



KG College of Arts and Science
Autonomous Institution | Affiliated to Bharathiar University
ISO 9001-2015 Certified Institution
KGJL Campus, Saravanampatti, Coimbatore – 641 035



Regulations 2024 - 25 for Undergraduate Programme

Learning Outcomes Based Curriculum Framework - (LOCF) model with
Choice Based Credit System (CBCS)

Programme: B.Sc. Visual Communication

Programme Code: BVC

(Applicable for the Students admitted during the academic year 2024 - 25 onwards)

Eligibility

Candidates for admission to the first year of the **Bachelor of Science in Visual Communication** Degree Programme shall be required any of the following:

- Students should have passed his HSC (10+2) examination from a recognized board in India.
- Students should have passed the Higher Secondary Examination (12th Standard) conducted by the Government of Tamil Nadu from any group or an examination accepted equivalent by the Academic Council of India.
- A pass in SSLC with a Diploma (10 + 3) from a recognized board by the Government of Tamil Nadu.

Programme Learning Outcomes (PLOs)

The successful completion of the BSc.Visual Communication programme shall enable the students

| | |
|------|---|
| PLO1 | Mastering oral, written, graphical, and technical communication to gain competency in Graphic Design, Digital Filmmaking, and AR & VR production. |
| PLO2 | Ability to generate innovative and impactful visual solutions for evolving Information Technology and Visual Communication needs. |
| PLO3 | Apply critical, analytical, and creative thinking in UI & UX Design, Web & Game Design, and Animation. |
| PLO4 | Determine and adapt production procedures in modern Print and Digital Media, adhering to professional ethics and social responsibility to meet industry demands. |
| PLO5 | Foster industry-ready professionals and entrepreneurs equipped with AI tools, Creative thinking, and Digital imaging skills, driven by a passion for lifelong learning. |

B.Sc. Visual Communication

Distribution of Credits and Hours for all the Semesters

| Part | Course Category | No. of Courses | Hours | | Credits | | Total credits | Semester |
|-------------------------|---|----------------|-------|------------|---------|------------|---------------|-----------|
| | | | | | | | | |
| I | Language | 4 | 4 X 4 | 16 | 4 X 3 | 12 | 12 | 1- 4 |
| II | English | 4 | 4 X 4 | 16 | 4 X 3 | 12 | 12 | 1-4 |
| III | Core Theory (5 hrs /Week) | 8 | 8 X 5 | 40 | 8 X 4 | 32 | 100 | 1-5 |
| | Core Theory (4 hrs /Week) | 1 | 1 X 4 | 4 | 1 X 3 | 3 | | 4 |
| | Core Theory (6 hrs /Week) | 1 | 1 X 6 | 6 | 1 X 4 | 4 | | 6 |
| | Core Lab (5 hrs / Week) | 9 | 9 X 5 | 45 | 9 X 3 | 27 | | 1,2,4,5,6 |
| | Core Lab (4 hrs / Week) | 1 | 1X4 | 4 | 1X3 | 3 | | 3 |
| | Allied Lab (4 hrs / Week) | 2 | 2 X 4 | 8 | 2 X 3 | 6 | | 3,4 |
| | Allied Lab (3 hrs / Week) | 2 | 2 X 3 | 6 | 2 X 3 | 6 | | 1,2 |
| | Electives (5 hrs) | 2 | 2 X 5 | 10 | 2 X 3 | 6 | | 5,6 |
| | Project (7 hrs / Week) | 1 | 1 X 7 | 7 | 1 X 5 | 5 | | 6 |
| | Internship | 1 | - | - | 1 X 2 | 2 | | 5 |
| Skill Enhancement (SEC) | 3 | 3 X 2 | 6 | 3 X 2 | 6 | 3,4,6 | | |
| IV | Foundation Course (FC) | 3 | 3 X 2 | 6 | 3 X 2 | 6 | 14 | 1,2,3 |
| | Ability Enhancement Compulsory Course (AECC) | 3 | 3 X 2 | 6 | 3 X 2 | 6 | | 1,2,4 |
| | Ability Enhancement Compulsory Course (AECC) - Online Course MOOC | 1 | - | - | 1 X 2 | 2 | | 3 |
| V | Liberal Arts - Extension Activity | - | - | - | 2 | 2 | 2 | 4 |
| Total | | 46 | | 180 | | 140 | 140 | |

**Consolidated Semester wise and Component wise
Hours and Credits Distribution**

| Semester | Part I | | Part II | | Part III | | Part IV | | Part V | | Total | |
|--------------|-----------|-----------|-----------|-----------|------------|------------|-----------|-----------|----------|----------|------------|------------|
| | Hrs. | Credits | Hrs. | Credits | Hrs. | Credits | Hrs. | Credits | Hrs. | Credits | Hrs. | Credits |
| 1 | 4 | 3 | 4 | 3 | 18 | 14 | 4 | 4 | - | - | 30 | 24 |
| 2 | 4 | 3 | 4 | 3 | 18 | 13 | 4 | 4 | - | - | 30 | 23 |
| 3 | 4 | 3 | 4 | 3 | 20 | 16 | 2 | 4 | - | - | 30 | 26 |
| 4 | 4 | 3 | 4 | 3 | 20 | 15 | 2 | 2 | - | 2 | 30 | 25 |
| 5 | - | - | - | - | 30 | 22 | - | - | - | - | 30 | 22 |
| 6 | - | - | - | - | 30 | 20 | - | - | - | - | 30 | 20 |
| Total | 16 | 12 | 16 | 12 | 136 | 100 | 12 | 14 | - | 2 | 180 | 140 |

Curriculum
B.Sc. Visual Communication

| Semester – 1 | | | | | | | | | |
|---------------------|------|-----------------|--|-----------|------------------|-----------|-----|------------|-----------|
| Course Code | Part | Course Category | Course Name | Hrs./week | Examination | | | | Credits |
| | | | | | Duration in hrs. | Max Marks | | | |
| | | | | | | CIA | ESE | Total | |
| 24TAM11L | I | Language - I | Tamil - I | 4 | 3 | 25 | 75 | 100 | 3 |
| 24HIN11L | I | | Hindi - I | | | | | | |
| 24MAL11L | I | | Malayalam - I | | | | | | |
| 24FRE11L | I | | French - I | | | | | | |
| 24ENG12L | II | English - I | English - I | 4 | 3 | 25 | 75 | 100 | 3 |
| 24BVC13C | III | Core - I | Introduction to Visual Communication | 5 | 3 | 25 | 75 | 100 | 4 |
| 24BVC14C | III | Core - II | Design Thinking and Process | 5 | 3 | 25 | 75 | 100 | 4 |
| 24BVC15P | III | Core Lab - I | Lab: Visual Arts | 5 | 6 | 40 | 60 | 100 | 3 |
| 24BVC16P | III | Allied Lab - I | Lab: Digital Drawing and Painting | 3 | 3 | 40 | 60 | 100 | 3 |
| 24ENV1FC | IV | FC – I | Environmental Studies | 2 | 2 | 50 | - | 50 | 2 |
| 24QUA1AE | IV | AECC - I | Quantitative Aptitude | 2 | 2 | - | 50 | 50 | 2 |
| Total | | | | 30 | | | | 700 | 24 |

| Semester – 2 | | | | | | | | | |
|--------------|------|-----------------|---|-------------|------------------|-----------|-----|------------|-----------|
| Course Code | Part | Course Category | Course Name | Hrs. / week | Examination | | | Credits | |
| | | | | | Duration in hrs. | Max Marks | | | |
| | | | | | | CIA | ESE | | Total |
| 24TAM21L | I | Language - II | Tamil – II | 4 | 3 | 25 | 75 | 100 | 3 |
| 24HIN21L | I | | Hindi – II | | | | | | |
| 24MAL21L | I | | Malayalam – II | | | | | | |
| 24FRE21L | I | | French – II | | | | | | |
| 24ENG22L | II | English - II | English – II | 4 | 3 | 25 | 75 | 100 | 3 |
| 24BVC23C | III | Core - III | Advertising & Branding | 5 | 3 | 25 | 75 | 100 | 4 |
| 24BVC24P | III | Core Lab - II | Lab: 2D Animation & 3D Modeling | 5 | 6 | 40 | 60 | 100 | 3 |
| 24BVC25P | III | Core Lab - III | Lab: Photography and Image Editing | 5 | 3 | 40 | 60 | 100 | 3 |
| 24BVC26P | III | Allied Lab -II | Lab: Living with People | 3 | 3 | 40 | 60 | 100 | 3 |
| 24HUM2FC | IV | FC - II | Human Rights | 2 | 2 | 50 | - | 50 | 2 |
| 24SOF2AE | IV | AECC - II | Soft Skill | 2 | 2 | - | 50 | 50 | 2 |
| Total | | | | 30 | | | | 700 | 23 |

Semester - 1

Part – I : Language I
(All the Undergraduate Programmes)

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-------------|----------|--------------|---------|
| 24TAM11L | Tamil - I | Part - I | 4 | 3 |

Course Objectives

The course intends to cover

- இலக்கிய வளர்ச்சியை அறிந்துகொள்ளுதல்
- இலக்கியம் படைக்கும் திறன்
- இலக்கிய இலக்கண உரைசெய்தல்
- திறனாய்வு முறையினைக் கற்றுத்தேர்தல்

