



**SNDT Women's University, Mumbai**

**Open Electives Course (OEC)**  
for  
**Students of Faculty of Science And  
Technology**  
for  
**Semester – I**

**As Per NEP – 2020**

**Syllabus**  
**(WEF. 2025-2026)**

## OEC for Semester I

Sr. No.	Subject code	Title
1	10410611	Entrepreneurship Development
2	10410111 Or 10410112	English for Empowerment - Paper I (For Students of Non-English Medium) Or Empowerment through English- I(for students of English Medium)
3	10410711	Evolution of the Universe and the Earth
4	10410811	Indian Pastimes, Food and Fashions through the Ages
5	10410911	Women in Indian National Movement
6	10411011	Psychology of Adjustment and Coping
7	10411111	Current Social Issues in India
8	10410411	मराठी चित्रपट
9	10410311	फिल्म रसास्वादन
10	10410511	Manav Jeevan Evam Yoga (मानवजीवनं एवं योगः)
11	10410211	शीषो गञ्जु राती - प्राथमिक
12	10420111 10420112 10420113 10420114 10420115 10420116	Business Environment Business Mathematics Basics of Trade and Commerce Fundamentals of Accounting-I Overview of Travel Industry NGO Management - I
13	10441221	Calligraphy (P)
14	10443111	Introduction to Digital Media
15	10444222 OR 10444111	Fashion Photography PR OR History of Fashion TH

16	10444222 OR 10444221	Fashion Photography PR OR Writing Skills for Fashion PR
17	10444412 OR 10444111	Fabrics for Home Fashion & Apparel Th Pr OR History of Fashion TH
18	10444512 OR 10444513	Traditional Jewelry of India TH PR OR <a href="#">Jewelry Essentials</a> TH /PR
19	10444222 OR 10444221	Fashion Photography PR OR Writing Skills for Fashion PR
20	10444411 OR 10444111	Traditional Textiles of India OR History of Fashion

<b>Course Title</b>	<b>Entrepreneurship Development</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>• Describe the entrepreneurship process.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain the types and role of entrepreneurs</li> </ul>
	<ul style="list-style-type: none"> <li>• Discuss the various Government Schemes for entrepreneur development schemes</li> </ul>
<b>Module 1(Credit 1)</b>	<b>Process of Entrepreneurship</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Explain the Concept & Functions of an Entrepreneur.
	2.Summarize the process of Entrepreneurship.
	3.Describe the Classification of Entrepreneurship in Different Basis
<b>Content Outline</b>	1.1 Concept & Functions of an Entrepreneur
	1.2 Evolutionary Approach
	1.3 Process of Entrepreneurship
	a. Decision Making
	b. Communication skills
	c. Time Management
d. Entrepreneur as a Business Leader	
1.4 Classification of Entrepreneurship in Different Basis	
<b>Module 2 (Credit 1)</b>	<b>Types &amp; Role of Entrepreneur</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Discuss the types of entrepreneurships.
	2.Identify the role of Entrepreneur in developed and developing countries.
	3.Illustrate the impact of Globalization on entrepreneurs.
<b>Content Outline</b>	2.1 Types of Entrepreneurships: Opportunistic vs survival
	2.2 Fabian& Drone & Their Respective Characteristics.
	2.3 Role of Entrepreneur in developed and developing countries.
	2.4 Impact of Globalization, Liberalizations and Privatization on entrepreneurship, neo protectionism.
<b>Module 3 (Credit 1)</b>	<b>Entrepreneurship Development Programme (EDP)</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1.Discuss the : Concept, Objectives, Phases, Importance of EDP

	2.Explain the skill development programme
	3.Identify the Start-up and Opportunity for women through training and internships
	4.Analyze the progress of Entrepreneurship Development in India
<b>Content Outline</b>	<p>3.1 EDP: Concept, Objectives, Phases, Importance,</p> <p>3.2 Entrepreneurial Training and Development.</p> <p>3.3 Ministry of skill development, NEAS, DEDC.</p> <p>3.4 Start-up and Opportunity for women through training and internships.</p> <p>3.5 Entrepreneurship Development in India</p>
<b>Module 4 (Credit 1)</b>	Factors Affecting Entrepreneurial Development
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <p>1.Explains the factors affecting Entrepreneurial development.</p> <p>2.Discuss the importance of Cultural &amp; Political Factors in success of Entrepreneurial development.</p> <p>3.Describe the psychology and technological relationship in success</p> <p>4.Identify the international factors effect on Entrepreneur's development.</p>
<b>Content Outline</b>	<p>4.1 Internal &amp; External Factors</p> <p>4.2 Personal Factors – Family Background</p> <p>4.3 Socio-economic Factors</p> <p>4.4 Cultural &amp; Political Factors</p> <p>4.5 Psychological Factors</p> <p>4.6 Technological Factors</p> <p>4.7 Educational &amp; International Factors</p>

Component	Details
Course Title	<b>English for Empowerment – Paper I (For Students of Non-English Medium)</b>
Course Credits	<b>4</b>
Course Outcomes	<ol style="list-style-type: none"> <li>1. Use literary texts as a context for learning language in use.</li> <li>2. Listen and use language in context.</li> <li>3. Learn the building blocks of paragraph writing.</li> <li>4. Use the building blocks of paragraph writing to transfer information visually and verbally.</li> <li>5. Understand and apply rules of email writing and letter writing.</li> <li>6. Use the system of sounds in English.</li> </ol>

Module 1	Details
Title	Reading Short Stories
Credits	1
Learning Outcomes	<ol style="list-style-type: none"> <li>1. To develop reading skills.</li> <li>2. To comprehend literary texts.</li> </ol>
Content Outline	<p><b>Prescribed Texts:</b></p> <ul style="list-style-type: none"> <li>- 'Unnikatha' by M. Mukundan.</li> <li>- 'Girls' by Mrinal Pande.</li> </ul> <p><i>Yuvakatha</i>, Vol. 4, Ed. by Geeta Dharmarajan, Katha Publications, New Delhi, 1996.</p>

