–Assessment on any two (Open Book Test/MCQ/Objective type Test/Descriptive Test)	10 Marks
2. Assignment/Seminar/Group Discussion/Visit Report	10 Marks
External Evaluation and Examination system (Instruction for Paper Setter)	Theory External 30 Marks
1. Four Short Type question Pattern solve any 2 out of 4 (2x5=10)	10
2. Four Long type questions Pattern solve any 2 out of 4(2x10 = 10 Marks)	20

Vertical – C–Generic/Open Elective - (OE- I)

Title – Theory – Applied Computer Skills – I

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
I	OE- I	Applied Computer Skills – I	2	30	2 Hrs.	External 30	Internal 20

Course Objectives	1. To develop the computing fundamentals and domain knowledge among students. 2. To make aware about the complex computing problems. 3. To enhance the Computing knowledge in the field of journalism. 4. To apply the knowledge of subject for contribution in progress of the nation.		
Course Outcomes	After successful completion of course students should be able to – 1. Apply knowledge of computing fundamentals and domain knowledge. 2. Identify, formulate and solve complex computing problems reaching substantiated conclusions. 3. Understand and commit professional ethics and cyber regulations for professional computing practices. 4. Apply computing, management principles to manage multidisciplinary projects. 5. Access societal, environmental, health, safety, legal and cultural issues. Reporting on events as a citizen journalist, both in traditional and non-traditional settings.		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	Introduction to Computers - History and Generations of Computers. Origin and Growth of Computer, Use of Computer in Human Life.	8 Hours	1. Classroom Lecture and study 2. Experiential learning 3. Assignment 4. Participative learning 5. Guest Lectures
Unit II	Types of Computers, Various Parts and Functioning of Computers. Computer - Hardware and Software.	7 Hours	
Unit III	Introduction to Operating Systems, Memory - Real and Virtual; ROM and RAM, Working with Text, Important Commands.	8 Hours	
Unit IV	MS-Word, MS-Office – Applications, MS-Excel, MS-PowerPoint, Introduction to PageMaker, Quark Express.	7 Hours	

Internal Assessment:-

Here are some internal assessment suggestions for the subject **Applied Computer Skills – I**

- 1. Essay:** Write an essay detailing the history and generations of computers, highlighting key developments and technological advancements.
- 2. Presentation:** Prepare a presentation on the evolution of computers and their impact on various aspects of human life, such as healthcare, education, and communication.
- 3. Comparative Analysis:** Write a comparative analysis of different types of computers (e.g., desktops, laptops, tablets, mainframes), discussing their features and uses..
- 4. Software Report:** Write a report on different types of software (system software vs. application software) and provide examples of each.
- 5. Hands-on Activity:** Conduct a hands-on activity where students open a computer case (if possible) and identify RAM and ROM chips, documenting their findings.
- 6. Document Creation:** Create a professional document using MS-Word, incorporating various elements like tables, images, headers, footers, and styles.
- 7. Spreadsheet Assignment:** Design a spreadsheet that includes data entry, formulas, and basic functions (e.g., SUM, AVERAGE), along with charts or graphs to visualize the data.

8. Data Analysis Project: Analyze a dataset using MS-Excel, performing tasks such as sorting, filtering, and creating pivot tables.

9. Presentation Creation: Create a multimedia presentation on a chosen topic using MS-PowerPoint, ensuring it includes various slide designs, transitions, animations, and multimedia elements.

10. Design Project: Create a simple newsletter or brochure using PageMaker or Quark Express, incorporating text, images, and basic design principles.

11. Tutorial: Follow a tutorial on PageMaker or Quark Express to produce a basic publication and submit a report on the learning experience.

These assessments are designed to provide a comprehensive understanding and practical skills in computer applications, ensuring that students gain both theoretical knowledge and hands-on experience.