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|---|---|-----------------|
| CLO1 | புதுக்கவிதையின் மூலம் வாழ்வியல் விழுமியங்களை உணர்ந்து கொள்ளுதல். | K1, K2 |
| CLO2 | சிறந்த மற்றும் வாழும் கவிஞர்களை அறிந்துகொள்ளுதல். | K2, K3 |
| CLO3 | சிறந்த படைப்பாளர்களின் சிறுகதையில் வெளிப்படும் சமூகச்சிந்தனைகளை அறிந்து விழிப்புணர்வைப் பெறுதல். | K3 |
| CLO4 | தற்கால இலக்கியங்களான புதுக்கவிதை, சிறுகதை தோன்றி வளர்ந்த பின்புலத்தை அறிதல். | K1, K3 |
| CLO5 | மொழியைப் பிழையின்றி பேச, எழுத, கற்கத் தேவையான தமிழ் இலக்கணத்தின் இன்றியமையாமையை உணர்தல். நடைமுறை வாழ்வியலுக்குத் தேவைப்படும் ஆங்கிலக் கடிதத்தைத் தமிழாக்கம் செய்தலுக்கான பயிற்சி பெறுதல். | K2, K3 |
| K1 - Remember; K2 - Understand; K3 – Apply | | |

Part – I: Tamil – I

| Unit | Content | No. of Hours |
|------|--|--------------|
| I | <p>(நாட்டுப்பற்று)</p> <ol style="list-style-type: none"> 1. உலகத்தை நோக்கி வினவுதல் - பாரதியார் 2. பாரதிதாசன் கவிதைகள் - பாரதிதாசன் <ul style="list-style-type: none"> • தமிழ்ப்பேறு 3. ஒற்றுமையே உயிர்நிலை - கவிமணி 4. தேவதேவன் கவிதைகள் - தேவதேவன் <ul style="list-style-type: none"> • சாலையும் மரங்களும் செருப்பும் • புதிய வீடு 5. ஆலாபனை - கவிக்கோ அப்துல் ரகுமான் <ul style="list-style-type: none"> • போட்டி • பாதை 6. புத்தகச் சந்தை - கவிஞர் வாலி | 14 |
| II | <p>(சமூகம்)</p> <ol style="list-style-type: none"> 1. எட்டாவது சீர்..... - ஈரோடு தமிழன்பன் 2. தொலைந்து போனேன் - கவிஞர் தாமரை 3. திருநங்கைகள் காகிதப் பூக்கள் - நா. காமராசன் 4. மரங்களைப் பாடுவேன் - வைரமுத்து 5. புள்ளிப் பூக்கள் (ஹைக்கூ) - அமுத பாரதி 6. நாட்டுப்புறப் பாடல்கள் <ul style="list-style-type: none"> • தாலாட்டுப் பாடல், தெம்மாங்கு பாடல், உழவுத்தொழில் | 14 |
| III | <p>(சிறுகதை)</p> <ol style="list-style-type: none"> 1. அகல்யை - புதுமைப்பித்தன் 2. சுமைதாங்கி - ஜெயகாந்தன் 3. அம்மா ஒரு கொலை செய்தாள் - அம்பை 4. சோற்றுக் கணக்கு - ஜெயமோகன் 5. தூரத்து உறவு - வைரமுத்து | 12 |

| Unit | Content | No. of Hours |
|--------------|---|--------------|
| IV | (இலக்கிய வரலாறு) 1. மரபுக்கவிதையின் தோற்றமும் வளர்ச்சியும் 2. புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும் 3. ஹைக்கூ கவிதையின் தோற்றமும் வளர்ச்சியும் 4. சிறுகதையின் தோற்றமும் வளர்ச்சியும் | 10 |
| V | (இலக்கணம்) 1. எழுத்துக்கள் (முதல் எழுத்துக்கள், சார்பெழுத்துக்கள்) 2. எழுத்துக்களின் பிறப்பு 3. மாத்திரைகள் 4. பயிற்சிக்குரியன - மொழிப்பெயர்ப்பு (ஆங்கிலத்திலிருந்து தமிழுக்கு மொழிப்பெயர்த்தல்) | 10 |
| Total | | 60 |

| Reference Books | |
|-----------------|--|
| 1 | பாரதி பாடல்கள் ஆய்வுப் பதிப்பு, பேரா. ம ரா போ குருசாமி,(2016) தமிழ்ப் பல்கலைக் கழகம், தஞ்சாவூர் |
| 2 | ஆலாபனை, அப்துல் ரகுமான்,(2000) கவிக்கோ பதிப்பகம் |
| 3 | தாமரை கவிதைகள், தாமரை, (2012) நியூ செஞ்சரி புக ஹவுஸ் |
| 4 | தமிழ் இலக்கிய வரலாறு, மு வரதராசனார், (2021) சாகித்திய அகாதெமி பதிப்பு |
| 5 | புதிய வெளிச்சத்தில் தமிழ் இலக்கிய வரலாறு, முனைவர் க பஞ்சாங்கம், (2017) அன்னம் வெளியீட்டு |
| 6 | தமிழ் இலக்கிய வரலாறு, முனைவர் கா கோ வேங்கடராமன்,(2008) கலையக வெளியீடு |
| 7 | நல்ல தமிழ் எழுத வேண்டுமா?, அ கி பரந்தாமனார் எம். ஏ., (2002)அல்லி நிலையம் |
| 8 | 100 சிறந்த சிறுகதைகள் (தொகுதி 1 & 2) தொகுப்பு: எஸ் ராமகிருஷ்ணன் (2006) பதிப்பகம்: தேசாந்திரி பதிப்பகம் |
| 9 | தமிழ் இலக்கணம் எளிய அறிமுகம் , கோ குமரன் (2010) சந்தியா பதிப்பகம் |
| 10 | நாட்டுப்புற இயல் ஆய்வு, சு சக்திவேல்,(2012) மணிவாசகர் பதிப்பகம் |

Part – II : English -I
(All the Undergraduate Programmes)

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-------------|-----------|--------------|---------|
| 24ENG12L | English - I | Part - II | 4 | 3 |

Course Objectives

The course intends to cover

- Various genres of literature.
- Active and passive vocabulary.
- Usage of Grammar and Communication.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|---|--|-----------------|
| CLO1 | Identify aesthetic sense and appreciate poetry, enhancing creativity and understanding relevant to professional environments. | K1 |
| CLO2 | Understand diverse styles of prose, facilitating versatility in writing and inculcating interpersonal skills. | K2 |
| CLO3 | Apply the characters and the narrative techniques in creative writing and content creation ethically. | K3 |
| CLO4 | Employ vocabulary and grammatical proficiency in communication to enhance clarity in workplace interactions. | K3 |
| CLO5 | Enhance overall communication competence. Practicing these skills in combination reinforces learning and provides students with opportunities to use the language in authentic contexts. | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply | | |

Part - II: English - I

| Unit | Content | No. of Hours |
|---------------------------------------|--|--------------|
| I | Poetry : Nature 1. I Wandered Lonely as a Cloud - William Wordsworth 2. The Sparrow - Paul Laurence Dunbar 3. Stopping by woods on a snowy Evening – Robert Frost | 12 |
| II | Prose : Friendship 1. The Man in Black - Oliver Goldsmith 2. Of Friendship - Francis Bacon 3. The Blessing of Friends - Sir John Lubbock | 12 |
| III | Short Stories: Morality 1. The Necklace – Guy de Maupassant 2. The Lottery - Shirley Jackson 3. The Monkey’s Paw - W. W. Jacobs | 12 |
| IV | Language Competency: Vocabulary 1. Vocabulary : Synonyms, Antonyms, Word Formation 2. Appropriate use of Articles and Parts of Speech 3. Error correction | 12 |
| V | English for Communication 1. Listening for General and Specific Information. 2. Self - Introduction, Introducing others, Greetings. 3. Reading a prose passage, Reading a poem and Reading a short story 4. Descriptive writing – writing a short descriptive essay of two to three paragraphs. | 12 |
| Total Hours | | 60 |
| Text Books | | |
| 1. | Zama, M. (2004). Poetry Down the Ages. Orient Blackswan. | |
| 2. | Goldsmith, O. (1869). The Works of Oliver Goldsmith. J. Dicks | |
| 3. | Bacon, F., & Montagu, B. (1857). The Works of Francis Bacon (Vol. 1). Parry & McMillan. | |
| Reference Books | | |
| 1. | Kumar, V. T. Bhavani, Durga.K. Srinivas.YL. (2018). English in use - A textbook for College Students. (English, Paperback). | |
| 2. | Swan, M. (2005). Practical english usage (Vol. 7). Oxford: Oxford university press. | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://nptel.ac.in/courses/109105205 | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|--------------------------------------|----------|--------------|---------|
| 24BVC13C | Introduction to Visual Communication | Core - I | 5 | 4 |

Course Objectives

The course intends to cover

- The Fundamentals of Visual Communication.
- Different modes of Visual Communication and its process.
- Various levels of Communication and Techniques for analyzes.
- The Models of Communication.
- The Theories of Communication, Origins and Evolution.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|--|-----------------|
| CLO1 | Understand various aspects of communication and its respective principles. | K1, K2 |
| CLO2 | Apply modes of communication and its process. | K3 |
| CLO3 | Interpret signals, languages, and signs of visual communication. | K4 |
| CLO4 | Arbitrate appropriate messages by distinguishing multi-level communication flows. | K4 |
| CLO5 | Analyze the behavior of information and communication systems in contemporary media. | K4 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; | | |

CLO – PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------------------------------|------|------------------------------|------|-------------------------|------|
| CLO1 | 2 | 1 | - | 1 | 2 |
| CLO2 | 2 | - | 2 | - | - |
| CLO3 | 3 | 2 | 3 | 2 | - |
| CLO4 | 2 | 2 | - | 2 | 2 |
| CLO5 | 2 | 2 | - | - | 2 |
| 3 - Substantial (high) | | 2 - Moderate (medium) | | 1 - Slight (low) | |