Module 2	Details
Title	Language in Use
Credits	1
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Build vocabulary.</li> <li>2. Learn word-formation.</li> <li>3. Learn English grammar (Nouns and their types, Subject-Verb Agreement).</li> <li>4. Use tenses.</li> <li>5. Use linking words.</li> <li>6. Skimming and scanning.</li> </ol>
Content Outline	<p><b>Prescribed Content:</b></p> <ul style="list-style-type: none"> <li>- Vocabulary.</li> <li>- Grammar – Nouns and their types, Subject-Verb Agreement.</li> <li>- Exercises on Tenses.</li> <li>- Exercises on linking words.</li> <li>- Skimming and Scanning.</li> </ul>

Module 3	Details
Title	Writing Paragraphs and Letters
Credits	1
Learning Outcomes	<ol style="list-style-type: none"> <li>1. Build sentences and write paragraphs.</li> <li>2. Learn how to write informal letters.</li> </ol>
Content Outline	<p><b>Prescribed Grammar Components:</b></p> <ul style="list-style-type: none"> <li>- Coherence and cohesion.</li> <li>- Information transfer.</li> <li>- Introduction to letter writing/emails (informal - requests and invitations).</li> </ul>

Module 4	Details
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Module 4	Details
<b>Title</b>	Listening and Speaking
<b>Credits</b>	1
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand spoken English.</li> <li>2. Respond to spoken structures.</li> </ol>
<b>Content Outline</b>	<p><b>Prescribed Components:</b>  - <i>A Course in Listening &amp; Speaking – I</i> (Chapters 1 to 5) by V. Sasikumar, P. Kiranmai Dutt &amp; Geetha Rajeevan, Cambridge Univ. Press, 2014.</p>

<b>Course Title</b>	<b>Empowering through English – Paper I (For English Medium Students)</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand and appreciate significant aspects in literary texts.</li> <li>2. Listen and comprehend different audio-visual narratives.</li> <li>3. Recognize vocabulary items and write correct grammatical structures.</li> <li>4. Apply the knowledge to frame simple, creative, descriptive paragraphs.</li> <li>5. Make presentations and creatively express opinions in classroom activities.</li> </ol>

### Module-wise Details

Module No.	Title	Credit	Learning Outcomes	Content Outline
1	Understanding Poetry and Short Story	1	<ol style="list-style-type: none"> <li>1. Comprehend literary texts.</li> <li>2. Appreciate the literary aspects in the texts.</li> </ol>	<b>Poems:</b> - <i>Television</i> by Roald Dahl - <i>Home They Brought Her Warrior Dead</i> by Alfred Lord Tennyson <b>Short Stories:</b> - <i>Salt</i> – Mannu Bhandari - <i>Theresa's Man</i> – Damodar Mauzo <i>(Selections from Imaging the Other, Ed. Sara Rai &amp; G. J. V. Prasad, Katha)*</i>
2	Understanding and Responding to Audio-Visual Content	1	<ol style="list-style-type: none"> <li>1. Listen actively and respond to views and perspectives.</li> <li>2. Share and express views effectively in class.</li> </ol>	Teachers can select audio-visual content based on: - Environment & Sustainability - Gender - Human Values
3	Learning Grammar	1	<ol style="list-style-type: none"> <li>1. Use vocabulary appropriately.</li> <li>2. Construct grammatically correct sentences.</li> </ol>	<b>Grammar Topics:</b> - Tense - Subject-Verb Agreement - Prepositions & Phrases - Vocabulary (Substitution & Formation) - Articles
4	Writing for a Purpose	1	<ol style="list-style-type: none"> <li>1. Write simple, creative, descriptive paragraphs.</li> <li>2. Use linking words in sequential sentences.</li> </ol>	Writing short creative descriptive paragraphs using linking words.

## Comprehensive Continuous Evaluation (CCE)

Assessment Type	Component	Marks
Internal Assessment (50 Marks)	1. Response to audio-visual content	20
	2. Class discussion on general topics	10
	3. Creative presentation (e.g., recitation, role play, dramatization)	20
Semester-End Exam (50 Marks)	1. Seen Comprehension – Short Stories	15
	2. Questions on Poems	10
	3. Grammar and Vocabulary (Do as Directed)	15
	4. Paragraph Writing	10

## References

Sr. No.	Title & Author/Editor	Publisher
1	<i>Imaging the Other</i> , Eds. Sara Rai, G. J. V. Prasad	Katha (1999)
2	<i>Organised Writing</i> – V. Saraswati	Orient Longman
3	<i>Strengthen Your English</i> – V. R. Narayanswami	Orient Longman
4	<i>The Poetry Handbook</i> – John Lennard	Oxford University Press
5	<i>Merriam-Webster's Vocabulary Builder</i> – Mary Wood Cornog	Merriam-Webster (2010)
6	<i>Word Power Made Easy</i> – Norman Lewis	2020 Edition
7	<i>Practical English Usage</i> – Michael Swan	Oxford University Press

<b>Course Title</b>	<b>Evolution of the Universe and the Earth</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Describe the origin of the Universe and the Earth
	2. Comprehend the Solar System
	3. Summarize the various layers and it's evolution of the Earth
	4. Categories the properties of the Earth
<b>Module 1(Credit 1):</b> The Origin of the Universe:	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Explain the various theories related to the Universe
	2. Explain the formation of Galaxies and Stars
<b>Content Outline</b>	<b>1.The Origin of the Universe:</b> 1.1 Theories related to the Universe 1.2 Nebulae Hypothesis 1.3 Binary Theories 1.4 Big Bang Theory 1.5 Formation of Galaxies and Stars
<b>Module 2(Credit 1):</b> Our Solar System:	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Compare the various Planets of the Our Solar System
	2. Discuss the Characteristics of the Moon
<b>Content Outline</b>	<b>2. Our Solar System:</b> 2.1 Mercury 2.2 Venus 2.3 Earth 2.4 Mars 2.5 Jupiter 2.6 Saturn 2.7 Uranus 2.8 Neptune 2.9 Moon
<b>Module 3(Credit 1):</b> Evolution of the Earth:	

<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Discuss the evolution of the various layer of the Earth
	2. Explain the evolution of the life on the Earth
<b>Content Outline</b>	<b>3. Evolution of the Earth</b> 3.1 Evolution of the Lithosphere 3.2 Component of Hydrosphere 3.3 How Atmosphere Developed 3.4 Origin & Evolution of Life on the Earth
<b>Module 4(Credit 1):</b> The Earth and It's Properties:	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Acquaint the properties of the Earth
	2. Describe the Characteristics of the Earth
<b>Content Outline</b>	4.The Earth and It's Properties 4.1 The Earth 4.2 Position of the Earth with respect to the Sun 4.3 Properties of the Earth 4.5 Characteristics of the Earth