References:

1. Learning to Use the Internet, Ernest Ackermann, and BPB Publications
2. Elements of Computer Science, Satish Ramaswami, Rajesh Ramaswami, Ashish Publishing Homes.
3. Computing System Hardware, M. Wells, and Cambridge University.
4. Page Maker, Vishnu Priya Singh, Meenakshi Singh, sian Publishers.
5. Multi Media: An Introduction, John Villamil – Casanova, Louis Molina, Macuillan Publishing.
6. Mass Communication – Principles and Concepts – Seema Hasan, CBS Publishers, Delhi.

Internal Assessment and External Evaluation and Examination system	
Internal Assessment: (Instruction for Subject Teacher)	20 Marks
1.Class tests–Assessment on any two (Open Book Test/MCQ/Objective type Test/Descriptive Test)	10 Marks
2.Assignment/Seminar/Group Discussion/Visit Report	10 Marks
External Evaluation and Examination system (Instruction for Paper Setter)	Theory External 30 Marks
1.Four Short Type question Pattern solve any 2 out of 4 (2x5=10)	10
2. Four Long type questions Pattern solve any 2 out of 4(2x10 = 10 Marks)	20

Vertical – C– Generic/Open Elective - (OE)
Title –Applied Computer Skills – II

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
II	(OE- II)	Applied Computer Skills – II	2	30	2 Hrs.	External 30	Internal 20

Course Objectives	1. To develop the computing fundamentals and domain knowledge among students. 2. To Make aware about the complex computing problems. 3. To enhance the Computing knowledge in the field of journalism. 4. To apply the knowledge of subject for contribution in progress of the nation.		
Course Outcomes	After successful completion of course students should be able to – 1. Imparted basic knowledge about computer and are able to work with MS-Word Processing and MS-PowerPoint on the computer. 2. Impart knowledge of Adobe Photoshop, Adobe Illustrator and Corel Draw to compete the latest technology and designs in media industry standards. 3. Understand and commit professional ethics and cyber regulations for professional computing practices. 4. Apply computing, management principles to manage multidisciplinary projects. 5. Access societal, environmental, health, safety, legal and cultural issues. reporting on events as a citizen journalist, both in traditional and non-traditional settings.		
Unit System	Contents	Learning Hours	Incorporation of Pedagogies
Unit I	Page Setup, Formatting Technique DTP (Desk Top Publishing) Introduction - Word Processing, CorelDraw, Photoshop. Basic Elements of Computer Network	8 Hours	1. Classroom Lecture and study 2. Experiential learning 3. Assignment 4. Participative learning 5. Guest Lectures
Unit II	Introduction - Internet as Medium of Communication, Brief History of Internet, Features of Internet, Internet Protocol, Domain Name.	7 Hours	
Unit III	Internet Functions, World Wide Web, E-Mailing, Important Internet Sites.	8 Hours	
Unit IV	Search Engines on Internet. Web-Surfing, Social media sites: Facebook, Link dint, Instagram, Telegram, Twitter, etc. Blogging – Blogs, Vlogs.	7 Hours	

Internal Assessment:-

Here are some internal assessment suggestions for the subject **Applied Computer Skills – II**

- 1. Practical Assignment:** Design a document using various page setups and formatting techniques (e.g., margins, headers, footers, text alignment).
- 2. DTP Project:** Design a newsletter or brochure using desktop publishing software such as Adobe InDesign or Microsoft Publisher.
- 3. Practical Exercises:** Complete a series of exercises in Word Processing (e.g., Microsoft Word), CorelDraw, and Photoshop to demonstrate basic skills.
- 4. Creative Project:** Create a project (e.g., a flyer or poster) that incorporates elements from Word Processing, CorelDraw, and Photoshop.
- 5. Diagram Creation:** Create a diagram of a basic computer network, labeling key elements such as routers, switches, and nodes.
- 6. Timeline Project:** Create a timeline that outlines the brief history of the Internet.
- 7. Presentation:** Prepare a presentation on the various features of the Internet and how they have transformed communication.
- 8. Practical Exercise:** Set up a domain name and demonstrate understanding by explaining the process in a step-by-step guide.
- 9. Presentation:** Prepare a presentation highlighting the importance and uses of selected Internet sites.