Core - I : Introduction to Visual Communication

| Unit | Content | No. of Hours |
|---------------------------------------|---|--------------|
| I | Basics of Visual Communication: Fundamentals of Communication - Elements of Communication – Functions & Purpose of Communication - Barriers to Communication – Communication Skills - Role of Communication. | 12 |
| II | Modes of Communication: Key Concepts in Non-Verbal Communication (NVC) – Proxemics - Digital NVC - Visual Perception – Semiotics - Written Forms of Communication - Literacy and Morality - Writing and Reading as a Technology and Practice - Aesthetic Experience, Objectivism vs. Subjectivism - Creativity and Expression in Art, Symbolism and Iconography - Virtual Reality and Digital Culture. | 15 |
| III | Levels of Communication: Intrapersonal Communication - Concept of Self and Related Themes - Overview of Interpersonal Communication - Theories of Interpersonal Communication - Group Communication - Theories of Group Communication. | 15 |
| IV | Models of Communication : Berlo, Lasswell, Shannon and Weaver Models - Elaboration Likelihood Model - Social Learning Model - Principles of Good Communication and Non-violent Communication - Ethical Communication. Presentation Skills. | 15 |
| V | Theories of Communication : Mass Communication Definition – Agenda Setting Theory – Cultivation Theory – Social Learning Theory – Uses and Gratifications Theory - Theories of Persuasion - Attribution and Judgement, Social Judgement Theory - Two Step Flow of Information. | 18 |
| Total hours. | | 75 |
| Text Books | | |
| 1. | Denis Mcquail, (2020). Mcquail’s Media and Mass Communication Theory. Sage Publications. | |
| 2 | Keval J. Kumar, (2020). Mass Communication in India. 5 th edition. CBS Publication and Dist. | |
| Reference Books | | |
| 1 | Uma Narula, (2021). Dynamics Of Mass Communication Theory And Practice. Atlantic. | |
| 2 | Anna Everett, (2022). New Media Theories of Practices. Routledge. | |
| 3 | Uma Narula, (2022). Handbook Of Communication Models, Perspectives, Strategies. Atlantic | |
| 5 | Seema Hasan, (2022). Mass Communication Principles and Concepts. Cbs Publication and Dist. | |
| 6 | Abhay Chawla, (2021). Introduction To Mass Communication. Pearson. | |
| Web Resources (Swayam / NPTEL) | | |
| 1 | https://onlinecourses.swayam2.ac.in/cec20_ge14/preview | |
| 2 | https://onlinecourses.nptel.ac.in/noc20_ar15/preview | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-----------------------------|-----------|--------------|---------|
| 24BVC14C | Design Thinking and Process | Core - II | 5 | 4 |

Course Objectives

The course intends to cover

- The design process and its approaches.
- The fundamental concepts of Design Thinking.
- The stages of Design Thinking for production.
- The problems in design process.
- New concepts based on design values.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|---|--|-----------------|
| CLO1 | Understand and adopt problem-solving process to reframe design challenges. | K2,K3 |
| CLO2 | Analyze and Enumerate appropriate Design Thinking approaches for a specific design problem. | K2 , K4 |
| CLO3 | Apply design thinking principles to develop plan of action and wireframe for specific design | K3, K4 |
| CLO4 | Develop prototypes for a design using available design tools and applications. | K5 |
| CLO5 | Evaluate a good design through the stages of Design Thinking. | K5 |
| K2 - Understand; K3 - Apply; K4 - Analyze; K5- Evaluate; | | |

CLO – PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------------------------------|------|------------------------------|------|-------------------------|------|
| CLO1 | 1 | 2 | 2 | 2 | 3 |
| CLO2 | 3 | 3 | 3 | 2 | 3 |
| CLO3 | 2 | 3 | 2 | 2 | 3 |
| CLO4 | 2 | 2 | 3 | 3 | 3 |
| CLO5 | 3 | 3 | 2 | 2 | 3 |
| 3 - Substantial (high) | | 2 - Moderate (medium) | | 1 - Slight (low) | |

Core II : Design Thinking and Process

| Unit | Content | No. of Hours |
|---------------------------------------|---|--------------|
| I | Design Thinking Background: Definition of Design Thinking-Business uses of Design Thinking-Variety within the Design Thinking Discipline. Design Thinking Mindset-Problem Solving Approach. Fundamental Concepts: Empathy, Ethnography, Divergent Thinking, Convergent Thinking, Visual Thinking. | 15 |
| II | Design Thinking Tools: "What Wows? What Works? What Is? What If?" Purposeful Use of Tools and Alignment with Process. Visualization-Aesthetics Principles for Designers. Stages of Design Thinking. | 15 |
| III | Design Thinking Methods: Journey Mapping, Archetype Mapping Matrix, Archetype Persona. Value Chain Analysis, Customer Co-creation, Competitive Advantage. Concept Development, Mind Mapping - Brainstorming. | 15 |
| IV | Design Mechanics and Resources: Assumption Testing-Design Criteria, Curator, Design Brief - Stages of Designing for Growth. Overview of Prototyping-Wire framing. Resources (People, Place, Materials, Organizational Fit). Varied Design Thinking Approaches: Human-Centered Design, User-Centered Design. Affordances and Usabilities. | 15 |
| V | Design Thinking Practices: Role of Product Management in Design Process-Aids. Minimal Marketable Feature (MMF), Minimal Viable Ecosystem (MVE), Minimal Viable Product (MVP), Napkin Pitch. Design Thinking Application and Execution-User Interface (UI) as Communication. | 15 |
| Total hours. | | 75 |
| Text Books | | |
| 1. | Christian Mueller Roterberg (2018) , Handbook of Design Thinking -Tips & Tools for How to Design Thinking. | |
| 2. | Branson, S., (2020) . Design Thinking: A Modern Approach For Making Crucial Business Decisions, Create Great Products And Manage Successful Startups and Companies. Independently Published. | |
| Reference Books | | |
| 1. | Christian Muller, (2022) . Design Thinking Dummies. Wiley Brand. | |
| 2. | Balaram, S. (2011) . Thinking Design. Sage Publications. | |
| 3. | Brenner, W., & Uebernickel, F. (2016) . Design Thinking for Innovation: Research and Practice. Springer. | |
| 4. | Cure, S., & Seggio, B. (2019) . Graphic Design Play Book: An Exploration of Visual Thinking (Logo, Typography, Website, Poster, Web, and Creative Design). Laurence King Publishing. | |
| 5. | Curedale, R. (2019) . Design Thinking Process & Methods. 5th Edition. Design Community College Incorporated. | |
| 6. | Hillmann, C. (2021) . UX for XR: User Experience Design and Strategies for Immersive Technologies. A Press. | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://onlinecourses.nptel.ac.in/noc19_mg60/preview | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-------------|--------------|--------------|---------|
| 24BVC15P | Visual Arts | Core Lab - I | 5 | 3 |

Course Objectives

The course intends to cover

- The concepts of Visual Arts and sketching skills.
- The vital skills of art for Visual design.
- The types of medium and its application.
- The psychology of human perception, light and shadow, portrayed on various forms.
- The techniques of Communication design.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|------|--|-----------------|
| CLO1 | Understand the fundamentals of lines and forms in drawing. | K1, K2 |
| CLO2 | Acquire skills at various levels in terms of visual elements. | K2, K3 |
| CLO3 | Critically analyze and demonstrate various medium and its application. | K4 |
| CLO4 | Appraise the color theory principles and aesthetics of visual media. | K3 |
| CLO5 | Create visual content using visual language and literacy | K4 |

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze;

CLO – PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------------------------------|------------------------------|------|-------------------------|------|------|
| CLO1 | 2 | 2 | 2 | 1 | 3 |
| CLO2 | 3 | 2 | 3 | 2 | 2 |
| CLO3 | 2 | 3 | 2 | 3 | 3 |
| CLO4 | 2 | 2 | 3 | 3 | 3 |
| CLO5 | 3 | 3 | 3 | 3 | 3 |
| 3 - Substantial (high) | 2 - Moderate (medium) | | 1 - Slight (low) | | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-------------|----------|--------------|---------|
|-------------|-------------|----------|--------------|---------|

Core Lab - I : Visual Arts

| S. No. | List of Practicals | No. of Hours |
|--------|---|--------------|
| | ELEMENTS OF ART | |
| 1 | Types of lines. | 5 |
| 2 | Basic geometric and organic shapes, patterns and textures. | 5 |
| 3 | Light and shadow on shapes - shading of forms. | 6 |
| | PERSPECTIVES | |
| 4 | Principles of perspective sketching, perspective terminology. | 6 |
| 5 | Sketching using 1- point perspective. | 5 |
| 6 | 2- point perspective, and 3- point perspective. | 5 |
| 7 | Linear and atmospheric perspective. | 5 |
| | HUMAN PORTRAIT SKETCHING | |
| 8 | Profile of human portrait. | 5 |
| 9 | Detail study of human portrait. | 6 |
| 10 | Cartoon face drawing. | 5 |
| | VISUAL PERCEPTION | |
| 11 | Creating visuals with Gestalt Principles. | 5 |
| 12 | Oxymoron. | 5 |
| 13 | Typography – Type as visual. | 6 |
| 14 | Visual as type. | 6 |
| | Total hours. | 75 |

Text Books

| | |
|----|--|
| 1. | David Gill. (2018). Designing Art. Vendome |
| 2. | Stephen C.P Gardner. (2019), Drawing A Complete Guide, Thames & Hudson. |