<b>Course Title</b>	<b>Indian Pastimes, Food and Fashions through the Ages</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. examine the changing conceptions of leisure and pastimes from antiquity to the modern period
	2. comprehend and appreciate the broad range of sports in India
	3. discuss the rich food culture of India
	4. analyse the different styles of fashion in India
	5. interpret the diversity of India
<b>Module 1 (Credit 1) : Understanding Leisure, Pleasure and Pastimes through the ages</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. identify and enlist popular amusements for various social classes in India
	2. analyse the concepts of leisure and pastimes from ancient to modern period
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>➤ Leisure and pastimes from antiquity to modern times: meaning and scope</li> <li>➤ Select Royal pastimes (hunting, equestrian sports, Ganjifa, etc.)</li> <li>➤ Select Popular amusements (fairs and festivals, Urus, Ramleela, Taboot, Taash, kite-flying etc.)</li> </ul>
<b>Module 2 (Credit 1) Pastimes: Play, Movement and Competition</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. demonstrate the conditions under which select games became sports in the modern period
	2. recognize the traditional sports that cater to the human instinct for movement and competition
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>➤ Board Games -<i>Chaupar/ Pachisi</i>, Snakes and Ladders, <i>Chaturanga</i></li> <li>➤ Cultures of the Body: <i>Kushti</i>, <i>Mallakhambha</i> and <i>Kalaripayattu</i></li> <li>➤ Games to Modern Sport: <i>kho-kho</i>, <i>kabaddi</i> and <i>atya-patya</i></li> </ul>
<b>Module 3 (Credit 1) History of Food in India</b>	
<b>Learning</b>	After learning the module, learners will be able to

<b>Outcomes</b>	1. discuss the diversity of food in India
	2. evaluate the influence on Indian food through global networks
	3. analyse the changing food patterns in India
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>➤ Diversity of Food in India: An Overview</li> <li>➤ Global Networks of Food : Influence of Persians, Mughals, Portuguese</li> <li>➤ <b>Changing Food Patterns in Modern Times: Beverages, Street Food, Cafes, Restaurants, Fast Food</b></li> </ul>
<b>Module 4 (Credit 1) History of Fashions in India</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. assess the diversity of Fashions in India
	2. analyse Fashions through Indian art and literature
	3. examine the various styles of Indian sarees
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>➤ Diversity in Fashions: Costumes, Hairstyles, Jewellery</li> <li>➤ Reflection of Fashions in Indian Art (Sculpture, Paintings and Murals and Literature)</li> <li>➤ Diversity in traditional sarees: Paithnai, Patola, Kanjivaram, Banarasi, Bandhani, Kantha etc.(any two)</li> </ul>

<b>Course Title</b>	<b>Indian Tourism: Principles and Practices</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. get introduced to the fundamental concepts and trends of tourism
	2. describe the beginnings of modern tourism in India
	3. identify the contours of the tourist industry in India
	4. critically assess the significance and impact of tourism
<b>Module 1 (Credit 1) History of tourism in India</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. explain the historical context of tourism
	2. demonstrate an understanding of the origins and shifts in India's tourism policy
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>➤ Travel to and travels within ancient and medieval India</li> <li>➤ Beginnings of modern tourism in India – Sir John Sargent Committee on tourism</li> <li>➤ Tourism in independent India – India's First Tourism Policy in 1982, National Tourism Policy 2002 and Draft National Policies (2015, 2023)</li> </ul>
<b>Module 2 (Credit 1) Definitions and Trends</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. explain the meanings and definitions associated with tourism
	2. describe the nature of tourism from and to India
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>➤ Definitions- travel, tourism, excursion, visits</li> <li>➤ Definitions- Domestic and international tourism, inbound and outbound tourism</li> <li>➤ Trends of inbound and outbound tourism</li> </ul>
<b>Module 3 (Credit 1) Tourism Industry- Organizations and agencies</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. identify major national and state-level tourism organizations
	2. examine the structure of the tourism industry
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>➤ Industry- structure and stakeholders (Transport, accommodation, etc.)</li> <li>➤ Government agencies- ITDC (Indian Tourism Development Corporation) and State Tourism Development Corporations</li> <li>➤ Tourism agents and tour operators (TATO)</li> </ul>
<b>Module 4 (Credit 1) Significance and impact of tourism</b>	

<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. assess the overall impact of tourism
	2. discuss the significance of tourism to the economy
<b>Content Outline</b>	<ul style="list-style-type: none"><li>➤ Socio-cultural impact of tourism</li><li>➤ Economic impact and significance</li><li>➤ Challenges- Sustainable tourism/ responsible tourism</li></ul>

<b>Course Title</b>	<b>Women in Indian National Movement</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able:
	1. To identify the nature of participation of women in Indian National Movement.
	2. To explain handling of women issues by different movements in pre independence India.
	3. To highlight the women's role and contribution to different socio-political movements in pre independence India
	4. To identify role played by women representatives in constitution making in India.
<b>Module 1 - Women in Social Reform movements</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able:
	1.To evaluate the role of women in social reform movement in India
	2.To explain various issues faced by women and the strategies for reform
<b>Content Outline</b>	<b>Women in Social Reform movements</b> 1. Tarabai Shinde, Savitribai Phule, Fatimabibi, Anandi Joshi 2. Social reform Movements in Bengal & Bombay Province, a. Brahma Samaj, b. Satyashodhak Samaj, <b>Women's Role in Armed Revolutionary Movement</b>
<b>Module 2 - Women's Role in Gandhian Movement</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able:
	1.To analyze Gandhi's views on role of women and their contribution of women in Gandhian movement
	2. assess the objectives, methods, and outcomes of movements, and assess their significance in the context of India's struggle for independence.
	3. To examine the strategies that Gandhi employed to mobilize women, the challenges faced, and the lasting impact of his initiatives on women's social and political engagement in India.