10. Practical Assignment: Conduct various searches using different search engines and document the process and results.

11. Web-Surfing Log: Maintain a log of your web-surfing activities for a week, noting the websites visited and their relevance to your needs.

12. Blogging Assignment: Start a blog on a topic of interest, regularly posting content and analyzing audience engagement.

13. Vlog Project: Create a vlog on a topic of choice, focusing on content creation, editing, and viewer interaction.

These assessments aim to provide students with a comprehensive understanding of computer applications in various contexts, enhancing both their theoretical knowledge and practical skills.

References:

1. Learning to Use the Internet, Ernest Ackermann, and BPB Publications
2. Elements of Computer Science, Satish Ramaswami, Rajesh Ramaswami, Ashish Publishing Homes.
3. Computing System Hardware, M. Wells, and Cambridge University.
4. Page Maker, Vishnu Priya Singh, Meenakshi Singh, sian Publishers.
5. Multi Media: An Introduction, John Villamil – Casanova, Louis Molina, Macuillan Publishing.

Internal Assessment and External Evaluation and Examination system	
Internal Assessment: (Instruction for Subject Teacher)	20 Marks
1. Classtests–Assessment on any two(Open Book Test/MCQ/Objective type Test/Descriptive Test)	10 Marks
2. Assignment/Seminar/Group Discussion/Visit Report	10 Marks
External Evaluation and Examination system (Instruction for Paper Setter)	Theory External 30 Marks
1. Four Short Type question Pattern - solve any 2 out of 4 (2x5=10)	10
2. Four Long type questions Pattern - solve any 2 out of 4 (2x10 = 20 Marks)	20

Vertical – C- Generic/Open Elective (OE)

Title – Theory - Event Management– I

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
I	(OE- I)	Event Management – I	2	30	2 Hrs.	External 30	Internal 20

Course Objectives	1. To develop the event management skills and knowledge among students. 2. To make aware about the complex situation in events. 3. To enhance the managerial knowledge in the field of event management. 4. To apply the knowledge of subject for contribution in progress of the nation.		
Course Outcomes	After successful completion of course students should be able to – 1. Organize events from conception, designing, planning, budgeting and marketing. 2. Understand managerial / organizational situations in terms of processes such as planning, organizing, staffing, leading and controlling. 3. Deal with an action plan to improve oral communication. 4. Deal with organizing conference, designing, planning, budgeting and marketing to the final execution of conference 5. Make effective presentations present confidently and achieve better outcomes.		
Unit System	Contents	Learning Hours.	Incorporation of Pedagogies
Unit I	Event Planning and Control – Introduction to Event planning and management, Event Production, Role of event planner and qualities of good event planner, Importance of organizing events and its components, Techniques, Selections, Coordination, Creativity, Designing, Marketing, Sponsorships and Production of Special, Corporate and Sports events.	8 Hours	1.Classroom Lecture and study 2.Experiential learning 3.Assignment 4.Participative learning 5.Guest Lectures
Unit II	Management Process- Organization –setting up an event organization structure, the committee system, meeting management, Programming and service management-programme planning, the elements of style, developing a programme portfolio, the programme life cycle, scheduling.	7 Hours	
Unit III	Presentation Skills – dynamics of public speaking, audience research, preparation for presentation, rehearse, values of visual aids, point turn and talk technique, use of rhetorical techniques, preparation for question and answer.	8 Hours	
Unit IV	Public Relations and Media Management –PR function and its associated activities and practices, sponsorship and news release writing, role and impact of PR in event environment. Use of communication tools.	7 Hours	

Internal Assessment:

Here are some internal assessment suggestions for the subject **Event Management - I**

- 1. Case Study Analysis:** Analyze a successful event, detailing the planning and management strategies used.
- 2. Role-Playing Exercise:** Assume the role of an event planner and develop a plan for a hypothetical event, covering all essential aspects such as budgeting, scheduling, and logistics.
- 3. Profile Writing:** Write a profile on a renowned event planner, focusing on their qualities and key achievements.
- 4. Project:** Plan a mock event (e.g., a charity fundraiser, corporate meeting, sports event) and create a detailed event plan, including objectives, target audience, budget, venue, marketing strategy, and logistics.