Reference Books

| | |
|----|---|
| 1. | Amy. E. Amtson. (2018). Graphic Design Basics. Wadsworth Cengage Learning. |
| 2. | Saul Greenberg. (2012), Sketching User Experiences. Elsevier |
| 3. | Donald D. Hearn. (2018), Computer Graphics, Pearson Education. |
| 4. | Chrls Campe. (2020), Designing Fonts. Thames & Hudson |
| 5. | Edwards, B. (1997), Drawing on the Right Side of the Brain. |

| | | | | |
|----------|------------------------------|--------------|---|---|
| 24BVC16P | Digital Drawing and Painting | Allied I Lab | 3 | 3 |
|----------|------------------------------|--------------|---|---|

Course Objectives

The course intends to cover

- Practical skills that can be applied in digital art and personal artistic pursuits.
- The concepts of digital drawing with digital tools and softwares.
- Creativity and experimentation in digital art techniques.
- Compositing and integrating matte paintings.
- Principles of perspective, color, and lighting.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|--|-----------------|
| CLO1 | Understand digital drawing and painting software, including tools for sketching, colouring, and rendering. | K2 |
| CLO2 | Develop their unique artistic style and demonstrate creativity in their digital artwork. | K3 |
| CLO3 | Create digital sketches and line art with precision and fluidity. | K3 |
| CLO4 | Analyse and evaluate their own work and the work of their peers, fostering a culture of improvement and collaboration. | K4,K5 |
| CLO5 | Build a portfolio of digital artwork showcasing their skills and creative vision. | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5- Evaluate; | | |

CLO – PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------------------------------|------|------------------------------|------|-------------------------|------|
| CLO1 | 1 | 2 | 2 | 1 | 1 |
| CLO2 | 2 | 2 | 1 | 2 | 2 |
| CLO3 | 1 | 2 | 3 | 2 | 3 |
| CLO4 | 2 | 3 | 3 | 1 | 2 |
| CLO5 | 3 | 1 | 2 | 2 | 1 |
| 3 - Substantial (high) | | 2 - Moderate (medium) | | 1 - Slight (low) | |

Allied I - Lab : Digital Drawing and Painting

| S. No. | List of Practicals | No. of Hours |
|------------------------|---|--------------|
| 1 | Create non-living objects for a landscape using Shapes and Shades. | 3 |
| 2 | Create Plants & Trees / Infographic elements using brush. | 3 |
| 3 | Create Cartoon figures with multilayer drawing / Isometric Image. | 3 |
| 4 | Create logo for your own interest. | 3 |
| 5 | Create a visiting card / two-page brochure. | 3 |
| 6 | Create Concept Environment using multiple images (layers). | 3 |
| 7 | Day and night of a landscape using Color correction and lighting techniques. | 3 |
| 8 | Create charcoal and pastel style matte paintings using custom brushes. | 4 |
| 9 | Create water color and oil painting style matte paintings using custom brushes and layer styles. | 5 |
| 10 | Sci-fi Painting using basic shapes and Custom Brushes. | 5 |
| 11 | Create a photo realistic castle environment for camera projection. | 5 |
| 12 | Create a multi-plane parallax set up for a busy marketplace scene using 2D images. | 5 |
| Total hours. | | 45 |
| Text Books | | |
| 1. | Dinur, E. (2021). The Complete Guide to Photorealism for Visual Effects, Visualization and Games. Routledge. | |
| 2. | 3D total Publishing. (2020). Beginner's Guide to Digital Painting in Photoshop 2nd Edition. 3D Total Publishing. | |
| Reference Books | | |
| 1. | Bloom, S. R. (2012). Digital Painting in Photoshop. CRC Press. | |
| 2. | David Dabner. (2022). Graphic Design School. Thames & Hudson. | |
| 3. | Armin. (2021). Graphic Design Manual. Niggli. | |
| 4. | Armin Niggli. (2022). Adobe Photoshop Cc 2018. Adobe Press. | |
| 5. | Mattingly, D. B. (2011). The Digital Matte Painting Handbook. John Wiley & Sons. | |
| 6. | Whitt, P. (2020). Practical Glimpse: Learn to Edit and Create Digital Photos and Art with This Powerful Open-Source Image Editor. A press. | |
| 7. | Kuhlman, G. (2019). GIMP for Beginners: First 12 Skills. Independently Published. | |

**Components for Internal Assessment and
Distribution of Marks for CIA and ESE (Theory)**

| Max Marks | Marks for | | Components for CIA | | | | | | | | | |
|-----------|-----------|-----|--------------------|-----------|----------|-----------|------------------------|--------|-----------|------------|-------------------|-------|
| | CIA | ESE | CIA – I | | CIA – II | | Best of CIA-I & CIA-II | Model | | Attendance | Active Engagement | Total |
| 100 | 25 | 75 | Actual | Weightage | Actual | Weightage | Weightage | Actual | Weightage | 5 | 5 | 25 |
| | | | 50 | 5 | 50 | 5 | 5 | 75 | 10 | | | |

Question Paper Pattern

| Component | Duration in Hrs. | Section A | | | Section B | | | Section C | | | Total |
|-----------------|------------------|------------------|------------------|---------|------------------|------------------|--------|------------------|------------------|--------|-------|
| | | Type of question | No. of questions | Marks | Type of question | No. of questions | Marks | Type of question | No. of questions | Marks | |
| CIA – I & II | 2 | MCQ | 8 | 8x1=8 | Either or | 3 | 3x6=18 | Either or | 3 | 3x8=24 | 50 |
| Model Exam /ESE | 3 | MCQ | 10 | 10x1=10 | Either or | 5 | 5x5=25 | Either or | 5 | 5x8=40 | 75 |

Components for Internal Assessment and Distribution of Marks for CIA (Lab)

| Max Marks | Marks for | | Components for CIA | | | | | | | |
|-----------|-----------|-----|--------------------|-----------|-----------|-----------|--------|-----------|-------------|-------|
| | CIA | ESE | Test – I | | Test - II | | Model | | Observation | Total |
| 100 | 40 | 60 | Actual | Weightage | Actual | Weightage | Actual | Weightage | 5 | 40 |
| | | | 50 | 10 | 50 | 10 | 60 | 15 | | |

Examination Pattern

| Component | Duration in Hrs. | Marks | | | Weightage |
|-----------|------------------|-----------|--------|-------------|-----------|
| | | Practical | Record | Total Marks | |
| Test – I | 2 | 50 | - | 50 | 10 |
| Test – II | 2 | 50 | - | 50 | 10 |
| Model | 3 | 60 | - | 60 | 15 |
| ESE | 3 | 50 | 10 | 60 | - |

Part – IV : Foundation Courses

(All the Undergraduate Programmes)

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-----------------------|----------|--------------|---------|
| 24ENV1FC | Environmental Studies | FC- I | 2 | 2 |

| Unit | Content |
|------|---|
| I | The Multidisciplinary nature of environmental studies Definition; Scope and importance, Need for public awareness. |
| II | <p>Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.</p> <ul style="list-style-type: none"> - Forest resources: Use and Over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people. - Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems. - Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. - Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. - Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Case studies. - Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. <p>Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.</p> |
| III | <p>Ecosystems</p> <ul style="list-style-type: none"> - Concept of an ecosystem. - Structure and function of an ecosystem. - Producers, consumers and decomposers. - Energy flow in the ecosystem. - Ecological succession. - Food chains, food webs and ecological pyramids. - Introduction, types, characteristic features, structure and function of the following ecosystem: - <ol style="list-style-type: none"> a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries). |
| Unit | Content |
| IV | <p style="text-align: center;">Biodiversity and its Conservation</p> <ul style="list-style-type: none"> - Introduction-Definition: genetic, species and ecosystem diversity. - Bio geographical classification of India. - Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and |

| | |
|-------------|--|
| | <p>option values.</p> <ul style="list-style-type: none"> - Biodiversity at global, National and local levels. - India as a mega-diversity nation. - Hot-spots of biodiversity. - Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. - Endangered and endemic species of India. - Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. |
| V | <p>Environmental Pollution Definition</p> <ul style="list-style-type: none"> - Causes, effects and control measures of: - <ul style="list-style-type: none"> a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards - Solid waste Management: Causes, effects and control measures of urban and industrial wastes. - Role of an individual in prevention of pollution. - Pollution case studies. - Disaster management: floods, earthquake, cyclone and landslides. |
| VI | <p>Social Issues and the Environment</p> <ul style="list-style-type: none"> - From Unsustainable to Sustainable development. - Urban problems related to energy. - Water conservation, rain water harvesting, watershed management. - Resettlement and rehabilitation of people; its problems and concerns. Case studies. - Environmental ethics: Issues and possible solutions. - Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies. - Wasteland reclamation. - Consumerism and waste products. - Environment Protection Act. - Air (Prevention and Control of Pollution) Act. - Water (Prevention and Control of Pollution) Act. - Wildlife Protection Act. - Forest Conservation Act. - Issues involved in enforcement of environmental legislation. - Public awareness. |
| Unit | Content |
| VII | <p>Human Population and the Environment</p> <ul style="list-style-type: none"> - Population growth, variation among nations. - Population explosion-Family welfare Programme. - Environment and human health. - Human Rights. - Value Education. |

| | |
|------------------------|--|
| | <ul style="list-style-type: none"> - HIV/AIDS. - Women and Child Welfare. - Role of information Technology in Environment and human health. - Case Studies. |
| VIII | <p>Field Work (Practical).</p> <ul style="list-style-type: none"> - Visit to a local area to document environmental assets-river/forest/grassland/ hill/mountain. - Visit to a local polluted site-Urban/Rural/Industrial/Agricultural. - Study of common plants, insects, birds. - Study of simple ecosystems-pond, river, hill slopes, etc. |
| Total Hours. 30 | |