<b>Content Outline</b>	<b>Women's Role in Gandhian Movement</b> 1. Gandhian Movement – Gandhi's Views on Women, Non Cooperation, Civil Disobedience, 1942 – Quit India Movement, 2. Gandhi's Role in bringing women in public sphere
<b>Module 3 - Women and Ambedkarite and Left Movements</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able: <ol style="list-style-type: none"> <li>1. identify Dr. Ambedkar's views on women</li> <li>2. To analyze role played by women in anti-caste movement and leftist movement in India</li> <li>3. To evaluate the contribution of left movements in mainstreaming women in politics</li> </ol>
<b>Content Outline</b>	<b>Women and Ambedkarite Movements</b> 1. Dr. Ambedkar's Views on Women 2. Mahad Satyagraha, Kala ram Temple Movement <b>Women and the Left Movements</b> 1. Women in Working class movement, 2. Women in peasant movement – with reference to Tebhaga and Telengana, 3. Women's organization in Leftist Milieu
<b>Module 4 - Women in the Constituent Assembly</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able: <ol style="list-style-type: none"> <li>1. To know the social profile and contribution of women representatives.</li> <li>2. To evaluate the discussion of women representatives in assembly</li> </ol>
<b>Content Outline</b>	<b>Women in the Constituent Assembly</b> Prominent Women in the Constituent Assembly, their background 1. Women's contribution to debates in the Constituent Assembly & their work on committees,

<b>Course Title</b>	<b>PSYCHOLOGY OF ADJUSTMENT AND COPING</b>
<b>Course Credits</b>	04
<b>Course Outcomes</b>	After going through the course, learners will be able to
	1. Discuss the concept of adjustment and apply it for improving academic performance
	2. Monitor stress and apply tactics to overcome it.
	3. Monitor Self-control and use various strategies in coping process
	4. Understand how impressions are formed
5. Apply various compliance tactics	
<b>Module 1(Credit 1): Introduction to Adjustment and Happiness</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Explain the concept of adjustment
	2. Discuss the various determinants of happiness
	3. Apply effective study habits
4. Discuss various mnemonics	
<b>Content Outline</b>	1.1 Psychology of Adjustment 1.2 Scientific Approach to behavior 1.3 The Root of Happiness 1.4 Application to Academics
<b>Module 2(Credit 1): Stress: Nature and Management</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Describe nature of stress
	2. Differentiate between primary and secondary appraisal of stress
3. Summarize the effects of stress	
<b>Content Outline</b>	2.1 Nature and types of Stress 2.2 Response to stress 2.3 Psychological and Physical effects of stress 2.4 Monitor your stress
<b>Module 3(Credit 1): Common Coping Patterns</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Describe variety of Coping strategies that people use
2. Discuss distinctive styles of coping	

<b>Content Outline</b>	3.1 Appraisal Focused Coping 3.2 Problem Focused Coping 3.3 Emotion Focused Coping 3.4 Monitor your Self Control
<b>Module 4(Credit 1): Social Thinking and Social Perception</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	1. Describe sources of information people use to form impressions
	2. Explain how old fashioned and modern discrimination differs
	3. Describe several compliance strategies
<b>Content Outline</b>	4.1 Impression Formation 4.2 Prejudice- Old vs modern 4.3 Power of Persuasion 4.4 Social Pressure & Compliance Strategies

<b>Course Title</b>	<b>Current Social Issues in India</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>• Discuss the current social issues in India.</li> </ul>
	<ul style="list-style-type: none"> <li>• empowered to face social problems.</li> </ul>
	<ul style="list-style-type: none"> <li>• aware about the current issues in Society</li> </ul>
<b>Module 1 (Credit 1)</b>	<b>Inter-group Conflict</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• analyze the stratifications of Indian society in terms of communalism and its problems.</li> </ul>
	<ul style="list-style-type: none"> <li>• Review causes and impact of inter-group conflicts in Indian Society.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Communalism.</li> <li>• Casteism.</li> <li>• Regionalism.</li> </ul>
<b>Module 2 (Credit 1)</b>	<b>Population Issues</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• identify the causes and impact of over population in India.</li> </ul>
	<ul style="list-style-type: none"> <li>• Clarify how over population perpetuates different social problems in India.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Overview of World Population</li> <li>• Causes and Impact of Population Explosion in India</li> <li>• Measures to control population problem</li> </ul>
<b>Module 3 (Credit 1)</b>	<b>Problems Related to Disorganization</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• explain the causes and impact of problems related to disorganization in Indian Society.</li> </ul>
	<ul style="list-style-type: none"> <li>• explore the prevalence of human trafficking in Indian society.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Farmer suicide- causes, impact &amp; preventive measures.</li> <li>• Girl and Women Trafficking.</li> <li>• Terrorism</li> </ul>
<b>Module 4 (Credit1)</b>	<b>Issues related to Child, Women and Elderly</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• Get familiar with the issues related to child and elderly persons in India.</li> </ul>
	<ul style="list-style-type: none"> <li>• Get Knowledge of women, child labour and elderly legislative.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Child Labour: Meaning, Causes &amp; Preventive and Legislative measures.</li> <li>• Violence Against Women: Causes &amp; Preventive and Legislative measures.</li> <li>• Problems of Elderly: causes &amp; Preventive and Legislative measures</li> </ul>