5. Workshop: Conduct a workshop on event coordination and management techniques, including creativity and design elements.

6. Marketing Plan: Develop a marketing and sponsorship plan for a specific event, outlining strategies to attract attendees and sponsors.

7. Committee Simulation: Simulate a committee meeting for event planning, focusing on meeting management and decision-making processes.

8. Programme Planning Assignment: Develop a detailed programme plan for an event, including objectives, elements of style, and a schedule.

9. Scheduling Exercise: Create a detailed schedule for an event, considering all necessary preparations and activities.

10. PR Plan: Develop a PR plan for an upcoming event, outlining strategies and activities to promote the event.

11. Sponsorship Proposal: Create a sponsorship proposal for an event, including potential sponsors, benefits for sponsors, and sponsorship packages.

These assessments are designed to provide students with both theoretical knowledge and practical skills in event management and media, ensuring they are well-prepared for real-world applications.

References:

1. The Art of Event Planning: Pro Tips from an industry insider – Ryan Hanson
2. Event Management: An Introduction Glenn A.J. Bowdin, Johny Allen, William O’Toole and Ian McDonnell
3. The Complete Idiot’s Guide to Meeting and Event Planning – Robin Williams
4. Media and Society: A Critical Perspective – ArtherAsa Berger
5. Media Events: The Live Broadcasting of History - Daniel Dayan and Elihu Katz

Internal Assessment and External Evaluation and Examination system	
Internal Assessment: (Instruction for Subject Teacher)	20 Marks
1.Class tests–Assessment on any two(Open Book Test/MCQ/Objective type Test/ Descriptive Test)	10 Marks
2.Assignment/Seminar/Group Discussion/Visit Report	10 Marks
External Evaluation and Examination system (Instruction for Paper Setter)	Theory External 30 Marks
1.Four Short Type question Pattern solve any2 out of4(2x5=10)	10
2. Four Long type questions Pattern solve any 2out of 4 (2x10 = 20 Marks)	20

Vertical – C- Generic/Open Elective (OE)

Title –Event Management – II

Semester	Course Code	Course Name	Credits	Teaching Hrs.	Exam Duration	Max. Marks 50	
II	(OE-2)	Event Management– II	2	30	2Hrs.	External 30	Internal 20

Course Objectives	1. To develop the event management skills and knowledge among students. 2. To make aware about the complex situation in events. 3. To enhance the managerial knowledge in the field of event management. 4. To apply the knowledge of subject for contribution in progress of the nation.		
Course Outcomes	After successful completion of course students should be able to – 1. Organize events from conception, designing, planning, budgeting and marketing. 2. Understand managerial / organizational situations in terms of processes such as planning, organizing, staffing, leading and controlling. 3. Competent to deal with an action plan to improve oral communication. 4. Competent to deal with organizing conference, designing, planning, budgeting and marketing to the final execution of conference 5. Make effective presentations present confidently and achieve better outcomes.		
Unit System	Contents	Learning Hours.	Incorporation of Pedagogies
Unit I	Conference Management Types of conference, Details Planning of Why, What and Where the conference, Executive checklist, Session Planning and Timing, Type of Presentation, Role of delegates/audience, Policies related to conference, Promotion of Conference, Documentation and administration related to organization of Conference.	8 Hours	1. Classroom Lecture and study 2. Experiential learning 3. Assignment 4. Participative learning 5. Guest Lectures
Unit II	Cultural Events To develop and implement preventative and feedback control system, Plan an evaluation strategy, identify the composition of an event audience, and evaluate the success of an event from the customers, staff and management viewpoints. Write an event evaluation report.	7 Hours	
Unit III	Weddings & Special Events Introduction to Wedding Planning and Special Events, Types of Special Events/Wedding, Arranging a Special Event, Arranging a Wedding, Budgeting & Planning, Venue, Wedding Themes, Catering, The Wedding Dress, Flowers, Transport, Invitation, Photographer, Weddings Hire and Entertainment.	8 Hours	
Unit IV	Exhibitions & Trade Fairs Introduction to Exhibitions and Trade Fairs, Scope of exhibition and trade fair, Types of exhibitions and fairs, element of exhibition planning, duties and responsibilities of exhibition personnel, Players of exhibition, Exhibition fees, Shipping methods and Marketing and promotional plan for exhibitions.	7 Hours	