Web Resources

| | |
|----|---|
| 1. | https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf |
|----|---|

**Components for Internal Assessment and
Distribution of Marks for CIA (Theory)**

| Max Marks | Marks for | | Components for CIA | | | | | | | |
|-----------|-----------|-----|--------------------|-----------|----------|-----------|------------------------|--------|-----------|----------------------|
| | CIA | ESE | CIA – I | | CIA – II | | Best of CIA-I & CIA-II | Model | | Total (Best + Model) |
| 50 | 50 | - | Actual | Weightage | Actual | Weightage | Weightage | Actual | Weightage | 50 |
| | | | 50 | 25 | 50 | 25 | 25 | 50 | 25 | |

Question Paper Pattern

| Duration in Hrs. | Mode of Exam | Type of Questions | No. of Questions | Marks |
|------------------|--------------|-------------------|------------------|-----------|
| 2 | Offline | Open Choice | 5 (Out of 8) | 5 x 10=50 |

**Part – IV : Ability Enhancement Compulsory Courses
(All the Undergraduate Programmes)**

| Course Code | Course Name | Category | Hours/Week | Credits |
|-------------|-------------|----------|------------|---------|
|-------------|-------------|----------|------------|---------|

| | | | | |
|----------|-----------------------|----------|---|---|
| 24QUA1AE | Quantitative Aptitude | AECC - I | 2 | 2 |
|----------|-----------------------|----------|---|---|

Course Objectives

The course intends to cover

- Basic concepts of numbers, time and work, interests, data representation and graphs
- Concepts of permutation, probability, discounts, percentage & profit loss.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|---|-----------------|
| CLO1 | Remember and Understand the concepts of numbers and average | K1, K2 |
| CLO2 | Understand about percentage and apply profit & loss related processing. | K2, K3 |
| CLO3 | To understand the concepts of time and work and interest calculations. | K2 |
| CLO4 | To understand about the concepts of permutation, combination and probability. | K2 |
| CLO5 | Understand , Apply and analyze the concept of problem solving involved in graphs and age. | K2,,K3,K4 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 -Analyze | | |

Ability Enhancement Compulsory Course(AECC) - I: Quantitative Aptitude

| Unit | Content | No. of Hours |
|-----------------------|---|--------------|
| I | Numbers - Simplification - BODMAS rule - Algebraic formulas - Decimal fractions - Square root and cube roots - Surds and indices - Divisibility rules - HCF and LCM - same remainder - different remainder - application problems – average – equation - mistaken value – replacement - including/excluding. | 6 |
| II | Percentage - increase/decrease – net change – salary – election – marks – consumption - population / machine - profit and loss - profit and loss % - finding cp and sp - profit=loss - same product cp and sp with percentage – discount - ratio and proportion - divided into parts - based on numbers - increase/decrease/ income / expenditure – coins – partnership. | 6 |
| III | Time-and-work - individual/combined - alternative days - remaining work - efficiency based - amount split - chain rule - group of male and female or boys - pipes and cistern - finding time - efficiency based – alternative - remaining part - capacity of the tank - simple interest - finding principal - rate of interest – amount -time period - doubles or triples - compound interest - finding rate - finding time, principal - doubles or triples - difference between SI and CI. | 6 |
| IV | Permutation - finding value - vowels come together - vowel never comes together - some letters come together - no two vowels come together - vowels in odd/even places - based on repetition - circular permutation – application – combination - finding value and application – probability – coins - dice-cards - balls and miscellaneous problems - odd man out and number series. | 6 |
| V | Clock - finding angle - reflex angle - gain or loss – calendars - finding particular day - data interpretation - bar chart - line chart - pie chart – table – combined – ages ratio - twice or thrice - addition /subtraction - family based - problems on numbers - equations. | 6 |
| Total Hours | | 30 |
| Text Book | | |
| 1. | R.S. Aggarwal , Quantitative Aptitude, S.Chand & Company Ltd., | |
| Reference Book | | |
| 1. | Ashish Arora, Quantitative Aptitude. | |
| Web Resources | | |
| 1. | https://www.javatpoint.com/aptitude/quantitative | |
| 2. | https://www.indiabix.com/aptitude/questions-and-answers/ | |

Components for and Distribution of Marks for ESE (Theory)**Ability Enhancement Compulsory Course(AECC)**

| Duration in Hrs. | Mode of Exam | Type of Questions | No. of Questions | Marks |
|------------------|--------------|-------------------|------------------|---------|
| 2 | Online | MCQ | 50 | 50x1=50 |

Semester 2

| Course Code | Course Name | Category | Hours/Week | Credit |
|-------------|-------------|---------------|------------|--------|
| 24TAM21L | Tamil – II | Language - II | 4 | 3 |

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|---|---|-----------------|
| CLO1 | அற இலக்கியங்கள் வழி வாழ்வியல் ஒழுக்கங்களைக் கற்றுத் தருதல். | K1, K2 |
| CLO2 | பக்தி இலக்கியங்கள் வழி பக்தி நெறிகளை உணர்த்துதல். | K2 |
| CLO3 | தமிழில் உரைநடை இலக்கியப் படைப்பாளர்களின் சிந்தனைகளை எடுத்துரைத்தல். | K3 |
| CLO4 | தமிழ் இலக்கிய வரலாற்றில் அற இலக்கியம் மற்றும் உரைநடையின் தாக்கம் குறித்து அறிதல். | K1, K3 |
| CLO5 | பிழையின்றி எழுத இலக்கணங்களைக் கற்றுத் தருதல். | K2, K3 |
| K1 - Remember; K2 - Understand; K3 – Apply | | |

Part – I: Tamil – II

| Unit | Content | No. of |
|------|---------|--------|
|------|---------|--------|

| | | Hours |
|------------------------|---|-----------|
| I | <p>(அறம்)</p> <ol style="list-style-type: none"> திருக்குறள் <ul style="list-style-type: none"> புகழ் வினை செயல்வகை நெஞ்சொடு கிளத்தல் திரிகடுகம்(தேர்ந்தெடுக்கப்பட்ட 10 பாடல்கள்) பழமொழி நானூறு(தேர்ந்தெடுக்கப்பட்ட 10 பாடல்கள்) | 14 |
| II | <p>(பக்தி)</p> <ol style="list-style-type: none"> அபிராமி அந்தாதி(10 பாடல்கள்) - அபிராமி பட்டர் உமர்கயாம் பாடல்கள் (தனிப்பாடல்கள்) - கவிமணி தேசிய விநாயகம் பிள்ளை முத்துக்குமாரசாமி பிள்ளைத்தமிழ்(தாலப் பருவம்) – குமரகுருபரர் இயேசுகாவியம் - மலைப்பொழிவு - கண்ணதாசன் சித்தர் பாடல்கள் - சிவவாக்கியர் பாடல் | 14 |
| III | <p>(கலை மற்றும் பண்பாடு)</p> <ol style="list-style-type: none"> அறம் எனப்படுவது - அமுதன் ஏட்டில் எழுதா இலக்கியம் - ஓளவை துரைச்சாமி கீழடி - தொல்லியல் துறை, வெளியீடு மனம் எனும் சொர்க்கவாசல் - டாக்டர் எம்.எஸ்.உதயமூர்த்தி ஆளுமைத் திறன் - அறிவுக்கதிர் (அரசுப்பணி சிறப்பிதழ்) | 12 |
| IV | <p>(இலக்கிய வரலாறு)</p> <ol style="list-style-type: none"> பதினெண் கீழ்க்கணக்கு நூல்கள் உரைநடையின் தோற்றமும் வளர்ச்சியும் | 10 |
| V | <p>(இலக்கணம்)</p> <ol style="list-style-type: none"> சொல்லின் வகைகள் வேற்றுமைத் தொகைகள் பயிற்சிக்குரியன:(விண்ணப்பங்கள், மடல்கள் எழுதச் செய்தல்) | 10 |
| Total Hours | | 60 |
| Reference Books | | |
| 1 | முத்துக்குமாரசாமி பிள்ளைத்தமிழ்,(2021) கமலா முருகன், சாரதா பதிப்பகம் | |

| | |
|----|--|
| 2 | இயேசு காவியம், கவிஞர் கண்ணதாசன்,(2006) கலைக்காவிரி பதிப்பகம் |
| 3 | உரைகளும் உரையாசிரியர்களும்,(2013) தி சு நடராசன் நியூ செஞ்சுரி புக் ஹவுஸ் |
| 4 | அபிராமி அந்தாதி, முனைவர் சி சேதுராமன்,(2010) நியூ செஞ்சுரி புக் ஹவுஸ் |
| 5 | புதிய வெளிச்சத்தில் தமிழ் இலக்கிய வரலாறு, முனைவர் க பஞ்சாங்கம், (2017) அன்னம் வெளியீட்டு |
| 6 | தமிழ் இலக்கிய வரலாறு, மு வரதராசனார்,(2021) சாகித்ய அகாடமி பதிப்பு |
| 7 | தமிழ் உரைநடை வரலாறு, வி செல்வநாயகம்,(2003) அடையாளம் பதிப்பகம் |
| 8 | தமிழ் இலக்கிய வரலாறு, முனைவர் கா கோ வேங்கடராமன்,(2010) கலையக வெளியீடு |
| 9 | எண்ணங்கள் - டாக்டர் எம் எஸ் உதயமூர்த்தி,(2016) வெளியீடு: கங்கை புத்தக நிலையம், சென்னை |
| 10 | அடோன் தமிழ் இலக்கணம், புலவர் பொன்மணிமாறன்,(2011) அருண் பப்ளிஷிங் |