<b>Course Title</b>	मराठी चित्रपट
<b>Course Credits</b>	4 श्रेयांक
<b>Course Outcomes</b>	After going through the course, learners will be able to 1. चित्रपट या माध्यमाचे स्वरूप व वेगळेपण स्पष्ट करणे. 2. मराठी चित्रपटात समाजाचे प्रतिबिंब कसे दर्शविले जाते याचा अभ्यास करणे 3. मराठीतील महत्वाच्या चित्रपटांचे अध्ययन करणे 4. मराठीतील चित्रपटांची परंपरा व बदलते स्वरूप अभ्यासणे
<b>Module 1 (Credit 1)</b>	मराठी चित्रपट
<b>Learning Outcomes</b>	After learning the module, learners will be able to 1. चित्रपट या माध्यमाचे स्वरूप लक्षात येईल. 2. मराठी चित्रपटांची परंपरा, बदलते स्वरूप व वेगळेपण समजेल 3. चित्रपटाचे साहित्यिक घटक व तांत्रिक घटक यांची ओळख होईल.
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>चित्रपट या माध्यमाचे स्वरूप समजून घेणे</li> <li>मराठी चित्रपटाचे बदलते स्वरूप व वेगळेपण समजून घेणे</li> <li>चित्रपटाचे घटक (अ) साहित्यिक घटक (ब) तांत्रिक घटक</li> </ul>
<b>Module 2 (Credit 1)</b>	- आम्ही दोघी
<b>Learning Outcomes</b>	After learning the module, learners will be able to 1. 'आम्ही दोघी' या चित्रपटाचे स्वरूप व आशयसूत्र समजून घेता येईल. 2. 'आम्ही दोघी'मधील स्त्रीजीवन, सामाजिकता व कौटुंबिक जीवन समजेल.
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>'आम्ही दोघी' चित्रपटाचे स्वरूप, आशयसूत्र व रचनाविशेष</li> <li>'आम्ही दोघी' चित्रपटातील स्त्रीजीवन</li> <li>'आम्ही दोघी' चित्रपटातील सामाजिकता व कौटुंबिकता</li> </ul>
<b>Module 3 (Credit 1)</b>	- नटसम्राट
<b>Learning Outcomes</b>	After learning the module, learners will be able to 1. नटसम्राट चित्रपटाचे स्वरूप व आशयसूत्र समजून घेता येईल. 2. नटसम्राटमधील वृद्धांचे जीवन, कौटुंबिक जीवन समजून घेता येईल.
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>नटसम्राट चित्रपटाचे स्वरूप, आशयसूत्र व रचनाविशेष</li> <li>नटसम्राटमधील वृद्धांचे जीवन व समस्या</li> <li>नटसम्राटमधील कौटुंबिक ताणतणाव</li> </ul>
<b>Module 4 (Credit 1)</b>	- नाळ
<b>Learning Outcomes</b>	After learning the module, learners will be able to 1. नाळ चित्रपटाचे स्वरूप व आशयसूत्र समजून घेता येईल. 2. नाळमधील बालविश्व, कौटुंबिक जीवन समजून घेता येईल.

<b>Content Outline</b>	<ul style="list-style-type: none"> <li>● नाळ चित्रपटाचे स्वरूप, आशयसूत्र व रचनाविशेष</li> <li>● नाळ चित्रपटातील बालविश्व</li> <li>● नाळ चित्रपटातील सामाजिकता व कौटुंबिक वातावरण</li> </ul>
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<b>Course Title</b> पाठ्यक्रम शीर्षक	<b>फिल्म रसास्वादन</b>
<b>Course Credits</b> पाठ्यक्रम श्रेयांक	<b>4</b>
<b>Course Outcomes</b> पाठ्यक्रम परिणाम	<p>After going through the course, learners will be able to</p> <p>पाठ्यक्रम सीखने के उपरांत छात्राएं सक्षम होंगी.</p> <ol style="list-style-type: none"> <li>1. छात्राएं हिंदी फिल्म निर्माण प्रक्रिया के विविध पहलुओं से परिचित होंगी.</li> <li>2. छात्राएं फिल्मों में प्रयुक्त हिंदी भाषा के स्वरूप से परिचित होंगी.</li> <li>3. छात्राएं फिल्मों के सामाजिक, सांस्कृतिक प्रदेय से अवगत होंगी.</li> <li>4. छात्राओं में फिल्मों के रसास्वादन के नई दृष्टि विकसित होंगी.</li> </ol> <p><b>निर्धारित फिल्में: 1. तीसरी कसम- बासु भट्टाचार्य,</b></p> <p style="text-align: center;"><b>2. नदिया के पार- गोविंद मुनिस ,</b></p> <p style="text-align: center;"><b>3. लज्जा – राजकुमार संतोषी</b></p> <p style="text-align: center;"><b>4. दामुल – प्रकाश झा</b></p>
<b>● Module 1 (Credit 1) तीसरी कसम- निर्देशक -बासु भट्टाचार्य</b>	
<b>Learning Outcomes</b> पाठ्यक्रम- अध्ययन के परिणाम	<p>After learning the module, learners will be able to</p> <p>इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं :</p> <ol style="list-style-type: none"> <li>1. छात्राओं में फिल्मों देखने का वैचारिक दृष्टिकोण विकसित हुआ.</li> <li>2. छात्राएं फिल्म रसास्वादन के विभिन्न पहलुओं से अवगत हुईं .</li> </ol>
<b>Content Outline</b> सामग्री की रूपरेखा	<ul style="list-style-type: none"> <li>● फिल्म निर्माण प्रक्रिया के विविध पहलु</li> <li>● तीसरी कसम- निर्देशक -बासु भट्टाचार्य</li> <li>● रसास्वादन के आधार बिंदु : निर्देशकीय दृष्टि, कथा, समस्या, पात्र योजना, गीत संगीत, संवाद, उद्देश्य, संदेश, प्रभाव</li> </ul>
<b>● Module 2 (Credit 1) दामुल - निर्देशक -प्रकाश झा</b>	
<b>Learning Outcomes</b> पाठ्यक्रम- अध्ययन के परिणाम	<p>After learning the module, learners will be able to</p> <p>इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं.</p> <ol style="list-style-type: none"> <li>1. छात्राएं निर्देशकीय दृष्टिकोण से परिचित हुईं.</li> </ol>