Internal Assessment:-

Here are some internal assessment suggestions for each unit of the subject **Event Management - II**

- Detailed Plan:** Create a detailed plan for organizing a hypothetical conference, including the "why, what, and where," along with an executive checklist.
- Session Schedule:** Develop a session schedule for a conference, outlining the types of presentations, timings, and the roles of delegates/audience.

- 3. Promotion Plan:** Design a promotion plan for a conference, detailing marketing strategies, target audience, and promotional materials.
- 4. Administrative Checklist:** Create an administrative checklist for organizing a conference, covering documentation, logistics, and coordination.
- 5. Documentation Project:** Prepare the necessary documentation for a mock conference, including registration forms, schedules, and feedback forms.
- 6. Role Play:** Conduct a role-play exercise where students act as event staff, customers, and management to gather feedback and evaluate the event's success.
- 7. Evaluation Report:** Write an event evaluation report based on a cultural event attended or simulated, analyzing the event from the perspectives of customers, staff, and management.
- 8. Presentation:** Prepare a presentation on the various types of special events and weddings, including cultural differences and unique aspects.
- 9. Event Plan:** Create a detailed plan for arranging a special event or wedding, including budgeting, venue selection, and theme planning.
- 10. Theme Design:** Design a wedding theme or special event concept, including visual boards, color schemes, and decoration ideas.
- 11. Scope Analysis:** Analyze the scope of a specific exhibition or trade fair, discussing its impact on the industry and participants.
- 12. Role Assignment:** Assign and detail the duties and responsibilities of different exhibition personnel, preparing role descriptions and tasks.
- 13. Marketing Plan:** Develop a comprehensive marketing and promotional plan for an exhibition or trade fair, including strategies for attracting exhibitors and attendees.
- 14. Promotional Materials:** Design promotional materials such as flyers, brochures, and social media posts for an upcoming exhibition.

These assessments are designed to provide practical experience and comprehensive understanding of event management and media, ensuring students are well-prepared for real-world applications

References:

1. The Art of Event Planning: Pro Tips from an industry insider – Ryan Hanson
2. Event Management: An Introduction Glenn A.J. Bowdin, Johny Allen, William O'Toole and Ian McDonnell
3. The Complete Idiot's Guide to Meeting and Event Planning – Robin Williams
4. Media and Society: A Critical Perspective – Arther Asa Berger
5. Media Events: The Live Broadcasting of History - Daniel Dayan and Elihu Katz

Internal Assessment and External Evaluation and Examination system	
Internal Assessment: (Instruction for Subject Teacher)	20 Marks
1. Classtests–Assessment on any two (Open Book Test/MCQ/Objective type Test/Descriptive Test)	10 Marks
2. Assignment/Seminar/Group Discussion/Visit Report	10 Marks
External Evaluation and Examination system (Instruction for Paper Setter)	Theory External 30 Marks
1. Four Short Type question Pattern - solve any 2 out of 4 (2x5=10)	10
2. Four Long type questions Pattern - solve any 2 out of 4 (2x10 = 20 Marks)	20

Dr.Kumar Bobade ,
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Ad-hoc Board of Journalism and Mass Communication ,
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SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI
Basket of Open Elective Courses in Faculty of Interdisciplinary Studies

As Per National Education Policy (NEP)-2020 FIRST YEAR: SEMESTER– I
and II Level-4.5 or 5

Generic open Elective							
Level	Sem	Course Code	Course Name	Credits	Teaching Hrs	Exam Duration	Max Marks
4.5 or 5		636	Library and Information resources	2	30	2 Hrs	50