Part – II : English - II
(All the Undergraduate Programmes)

| Course Code | Course Name | Category | Hours/ Week | Credits |
|-------------|-------------|-----------|-------------|---------|
| 24ENG22L | English-II | Part - II | 4 | 3 |

Course Objectives

The course intends to cover

- The literary elements in poetry.
- The critical contemplation and writing in styles of prose texts.
- The modernist techniques and ethics in the narratives of short stories.
- The interpersonal skills essential in the work environment.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|---|--|-----------------|
| CLO1 | Identify the common techniques underlying free verse and traditional forms of poetry for crafting poems. | K1 |
| CLO2 | Understand humour in prose texts psychologically to master the oratory skills. | K2 |
| CLO3 | Employ empathy and morale in diplomatic Day-to-day circumstances. | K3 |
| CLO4 | Strengthen the writing skills for documentation. | K3 |
| CLO5 | Persist flexibility and mobility in the sequel LSRW. | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply | | |

Part - II: English - II

| Unit | Content | No. of Hours |
|---------------------------------------|---|--------------|
| I | Poetry: Motherhood 1. My Grand Mother's House – Kamala Das 2. Of mother, among others things – A.K Ramanujam 3. Night of the Scorpion – Nissim Ezekiel | 12 |
| II | Prose: Humour 1. With The Photographer – Stephen Leacock 2. Travel by Train – J.B.Priestley 3. On Forgetting – Robert Lynd | 12 |
| III | Short Stories: Integrity 1. The taxi driver – K.S. Duggal 2. A Retrieved Reformation- O Henry 3. Kabuliwala - Rabindranath Tagore | 12 |
| IV | Language Competency: Vocabulary 1. Homonyms, Homophones, Homographs Portmanteau words 2. Verbs and Tenses, Subject Verb Agreement 3. Error correction Vocabulary : Synonyms, Antonyms, Word Formation | 12 |
| V | English for Communication 1. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks 2. Participating in a meeting: face to face and online 3. Reading news and weather reports 4. Preparing first drafts of short assignments | 12 |
| Total Hours | | 60 |
| Text Books | | |
| 1. | Ezekiel Nissim, 1989 .Collected Poems 1952-1988. Oxford University Press. | |
| 2. | Hewings, M. (2000). Advanced English Grammar. Cambridge. University Press. | |
| Reference Books | | |
| 1. | Bakshi, S.P. & Sharma, R. (2019). Descriptive English. Arihant Publications (India) Ltd. | |
| 2. | Cameron S & Dempsey L. (2019). The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing. | |
| 3. | Sherman B. (2014) Skimming and Scanning Techniques. Liberty University Press. | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://nptel.ac.in/courses/109103020 | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|--------------------------|----------|--------------|---------|
| 24BVC23C | Advertising and Branding | Core III | 5 | 4 |

Course Objectives

The course intends to cover

- The fundamentals of advertising and branding.
- The strategies in the advertising industry.
- The creativity and design values.
- Appropriate budget techniques in branding.
- The regulations in advertising industry.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|--|-----------------|
| CLO1 | Comprehend the nature, role, and importance of branding. | K1, K2 |
| CLO2 | Analyze market standards and its intricate concepts. | K4 |
| CLO3 | Understand the functions and appeals of advertising. | K2 |
| CLO4 | Apply creative strategies in branding. | K3 |
| CLO5 | Cognize the regulations in the advertising industry. | K4 |
| K1 – Remember; K2 - Understand; K3 - Apply; K4 - Analyze; | | |

CLO – PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------------------------------|------|------------------------------|------|-------------------------|------|
| CLO1 | 2 | 2 | 1 | 1 | 2 |
| CLO2 | 2 | 3 | 2 | 3 | 3 |
| CLO3 | 3 | 2 | 2 | 2 | 2 |
| CLO4 | 2 | 1 | 3 | 3 | 3 |
| CLO5 | 2 | 2 | 2 | 1 | 3 |
| 3 - Substantial (high) | | 2 - Moderate (medium) | | 1 - Slight (low) | |

Core – III : Advertising and Branding

| Unit | Content | No. of Hours |
|--------------------|--|--------------|
| I | Introduction to Advertising: Definition of Advertising - History of Indian Advertising - Role of Advertising in the Product Life Cycle (PLC). Agency & Client Relationship: Creative Pitch - Agency compensation - Agency accreditation. Types of Advertising: Commercial - Non-commercial - Primary demand and Selective Demand-Classified and Display advertising - Comparative advertising – Cooperative advertising- Political Advertising. | 15 |
| II | Marketing Concepts and Evolution: Exchange – Production - Product-Selling and Marketing. Fundamental Nature of rural market: Understanding the Rural Mind and buying process. Social Marketing: Definition of social marketing-need - objectives and publics 6 P’s of a social marketing programme. | 15 |
| III | Role of Branding: Determining the message theme / major selling idea- - Introduction to Unique Selling Proposition (USP) - Positioning strategies - Persuasion and types of advertising appeals - Role of different elements of ads such as logo, company signature, slogan, tagline, jingle, illustration etc. Copywriting for various media. Pre-testing and post-testing of ads. | 15 |
| IV | The Creative Brief: Setting communication and sales objectives for the ad campaign. Methods of setting ad budget - media planning and buying- media objectives - Factors to be considered in media planning and media vehicles. Developing media strategy with media mix and media scheduling strategies. | 15 |
| V | Regulatory Bodies: Self-Regulatory system for control on advertising in India– Advertising Standard Council of India (ASCI)- Various laws and enactment concerning advertising in India with case studies. | 15 |
| Total Hours | | 75 |

Text Books

1. **Kleppners. (2011).** Advertising Procedure 18th Edition. Pearson Education, Inc
2. **Belch & Amp; Belch. (1998).** Advertising and Promotion: An Integrated Marketing Communications Perspective. McGraw-Hill Education.

Reference Books

1. **David Ogilvy. (2002).** Ogilvy on Advertising. 1st Vintage Books ed. Vintage.
2. **William.F.Arens. (2008).** Contemporary Advertising. The MC Graw Hill.
3. **Kenneth E. Clow. (2019).** Integrated Advertising, Promotion and Marketing Communication. Pearson.
4. **Liz Mcfall. (2004).** Advertising - A Cultural Economy. Sage Publications.
5. **Sandra Moriarty. (2022).** Advertising And Imc Principles And Practice. Pearson.
6. **Thomas Clayton O' Guinn. (2015).** Advertising And Integrated Brand Promotion With Course Mate. Cengage Learning.
7. **Carmen Maye. (2020).** Advertising And Public Relations Law. Routledge.

Web Resources (Swayam / NPTEL)

1. https://onlinecourses.nptel.ac.in/noc22_mg38/preview
2. https://onlinecourses.nptel.ac.in/noc22_mg38/preview

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|----------------------------|---------------|--------------|---------|
| 24BVC24P | 2D Animation & 3D Modeling | Core Lab - II | 5 | 3 |

Course Objectives

The course intends to cover

- Principles and techniques of animation.
- Practical approach of traditional animation techniques.
- The interface and the technical aspects of 3D Software.
- The process of creating 2D and 3D library.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|---|-----------------|
| CLO1 | Understand the fundamental principles underlying 2D Animation and 3D modeling. | K2 |
| CLO2 | Develop technical skills such as digital sculpting, polygon modeling, UV mapping, rigging and animation. | K3 |
| CLO3 | Critically analyze and evaluate 2D, 3D models to address technical challenges. | K4 |
| CLO4 | Adapt practices of Animation, Game development, Visual effects and advertising abide with Industry Standards. | K2, K3 |
| CLO5 | Adhere ethical and professional standards in 3D content creation. | K3 |
| K2 - Understand; K3 - Apply; K4 - Analyze | | |

CLO – PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------------------------------|------|------------------------------|------|-------------------------|------|
| CLO1 | 2 | 1 | 2 | 2 | 1 |
| CLO2 | 3 | 2 | 1 | 2 | 2 |
| CLO3 | 1 | 1 | 2 | 2 | 1 |
| CLO4 | 2 | 2 | 2 | 1 | 3 |
| CLO5 | 2 | 2 | 2 | 1 | 3 |
| 3 - Substantial (high) | | 2 - Moderate (medium) | | 1 - Slight (low) | |

Core Lab – II : 2D Animation & 3D Modeling

| S. No. | List of Practicals | No. of Hours |
|---------------------------------------|---|--------------|
| | 2D Animation | |
| 1 | Animate the Object using Tweening | 5 |
| 2 | Creating a Motion using Path Animation | 5 |
| 3 | Bouncing Ball Animation (Snow Ball, Beach Ball, Foot Ball) | 10 |
| 4 | Human Walk Cycle (Onion Skin) | 10 |
| | 3D Modeling | |
| 5 | Solid Object Modeling (Polygon Modeling) | 5 |
| 6 | Complex Modeling (Nurbs Modeling) | 5 |
| 7 | Basic Human Modeling | 10 |
| 8 | Detailed Face Modeling | 10 |
| 9 | Shading & Texturing Rigid Models | 5 |
| 10 | Multi Stage Texturing with UV Mapping | 10 |
| Total Hours | | 75 |
| Text Books | | |
| 1. | Paul Wells. (1998). Understanding Animation. Routledge. | |
| 2. | Ami Chopine. (2012). 3D Art Essentials The Fundamentals of 3D Modeling, Texturing, and Animation. CRC Press. | |
| Reference Books | | |
| 1. | Amy E. Amtson. (2003). Graphic Design Basics, Wadsworth Cengage Learning. | |
| 2. | Roger Burrows (2018). 3D Thinking in Design and Architecture. Thames & Hudson. | |
| 3. | Luke Ahearm. (2019). 3D Game Textures Create Professional Game Art, CPC Press. | |
| 4. | Laurie Annis. (2023). Blender 3D for Job Seekers. BPB Publication. | |
| 5. | David Gill. (2018). Designing Art. Vendome. | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://onlinecourses.swayam2.ac.in/ntr24_ed17/preview | |
| 2. | https://onlinecourses.swayam2.ac.in/ntr24_ed42/preview | |
| 3. | https://onlinecourses.nptel.ac.in/noc24_ar09/preview | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-------------------------------|----------------|--------------|---------|
| 24BVC25P | Photography and Image Editing | Core Lab - III | 5 | 3 |