परिणाम	2. छात्राएं फिल्म रसास्वादन के विभिन्न पहलुओं से अवगत हुईं.
<b>Content Outline</b> सामग्री की रूपरेखा	<ul style="list-style-type: none"> <li>● दामुल - निर्देशक - प्रकाश झा</li> <li>● रसास्वादन के आधार बिंदु: निर्देशकीय दृष्टि, कथा, समस्या, पात्र योजना, गीत संगीत, संवाद, उद्देश्य, संदेश, प्रभाव</li> </ul>
<b>Module 3 (Credit 1) नदिया के पार - निर्देशक - गोविंद मुनिस</b>	
<b>Learning Outcomes</b> पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं :
	1. छात्राओं में फ़िल्में देखने का वैचारिक दृष्टिकोण विकसित हुआ.
	2. छात्राएं फिल्म रसास्वादन के विभिन्न पहलुओं से अवगत हुईं .
<b>Content Outline</b> सामग्री की रूपरेखा	<ul style="list-style-type: none"> <li>● नदिया के पार - निर्देशक - गोविंद मुनिस</li> <li>● रसास्वादन के आधार बिंदु : निर्देशकीय दृष्टि, कथा, समस्या, पात्र योजना, गीत-गीतकार, संगीत, संवाद, उद्देश्य, संदेश, प्रभाव</li> </ul>
<b>Module 4 (Credit 1) लज्जा - निर्देशक - राजकुमार संतोषी</b>	
<b>Learning Outcomes</b> पाठ्यक्रम- अध्ययन के परिणाम	After learning the module, learners will be able to इस इकाई के अध्ययन के उपरांत छात्राएं सक्षम हुईं.
	1. छात्राओं में फ़िल्में देखने का वैचारिक दृष्टिकोण की समझ विकसित हुईं.
	2. छात्राएं फिल्म रसास्वादन के विभिन्न पहलुओं से अवगत हुईं.
<b>Content Outline</b> सामग्री की रूपरेखा	<ul style="list-style-type: none"> <li>● लज्जा - निर्देशक - राजकुमार संतोषी</li> <li>● रसास्वादन के आधार बिंदु: निर्देशकीय दृष्टि, कथा, समस्या,</li> <li>● पात्र योजना, गीत-गीतकार, संगीत, संवाद, उद्देश्य, संदेश, प्रभाव</li> </ul>

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

निर्धारित पाठ्यक्रम के अनुसार : विश्वविद्यालय हिंदी विभाग अथवा महाविद्यालय के परीक्षा विभाग द्वारा सुनिश्चित टेस्ट, ट्यूटोरियल या मौखिकी/ प्रोजेक्ट/ सेमिनार/ सिनेमा/नाटक या पुस्तक परीक्षण/ शैक्षिक भ्रमण का प्रतिवेदन/ भेट वार्ता/ ग्रंथालय, हिंदी संस्थान से भेट/ साक्ष्यकार : लेखक, कवि, आलोचक, कलाकार आदि/ विधा विशेष या लेखक विशेष का विस्तृत परिचय/ बैंक, पोस्ट ऑफिस, रेलवे स्टेशन कार्यालय, आकाशवाणी आदि सरकारी कार्यालयों में हिंदी में कामकाज के जायजे का प्रतिवेदन/ अंग्रेजी या प्रादेशिक भाषा से किसी कहानी, या लघु कथाओं का हिंदी में अनुवाद (लगभग 15 से बीस पृष्ठ में अनुवाद ) अंतर्वस्तु के अनुरूप संबंध अध्यापक के निर्देशानुसार न्यूनतम 15 से 20 घंटे प्रशिक्षण वृत्ति (Internship/ Apprenticeship/ on Job Training/ Project) आदि.

#### संदर्भ ग्रंथ –

1. हिंदी सिनेमा और दाम्पत्य संबंध – डॉ. चंद्रकांत मिसाल, हिंदी साहित्य निकेतन, 16 साहित्य विहार, बिजनौर, उ.प्र. 246701
2. हिंदी सिनेमा में चित्रित पत्नी उत्पीड़न - डॉ. चंद्रकांत मिसाल, ओम व्हिजन अकेडमी, शॉप नं. 11, 985, भूपती कॉम्प्लेक्स, ज्ञान प्रबोधिनी स्कूल के सामने, सदाशिव पेठे, पुणे - 30
3. सिनेमा और साहित्य का अंतः संबंध – डॉ. चंद्रकांत मिसाल, हिंदी साहित्य निकेतन, साहित्य विहार, बिजनौर (उ.प्र.), 24670