Objectives	<ol style="list-style-type: none"> 1. To develop the basic understanding of theoretical and practical aspects of Library and Information Science. 2. To develop the basic understanding of libraries, its types and available resources (Print and Electronic). 3. To equip the students to pursue the subject for higher education in future. 4. To develop basic skills among students who choose to work as semi professionals in the libraries, after graduation level. 	
Course Outcomes	<p>After successfully completing the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Able to understand the development of civilization 2. Gain knowledge about the growth of Information and Knowledge 3. Develop different types of libraries 4. Apply Five Laws of Library Science in the libraries 5. Gain knowledge about Digital Library and Virtual Library 6. To understand the concept and need of reference and information sources 7. To gain knowledge about the various types of information sources 8. To classify the characteristics of primary, secondary and tertiary sources of information 9. Evaluate of information sources 10. Develop reference collection 11. To use Online Reference Sources 	
Unit	Content	Hours
Unit I	<p>Library, Information and Society: Concepts Introduction, Definition of a Library, Purpose of a Library, Functions of a Library, Modern Society and Library, Information and Library</p> <p>Role of Library in Society: Role of Library in Education, Role of Library in Research and Development, Role of library in Information Dissemination, Role of Library in Promotion and Development of Culture, Role of Library in Recreation and Leisure, Role of Library in Moral, Ideological and Spiritual Development, Concept of Trinity</p> <p>Types of Libraries and their Role Introduction, Public library, Academic Library, Special Library, National Library, Digital Library, Virtual Library</p>	7
Unit -II	<p>Five Laws of Library Science and their Implications Introduction, First Law: Books are for Use: Implications Second Law: Every Reader his/her Book: Implications Third Law: Every Book its Reader: Implications Fourth Law: Save the Time of the Reader: Implications Fifth Law: Library is a Growing Organism: Implications</p>	7
Unit-III	<p>Reference and Information Sources: Definition; Need Introduction, Need for Information Sources, Types of Information Sources, Information Sources as Reference Sources, Reference Sources: Definition, Types of Information</p>	8

	Sources (Primary, Secondary, & Tertiary), Comparison across Disciplines, Evaluation of Reference and Information Sources	
Unit IV	Categories of Reference Sources: Description and Scope Introduction, Purpose of the Reference Collection, Development of a Reference Collection, Evaluation of Reference Sources, Types of Reference Sources, Important General Reference Sources (Almanacs, Yearbooks, Handbooks), Bibliographies, Biographical sources, Directories, Dictionaries, Encyclopedias, Geographical sources, Indexes and abstracts, Online Reference Sources.	8

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SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI
Basket of Open Elective Courses in Faculty of Interdisciplinary Studies

**As Per National Education Policy (NEP)-2020 FIRST YEAR: SEMESTER– I
and II Level-4.5 or 5**

OPEN ELECTIVE COURSE

Generic open Elective							
Level	Sem	Course Code	Course Name	Credits	Teaching Hrs	Exam Duration	Max Marks
4.5 or 5		900	Gender Sensitization	2	30	2 Hrs	50

Objectives	<ol style="list-style-type: none"> 1. To introduce gender sensitization and related issues. 2. To raise and develop social consciousness among the students. 3. To sensitize the students regarding the issues of gender and the gender inequalities prevalent in society. 4. To initiate the gender perspective in all domains of understanding Gender Studies with the issues of their daily life. 5. To encourage capacity building among the students to enable them to engage in policy decisions to remove gender biases in all fields of life in the process of gender equality for nation building. 	
Course Outcomes	<p>After successfully completing the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Students will be able to demonstrate a deeper understanding of gender sensitization and related issues, develop a heightened social consciousness, and effectively identify and address gender inequalities in various aspects of society. 2. By the end of the course, students will be equipped with the necessary skills and knowledge to actively participate in policy decisions and contribute to the removal of gender biases, thereby promoting gender equality and contributing to the overall development of the nation. 	
Unit	Content	Hours
Unit I	Understanding Gender and Related Concepts <ul style="list-style-type: none"> ▪ Gender : Sex vs. Gender, Social construction of Gender, Gender Roles, Gender Stereotypes, Gender division of Labour ▪ Patriarchy ▪ House Work ▪ Gender Based Violence ▪ Sexualities ▪ Inter Sectionally ▪ Gender, Caste & Class 	7
Unit -II	Gender Sensitization <ul style="list-style-type: none"> ▪ Gender Sensitization : Meaning, Nature & 	7