Course Objectives

The course intends to cover

- Different styles and genres of photography.
- The technical aspects of indoor and outdoor photography.
- Photographic language and creative aspects of photography.
- Composition techniques and aesthetics.
- The technical aspects of image editing.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|---|-----------------|
| CLO1 | Comprehend the exposure techniques and composition. | K3 |
| CLO2 | Understand the technical aspects of Lighting. | K2 |
| CLO3 | Develop a diverse portfolio of photographic work. | K3 |
| CLO4 | Acquire practical skills by using image editing tools. | K2, K3 |
| CLO5 | Pursue further study or careers in photography, graphic design and digital media. | K2, K4 |
| K2 - Understand; K3 - Apply; K4 - Analyze | | |

CLO – PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------------------------------|------------------------------|------|-------------------------|------|------|
| CLO1 | 2 | 2 | 2 | 1 | 2 |
| CLO2 | 2 | 2 | 3 | 3 | 3 |
| CLO3 | 2 | 2 | 2 | 2 | 3 |
| CLO4 | 2 | 2 | 2 | 2 | 2 |
| CLO5 | 2 | 3 | 3 | 2 | 3 |
| 3 - Substantial (high) | 2 - Moderate (medium) | | 1 - Slight (low) | | |

Core Lab - III: Photography and Image Editing

| S. No. | List of Practicals | No. of Hours |
|---------------------------------------|--|--------------|
| 1 | Environmental exposure | 6 |
| 2 | Portraits | 6 |
| 3 | Photo feature | 7 |
| 4 | Industrial photography | 8 |
| 5 | Street Photography | 8 |
| 6 | News Photography | 8 |
| 7 | Product Photography | 8 |
| 8 | Wild Life Photography | 8 |
| 9 | Special effects | 6 |
| 10 | Image Editing a. Image Editing tools and properties b. Working with layers & transformation c. Retouching & color corrections d. Resizing and Resampling e. Sharpening Techniques f. Camera Raw Fundamentals Opening & Editing Raw Files | 10 |
| Total hours. | | 75 |
| Text Books | | |
| 1. | Michael Langford. (2008). Advanced Photography. Focal Press. | |
| 2. | Henry Carroll. (2021). Humans Photographs That Make You Think. ABRAMS. | |
| Reference Books | | |
| 1. | Haje Jan Kamps. (2013) The Ilex Introduction to Photography. Octopus. | |
| 2. | Judy Glickman Lauder. (2018). Beyond the Shadows The Holocaust and the Danish Exception. Aperture Foundation. | |
| 3. | Peter K Burian. (2001). Mastering Digital Photography & Imaging. 1st edn. Sybex, USA. | |
| 4. | Ralph E Jacobson, Geoffrey G Attridge, Sidney F Ray. (2000). Ninth Edition. The Manual of Photography. | |
| 5. | Michael Langford. (2005). Basic Photography. Focal Press. | |
| Web Resources (Swayam / NPTEL) | | |
| 1. | https://onlinecourses.swayam2.ac.in/cec19_ge02/preview | |

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|--------------------|-----------------|--------------|---------|
| 24BVC26P | Living with People | Allied Lab - II | 3 | 3 |

Course Objectives

The course intends to cover

- The concept of village structure and village life style.
- The structures of village, living environment, through sketching.
- The aspects of village to create a production.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|---|-----------------|
| CLO1 | Understand the various aspects of the village to articulate appropriately. | K2 |
| CLO2 | Create opportunity to sketch the contemporary structures and life style of the village. | K4 |
| CLO3 | Explore and perceive the real-life situation in the rural area. | K2, K4 |
| CLO4 | Recognize and represent the societal needs and issues through visuals. | K2 |
| CLO5 | Develop live sketching skills. | K3 |
| K2 - Understand; K3 - Apply; K4 - Analyze | | |

CLO – PLO Mapping

| CLOs/PLOs | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 |
|-------------------------------|------|------------------------------|------|-------------------------|------|
| CLO1 | 2 | 2 | 2 | 2 | 2 |
| CLO2 | 2 | 2 | 2 | 2 | 2 |
| CLO3 | 1 | 2 | 2 | 1 | 3 |
| CLO4 | 2 | 3 | 2 | 2 | 3 |
| CLO5 | 2 | 3 | 3 | 2 | 3 |
| 3 - Substantial (high) | | 2 - Moderate (medium) | | 1 - Slight (low) | |

Allied Lab - II : Living with People

| S. No. | List of Practicals | No. of Hours |
|------------------------|--|--------------|
| 1 | Studying / Exploring the village Understand the form and structure of the Village – Physical form, psychological pattern, personal structure, family structure and social structure. | 10 |
| 2 | Study of the village through the following: a. Food culture – style & resources b. Water resources – usage, availability c. Occupation - types and income d. Women – routine activities e. Children – lifestyle, education f. Elderly people - family & social aspects g. Market places – shops & market, mobile vendors h. House structures – style, architecture and products i. Communication influence j. Political influence k. Transportation l. Traditional practices – music, performances, rituals & artists m. Study of indigenous products | 35 |
| Total Hours. | | 45 |
| Text Books | | |
| 1 | Knowles, J. G., & Cole, A. L. (2008). Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues. Thousand Oaks, CA: Sage. | |
| 2 | Kathleen Kuiper. (2010). The Culture of India. Britannica Educational Pub. | |
| Reference Books | | |
| 1 | Prosser, J. (2010, March). Visual ethics. Proceedings from Digital Futures Symposium: Participatory Archives in the Age of AIDS. Howick, South Africa. | |
| 2 | Paul Hockings. 1995. Principles of Visual Anthropology, Second edition. Mouton de Gruyter, Berlin, New York. | |
| 3 | S.N. Chatterjee. (2008). Water Resources, Conservation and Management. Atlantic Publishers & Distributors. | |
| 4 | Padma Charan Mishra, Krushna Singh Padhy. (2000). Factional Politics in Rural India. Discovery Publishing House. | |
| 5 | C. Venkatachalam. (2011). Elderly in India. Sankalp Publication. | |

Components for Internal Assessment and Distribution of Marks for CIA and ESE (Theory)

| Max Marks | Marks for | | Components for CIA | | | | | | | | | |
|-----------|-----------|-----|--------------------|-----------|----------|-----------|------------------------|--------|-----------|------------|-------------------|-------|
| | CIA | ESE | CIA – I | | CIA – II | | Best of CIA-I & CIA-II | Model | | Attendance | Active Engagement | Total |
| 100 | 25 | 75 | Actual | Weightage | Actual | Weightage | Weightage | Actual | Weightage | 5 | 5 | 25 |
| | | | 50 | 5 | 50 | 5 | 5 | 75 | 10 | | | |

Question Paper Pattern

| Component | Duration in Hrs. | Section A | | | Section B | | | Section C | | | Total |
|-----------------|------------------|------------------|------------------|---------|------------------|------------------|--------|------------------|------------------|--------|-------|
| | | Type of question | No. of questions | Marks | Type of question | No. of questions | Marks | Type of question | No. of questions | Marks | |
| CIA – I & II | 2 | MCQ | 8 | 8x1=8 | Either or | 3 | 3x6=18 | Either or | 3 | 3x8=24 | 50 |
| Model Exam /ESE | 3 | MCQ | 10 | 10x1=10 | Either or | 5 | 5x5=25 | Either or | 5 | 5x8=40 | 75 |

Components for Internal Assessment and Distribution of Marks for CIA (Lab)

| Max Marks | Marks for | | Components for CIA | | | | | | | |
|-----------|-----------|-----|--------------------|-----------|-----------|-----------|--------|-----------|-------------|-------|
| | CIA | ESE | Test – I | | Test - II | | Model | | Observation | Total |
| 100 | 40 | 60 | Actual | Weightage | Actual | Weightage | Actual | Weightage | 5 | 40 |
| | | | 50 | 10 | 50 | 10 | 60 | 15 | | |

Examination Pattern

| Component | Duration in Hrs. | Marks | | | Weightage |
|-----------|------------------|-----------|--------|-------------|-----------|
| | | Practical | Record | Total Marks | |
| Test – I | 2 | 50 | - | 50 | 10 |
| Test – II | 2 | 50 | - | 50 | 10 |
| Model | 3 | 60 | - | 60 | 15 |
| ESE | 3 | 50 | 10 | 60 | - |

Part – IV : Foundation Courses

(All the Undergraduate Programmes)