4. सामाजिक मूल्यनिर्धारण में सिनेमा का योगदान - डॉ. चंद्रकांत मिसाल, जगत भारती प्रकाशन, दूरवाणी नगर, इलाहाबाद
5. साहित्य और सिनेमा रूपांतरण- विवेकानंद, विकास प्रकाशन 311सी, विश्व बैंक बर्रा, कानपुर 208027.
6. समिचन-संपादक -डॉ. देवेश ठाकुर,डॉ.सतीश पाण्डेय स्वामी मुद्रक प्रकाशक-देवेश ठाकुर ने प्रिंटोग्राफी सिस्टम,घाटकोपर,मुंबई.
7. नारी अस्मिता और भारतीय हिंदी सिनेमा- डॉ मुदिता चंद्रा/डॉ जूही समर्पिता, भावना प्रकाशन109-ए, पटपड़गंज, दिल्ली 110091.
8. सिनेमा में नारी- शमीम खान, ग्रंथ आकादमी,1659 पुराना दरियागंज नई, दिल्ली, 110002.
9. समाज, संचार एवं सिनेमा- डॉ विशाला शर्मा, समागम प्रकाशन, अंकुर कॉलनी, शिवाजी नगर, भोपाल,462016.
10. हिंदी सिनेमा बिंब प्रतिबिंब-महेन्द्र प्रजापति, शिल्पयान पब्लिशर्स,10295, लेन01, वेस्ट, गोरख पार्क शाहादरा, दिल्ली110032
11. टेलीफिल्म: निर्माण-कला (पटकथा लेखन, फिल्मांकन एवं निर्देशन) - विवेकानंद, सामायिक प्रकाशन,3320-21 जट्टाड़ा, नेताजी सुभाष मार्ग, दरियागंज नई दिल्ली110002
12. भारतीय सिनेमा और नारी- डॉ दयानंद गौतम / डॉ कामना महिन्दु नवभारत प्रकाशन, डी 626 गली 1 अशोक नगर, शाहदरा दिल्ली 110093.
13. साहित्य संगीत और मिडिया- अश्विनीकुमार नैशनल पब्लिशिंग हाउस,235अंसारी रोड, दरियागंज नई दिल्ली,110002
14. हिंदी सिनेमा की यात्रा- पंकज शर्मा, अनन्य प्रकाशन ई-17पंचशील गार्डन, नविन शाहदरा दिल्ली
15. भारतीय सिनेमा में भारतीय संस्कृति- डॉ उषा कुमारी के.पी. अमन प्रकाशन 104 ए 80 सी. रामबाग, कानपुर
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17. समकालीन हिंदी सिनेमा- डॉ सी. भास्कर राव, कल्पना प्रकाशन1770, जहाँगीर पूरी दिल्ली 110033
18. सिनेमा वक्त के आयने में- राजेन्द्र सहगल, संजय प्रकाशन 4378-4 बी.अंसारी रोड, दरियागंज नई दिल्ली
19. हिंदी चित्रपट का गीति साहित्य- डॉ ओंकार प्रसाद माहेश्वरी, प्रकाशक विनोद पुस्तक मंदिर, आगरा
20. चित्रपटाचे सौंदर्य शास्त्र- प्रा. सतीश बाहदुर अनुवाद सुषमा दातार,प्रकाश विश्वासराव,लोकवाड्मय गृह भूपेश गुप्ता भुवन,सयानी रोड, मुंबई 400025
21. भारतीय हिंदी सिनेमा की विकास यात्रा एक मूल्यंकन- डॉ देवेन्द्र नाथ सिंह/डॉ वीरेंद्र सिंह यादव, पैसिफिक पब्लिकेशन, एन-187, शिवाजी चौक, सादतपुर, एक्सटेंशन, दिल्ली-110094
22. साहित्य और सिनेमा - डॉ जालिंदर इंगले, गौरव बुक्स-132 मयूर पार्क, बसंत विहार कानपुर 208021
23. हिंदी में रोजगार की संभावनाएं- डॉ शाहबुद्दीन शेख, नवभारत प्रकाशन डी.626 गली 1 अशोक नगर शाहदरा दिल्ली 110094
24. लोकप्रिय सिनेमा और सामाजिक यथार्थ - जवरीमल पारख, अनामिका, 4897/3 - ए,अंसारी रोड, नई दिल्ली - 2
25. सृजन समय -संपादक -आशीष कुमार/नितप्रिया प्रलय, वर्धा प्रकाशन अंक जनवरी/जून 2017
26. सिनेमा के बारे में - जावेद अख्तर से मुन्नी कबीर की बातचीत, राजकमल प्रकाशन प्रा.लि., 1 बी, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
27. इंडियन पॉप्युलर सिनेमा - क.मोती गोकुलसिंग, 3-6-272, हिमायत नगर, हैदराबाद - 29
28. सिनेमा के सौ वर्ष - सं. मृत्युंजय, शिल्पयान, 10295 - लेन - 1, वेस्ट गोरख पार्क, शाहदरा, दिल्ली - 32
29. सिनेमा और संस्कृति - राही मासूम रज़ा, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 02
30. सिनेमा: कल, आज, कल - विनोद भारद्वाज, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली -02
31. फिल्में कैसे बनती हैं - हरमल सिंह
32. सिनेमा, समकालीन सिनेमा - अजय ब्रह्मात्मज, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली
33. सिनेमा की सोच - अजय ब्रह्मात्मज, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
34. हिंदी सिनेमा का सच - सं. शम्भुनाथ, वाणी प्रकाशन, 21 ए, दरियागंज, नई दिल्ली - 110002
35. हिंदी सिनेमा के 100 वर्ष - दिलचस्प, सामायिक प्रकाशन, 3320-21, एन.एस. मार्ग, दरियागंज, नई दिल्ली - 02
36. सिनेमा की संवेदना - विजय अग्रवाल, प्रभात प्रकाशन, 4/19, आसफ अली रोड, नई दिल्ली - 02
37. हिंदी साहित्य और सिनेमा - विवेक दुबे, अमन प्रकाशन, 104 ए/118, राम बाग, कानपुर - 12
38. मीडिया और साहित्य - डॉ. महेन्द्र, अनंग प्रकाशन, बी- 1/107, उत्तरी घोडा, दिल्ली - 02
39. सिनेमा और साहित्य - हरीश कुमार, संजय प्रकाशन, ए- 2/703, प्रगति विहार, सोम बाज़ार, नई दिल्ली - 53
40. सिनेमा और समाज - विजय अग्रवाल, सत्साहित्य प्रकाशन, 205 बी, चावडी बाज़ार, दिल्ली - 6
41. समय और सिनेमा - विनोद भारद्वाज, प्रवीण प्रकाशन, 1/1089- ई, महारौली, नई दिल्ली - 30
42. आज का सिनेमा - विजय अग्रवाल, नीलकण्ठ प्रकाशन, 1/1079 - ई, महारौली, नई दिल्ली - 30

43. सिनेमा नया सिनेमा - ब्रजेश्वर मदान, पुस्तकायन, 2/4240 - ए, अंसारी रोड, नई दिल्ली - 2
44. हिंदी सिनेमा का सच - सं. मृत्युंजय, समकालीन सृजन, 20 - बालमुकुंद मक्कर रोड, कलकत्ता-7
45. वसुधा-81-हिंदी सिनेमा विशेषांक - सं. प्रह्लाद अग्रवाल, एम-31, निराला नगर, दुष्यंत मार्ग, भोपाल- 3
46. मीडिया लेखन एवं फिल्म विमर्श - रवींद्र कात्यायन, साहित्य संस्थान, गाजियाबाद - 201102
47. फिल्मों कैसे बनती हैं - हरमल सिंह- राजस्थान पत्रिका - जयपुर, - 1996
48. फिल्म कैसे बनती है - ख्वाज़ा अहमद अब्बास, नेशनल पब्लिशिंग हाऊस, 2/35, अंसारी रोड, दरियागंज, नई दिल्ली - 110002
49. हिन्दी सिनेमा : बीसवीं से 21वीं सदी तक- वसुधा-अंक-81- सं- प्रह्लाद अग्रवाल- एम.-51, निराला नगर, भोपाल- 462002
50. हिन्दी सिनेमा का इतिहास - मनमोहन चड्ढा, सचिन प्रकाशन, नयी दिल्ली- 1990
51. फिल्मों में प्रवेश कैसे करें - दिनेश, रंगभूमि प्रकाशन, दिल्ली
52. लमही - त्रैमासिक पत्रिका - सम्पा.- विजय राय, फिल्म विशेषांक - जुलाई-सित. 2010
53. समकालीन परिदृश्य- सिनेमा विशेषांक- सं.- महेन्द्र प्रजापति- नयी दिल्ली- 2012-13
54. हंस- मासिक पत्रिका - सम्पादक- राजेन्द्र यादव- फिल्म विशेषांक- फरवरी- 2013
55. सिनेमा और संस्कृति - राही मासूम रजा, राजकमल प्रकाशन प्रा.लि., बी.1, नेताजी सुभाष मार्ग, नई दिल्ली - 110002
56. सिनेमा और समाज - विजय अग्रवाल- सत्साहित्य प्रकाशन, दिल्ली - 1995
57. लोकप्रिय सिनेमा और सामाजिक यथार्थ- जवरीमल परिख, अनामिका पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स प्रा. लि., 4697 / 3, अंसारी रोड, दरियागंज, नई दिल्ली - 02
58. आधुनिक हिन्दी सिनेमा का सामाजिक-राजनीतिक अध्ययन- रामावतार अग्निहोत्री- कॉमनवेल्थ प्रका., नयी दिल्ली- 1990
59. सिनेमा के सौ वर्ष- सं. - मृत्युंजय, शिल्पायन प्रकाशन, 10295, लेन नं. 1, वेस्ट गोरख पार्क, शाहदरा, दिल्ली
60. साहित्य और सिनेमा: बदलते परिदृश्य में सम्भावनाएँ और चुनौतियाँ - डॉ. शैलजा भारद्वाज, चिंतन प्रकाशन
61. फिल्म और फिल्मकार - सी. भास्कर राव - कनिष्का पब्लिकेशन, दिल्ली
62. बाज़ार के बीमार: 21वीं सदी के निर्देशक- प्रह्लाद अग्रवाल, राजकमल प्रकाशन प्रा.लि., बी., नेताजी सुभाष मार्ग, नई दिल्ली - 110002
63. हिन्दी सिनेमा के सौ वर्ष - सामयिक प्रकाशन, 3320 - 21, जटवारा, एन. एस. मार्ग, दरियागंज, नई दिल्ली - 110002
64. सिनेमा कल आज कल - विनोद भारद्वाज, वाणी प्रकाशन, 4695, 21-ए, दरियागंज, नई दिल्ली- 110002
65. सिनेमा के विविध संदर्भ - डॉ. सुरभि विप्लव प्रकाशक -अनुज्ञा बुक्स, 1/10206, लेन 1E, वेस्ट गोरख पार्क शाहदरा दिल्ली