	<p>importance</p> <ul style="list-style-type: none"> ▪ Challenges before Gender Sensitization ▪ practices for Gender Sensitization 	
Unit-III	<p>Towards Equality : Convention & Declaration</p> <ul style="list-style-type: none"> ▪ Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) ▪ Declaration on the Elimination of Violence Against Women (DEVAW) 	8
Unit IV	<p>Towards Equality : Constitutional Provisions and Acts</p> <ul style="list-style-type: none"> ▪ Gender Equality: Constitutional Provisions ▪ Protection of Women from Domestic Violence Act, 2005 ▪ Protection of Children from Sexual Offences Act, 2012 ▪ Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 	8

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6. Declaration on the Elimination of Violence against Women Proclaimed by General Assembly resolution 48/104 of 20 December 1993
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9. चव्हाण,दिलीप : समकालीनभारत : जातिअंताचीदिशा,क्रांतिसिंहनानापाटीलअकादमी,अमरावती
10. कड,रेणुकावबेन्नूर , युसुफ : स्त्रियांचेसंवैधानिकहक्कवजागतिककरण,कौशल्यप्रकाशन,औरंगाबाद

Links

1. Understanding Gender - <https://youtu.be/MxhBl6trdfg>
2. Basic concept of sex and gender, gender attributes & questions of identity (WS) - <https://youtu.be/k7GZ02hbIWQ>
3. Gender and Intersectionality theory - <https://youtu.be/JqdMLj6sYwo>
4. Patriarchy - <https://youtu.be/-ff9qsqaRg8>
5. Gender Sensitisationmeaning - <https://youtu.be/BrfCAPfqpvk>
6. Gender Sensitisation: Issues and Challenges - <https://youtu.be/rECOS6yu4I>
7. Pitratta ki Gehraian - <https://youtu.be/R0C0ii4yBw8>
8. Mumkinhai/ It's Possible by Kamla Bhasin - <https://youtu.be/6tfPgVldJm4>
9. Understanding Gender with Kamla Bhasin - <https://youtu.be/y6WYBu7vuYY>
10. लिंगआणिलिंगभावसमजूनघेताना - <https://youtu.be/5PKniaI8zAE>
11. लिंगभावसंवेदनशीलताओळख - <https://youtu.be/k1JKciBZgZY>
12. पितृसत्तासमजूनघेताना - <https://youtu.be/jVxEoAfrXzk>

13. पितृसत्ताक्याहै ? - <https://youtu.be/tZzPCSnHq9I>
14. क्योंऔरतोंकेलिएमांबननाइतनाजरूरीबनादियागयाहै? -
<https://youtu.be/skDpwXJOD2c>
15. इंटरसेक्शनलनारीवादक्याहै? - <https://youtu.be/WFfxeUu338g>
16. घरेलूहिंसाहमारेसमाजकेलिए'नॉर्मल' क्योंहै? - <https://youtu.be/0T7b7BsZXwM>
17. औरतोंकीथालीकोपितृसत्ताकैसेकंट्रोलकरतीहै ? - <https://youtu.be/MvaamjaTLC8>
18. ऑनलाइनलैंगिकहिंसाकेप्रकार - <https://youtu.be/q-8It7-uC-U>
19. मैरिटलरेपभारतमेंएकअपराधक्योंनहींहै? - <https://youtu.be/5w9D9rz0Ls4>
20. रोजमर्राकीज़िंदगीमेंकैसेलागूहोफेमिनिज्म? - <https://youtu.be/5Jj0vqbDG2Y>
21. क्याहैBenevolent Sexism? - https://youtu.be/r_H2XdN_070
22. भारतमेंकार्यस्थलोंपरहोनेवालेयौनउत्पीड़नसेजुड़ेकानून -
<https://youtu.be/1WVdSnbRQho>