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|--------------|----------|--------------|---------|
| 24HUM2FC | Human Rights | FC - II | 2 | 2 |

| Unit | Content |
|------|---|
| I | <p>Concept of Human Values, Value Education Towards Personal Development Aim of Education and Value Education; Evolution of Value Oriented Education; Concept of Human Values; Types of Values; Components of Value Education.</p> <p>Personal Development: Self-analysis and Introspection; Sensitization towards Gender Equality, Physically Challenged, Intellectually Challenged. Respect to - Age, Experience, Maturity, Family Members, Neighbors, Co-workers. Character Formation towards Positive Personality: Truthfulness, Constructively, Sacrifice, Sincerity, Self-Control, Altruism, Tolerance, Scientific Vision.</p> |
| II | <p>Value Education Towards National and Global Development National and International Values: Constitutional or National Values - Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, and Fraternity. Social Values - Pity and Probity, Self-Control, Universal Brotherhood. Professional Values - Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, and Faith. Religious Values - Tolerance, Wisdom, Character. Aesthetic Values - Love and Appreciation of Literature and Fine Arts and Respect for the Same. National Integration and International Understanding.</p> |
| III | <p>Impact of Global Development on Ethics and Values Conflict of Cross-Cultural Influences, Mass Media, Cross-Border Education, Materialistic Values, Professional Challenges, and Compromise. Modern Challenges of Adolescent Emotions and Behavior; Sex and Spirituality: Comparison and Competition; Positive and Negative Thoughts. Adolescent Emotions, Arrogance, Anger, Sexual Instability, Selfishness, Defiance</p> |
| IV | <p>Therapeutic Measures Control of the Mind through</p> <ol style="list-style-type: none"> a. Simplified Physical Exercise b. Meditation – Objectives, Types, Effect on Body, Mind and Soul c. Yoga – Objectives, Types, Asanas d. Activities: <ol style="list-style-type: none"> (i) Moralisation of Desires (ii) Neutralisation of Anger (iii) Eradication of Worries (iv) Benefits of Blessings |

| Unit | Content |
|------|---|
| V | <p>Human Rights</p> <ol style="list-style-type: none"> 1. Concept of Human Rights – Indian and International Perspectives <ol style="list-style-type: none"> a. Evolution of Human Rights b. Definitions under Indian and International Documents 2. Broad Classification of Human Rights and Relevant Constitutional Provisions. <ol style="list-style-type: none"> a. Right to Life, Liberty and Dignity b. Right to Equality c. Right against Exploitation d. Cultural and Educational Rights e. Economic Rights f. Political Rights g. Social Rights 3. Human Rights of Women and Children <ol style="list-style-type: none"> a. Social Practice and Constitutional Safeguards <ol style="list-style-type: none"> (i) Female Feticide and Infanticide (ii) Physical Assault and harassment (iii) Domestic Violence (iv) Conditions of Working Women 4. Institutions for Implementation <ol style="list-style-type: none"> a. Human Rights Commission b. Judiciary 5. Violations and Redressal <ol style="list-style-type: none"> a. Violation by State b. Violation by Individuals c. Nuclear Weapons and terrorism d. Safeguards |

| Web Resources | |
|----------------------|---|
| 1. | https://syllabus.b-u.ac.in/syl_college/ug_ve.pdf |

**Components for Internal Assessment and
Distribution of Marks for CIA (Theory)**

| Max Marks | Marks for | | Components for CIA | | | | | | | |
|-----------|-----------|-----|--------------------|-----------|----------|-----------|------------------------|--------|-----------|----------------------|
| | CIA | ESE | CIA – I | | CIA – II | | Best of CIA-I & CIA-II | Model | | Total (Best + Model) |
| 50 | 50 | - | Actual | Weightage | Actual | Weightage | Weightage | Actual | Weightage | 50 |
| | | | 50 | 25 | 50 | 25 | 25 | 50 | 25 | |

Question Paper Pattern

| Duration in Hrs. | Mode of Exam | Type of Questions | No. of Questions | Marks |
|------------------|--------------|-------------------|------------------|-----------|
| 2 | Offline | Open Choice | 5 (Out of 8) | 5 x 10=50 |

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Part – IV : Ability Enhancement Compulsory Courses

(All the Undergraduate Programmes)

| Course Code | Course Name | Category | Hours / Week | Credits |
|-------------|-------------|-----------|--------------|---------|
| 24SOF2AE | Soft Skills | AECC - II | 2 | 2 |

Course Objectives

The course intends to cover

- The essential soft skills that is crucial for success in today's dynamic and interconnected workplace.

Course Learning Outcomes

On the successful completion of the course, students will be able to

| CLO | CLO Statements | Knowledge Level |
|--|---|-----------------|
| CLO1 | Understand the comprehensive skills to participate actively in conversation, writing short texts with expression | K1, K2, K3 |
| CLO2 | Infer the cohesive devices to describe and discuss any objects, pictures using compound, complex sentence forms. | K2, K3 |
| CLO3 | Comprehend the logic in the given situation to organize the ideas to write formal and informal letters. | K2, K3 |
| CLO4 | Understand the given material to organize it in a logical sequence to present a paragraph with main and supporting ideas with concluding sentences. | K3 |
| CLO5 | Present valuable ideas in conversation to emulate the main ideas and key points in short essays. | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; | | |

Ability Enhancement Compulsory Course - II : Soft Skills

| Unit | Details | No. of Hours |
|------|--|--------------|
| I | <p>Presentation Skills : Getting to Know You: Grammar: Introduction to Tenses; Listening: Fill in the blanks; Speaking: Self Introduction, Everyday English, Role-Play; Reading: Different ways of communication. My Day: Grammar: Present simple positive & negative / Adverbs of Frequency; Vocabulary & Speaking: Daily Activities; Listening: Observe and Answer / Telling the time; Reading & Writing: Describe where you live. Your World: Grammar: Possessive determiners; Vocabulary & Speaking: Talk about countries, nationalities; Listening: Positive & negative contractions; Reading & Writing: Personal profile.</p> <p>The World Of Work: Grammar: Yes/No & Wh Questions; Vocabulary & Speaking: Jobs; Listening: Recognize the schwa sound; Reading & Writing: Opening and closing an email. Places And Things: Grammar: There is / there are, articles; Vocabulary & Speaking: Talk about rooms & furniture; Listening: Directions; Reading & Writing: Imperatives. 24 Hours: Grammar: Likes & Dislikes; Vocabulary & Speaking: Speak about hobbies and interests; Listening: Observe & answer; Reading: Match the photos with descriptions; Writing: Write complete sentence using prompts;</p> | 6 |
| II | <p>Confidence : Clothes and Shopping: Grammar: Modal verbs / Adverbs of Frequency / Adjectives and Adverbs; Vocabulary & Speaking: Shopping; Listening: Observe and Answer; Reading & Writing: Product Review. Travel & Transport: Grammar: Past simple questions; Vocabulary & Speaking: Talk about holidays; Listening: At the train station; Reading & Writing: Email - A perfect holiday. Health & Fitness: Grammar: Past simple irregular verbs; Vocabulary & Speaking: Talk about a healthy lifestyle; Listening: Listen & Answer; Reading & Writing: Time sequencers. Music: Grammar: Present perfect simple; Vocabulary & Speaking: Survey about music; Listening: Listen two people talk about music; Reading: Use adjectives and create sentences. Let's go shopping: Grammar: Countable & Uncountable; Vocabulary & Speaking: Town Survey; Listening: Listen and answer; Reading & Writing: Read and match</p> | 6 |
| III | <p>Creativity :Cooking & Eating: Grammar: Some & Any, Quantifiers; Vocabulary & Speaking: Food & Drink; Listening: Kitchen conversation; Reading & Writing: Article reading & answering. Survival: Grammar: Comparison of adjectives; Vocabulary & Speaking: Describing people; Listening: Listen & Answer; Reading & Writing: Read and Answer. Working Together: Grammar: Verb + Noun phrases; Vocabulary & Speaking: Talk about technology; Listening: Listen & Answer; Reading & Writing: Notice. Music: Grammar: Present perfect simple; Vocabulary & Speaking: Survey about music; Listening: Listen two people talk about music; Reading: Use adjectives and create sentences. Culture and Arts: Grammar: Present perfect; Vocabulary & Speaking: Speak on the phone; Listening: Listen and answer; Reading & Writing: Review</p> | 6 |

| Unit | Content | No. of hours |
|--------------------|---|--------------|
| IV | Problem-Solving :Do’s and Don’ts: Grammar: Modal verbs; Vocabulary & Speaking: Role play; Listening: Holidays in January; Reading & Writing: Article reading & answering. Body: Grammar: First conditional; Vocabulary & Speaking: Personality & Appearance; Listening: Listen to conversations about personality; Reading & Writing: Read and Answer about your skills. Speed: Grammar: Present simple passive; Vocabulary & Speaking: Talk about relationships; Listening: Listen & Answer; Reading & Writing: Error spotting. Work: Grammar: Adverbs of manner; Vocabulary & Speaking: Talk about work advice; Listening: Observe & Answer; Reading: Read & check your ideas | 6 |
| V | Critical Thinking : Influence: Grammar: would / past habits; Listening: Sentence Correction; Speaking & Vocabulary: Your inspiration; Reading: Picture description; Writing: Rewrite the sentences. Money: Grammar: Second conditional; Listening: radio programme; Speaking & Vocabulary: Talk about games; Reading & Writing: Fill in the blanks. Things that changed the world: Grammar: articles; Speaking & Listening: Talk about chewing gum; Reading & Writing: Read and write a book review | 6 |
| Total Hours | | 30 |

Components for and Distribution of Marks for ESE (Theory)

Ability Enhancement Compulsory Course(AECC)

| Duration in Hrs. | Mode of exam | Type of Questions | No. of Questions | Marks |
|------------------|--------------|-------------------|------------------|---------|
| 2 | Online | MCQ | 50 | 50x1=50 |