<b>Course Title</b>	<b>Manav Jeevan Evam Yoga (मानवजीवनं एवं योगः)</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>Identify necessity of yoga in human life.</li> </ul>
	<ul style="list-style-type: none"> <li>demonstrate various types of yoga.</li> </ul>
	<ul style="list-style-type: none"> <li>compare difference features of Asanas.</li> </ul>
<b>Module 1 (Credit 1) Basic elements of Yoga</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>define basic elements of yoga.</li> <li>appraise Yoga as a health and proper lifestyle.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Etymology, meaning and definition of the word Yoga.</li> <li>Objectives, practices and importance of Yoga.</li> <li>Scope of Yoga, Yoga as a science, Yoga as a philosophy.</li> </ul>
	<ul style="list-style-type: none"> <li>Yoga as a health and proper lifestyle.</li> <li>Ethics &amp; dietary habits of Yoga.</li> </ul>
<b>Module 2 (Credit 1): Tradition and History of Yoga</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>define great tradition of yoga .</li> <li>appraise features of Bhavasanyama , Pranasanyama and Bhakti Yoga.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Tradition of Yoga.</li> <li>Historical Background of Yoga.</li> <li>Types of yoga -a) Bhavasanyama Yoga (Karma Yoga, Jnana Yoga and Bhakti Yoga.</li> <li>b) Pranasanyama Yoga (Raj Yoga, Hatha Yoga, Mantra Yoga, laya Yoga)</li> </ul>
<b>Module 3 (Credit 1): The Key concept of Yoga</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>define essential points of Yoga.</li> <li>illustrate various yoga philosophy for mind and body.</li> </ul>

<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Main points of Yoga: Shatchakra, Panch Prana, Kundalini, Nadi, Panchakosha, Triguna etc.</li> <li>• Yoga philosophy: Mind and personality, Ashtanga yoga, Kriya yoga.</li> </ul>
<b>Module 4 (Credit 1): Yoga and Human Excellence</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• explain use of great Indian tradition of Yoga.</li> </ul>
	<ul style="list-style-type: none"> <li>• develop correlation between Yoga and human welfare.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Human values and personality refinement.</li> <li>• Yoga and human welfare. <ul style="list-style-type: none"> <li>a) Yoga and physical improvement.</li> <li>b) Yoga and mental progress.</li> <li>c) Yoga and social progress.</li> <li>d) Yoga and spiritual progress.</li> </ul> </li> </ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Home Assignment - 20 Marks
2. Presentation - 10 Marks
3. Demonstration- 10 Marks
4. Class Test on Multiple Choice Questions- 10

Marks Internal Assessment Total: 50

Marks

**External Assessment Total – 50 Marks**

<b>Course Title</b>	શીખો ગુજરાતી – પ્રાથમિક
<b>Course Credits</b>	4
<b>Course Outcomes</b>	<p><b>After going through the course, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• માન્ય ગુજરાતી ભાષાની લિપિ શીખશે</li> <li>• ગુજરાતી સ્વરોને જાણશે</li> <li>• ગુજરાતી વ્યંજનોને ઓળખશે</li> <li>• ગુજરાતી જોડાક્ષર બનાવતા શીખશે</li> <li>• ગુજરાતી .કક્કો બારાખડી લખી વાંચતા લખતા શીખશે .</li> </ul>
<b>Module 1 (Credit 1) ગુજરાતી ભાષા , લિપિ અને બોલી , વાણી ,ઉચ્ચારણ</b>	
<b>Learning Outcomes</b>	<p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• ગુજરાતી લિપિથી પરિચિત થશે .</li> <li>• સ્વર, વ્યંજન, જોડાક્ષરોથી શબ્દો બનાવશે .</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• લિપિ પરિચય : સ્વર અને વ્યંજન.</li> <li>• કક્કો બારાખડી, શબ્દો અને જોડાક્ષર .</li> </ul>
<b>Module 2 (Credit 1) શ્રવણ , વાંચન કૌશલ</b>	
<b>Learning Outcomes</b>	<p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• શ્રવણ અને વાંચન કૌશલ શીખશે</li> <li>• સ્પષ્ટ ઉચ્ચારણ સાથે વાંચતા શીખશે.</li> </ul>
<b>Content Outline</b>	<p>શ્રવણ કૌશલ</p> <ul style="list-style-type: none"> <li>• બાળગીત</li> <li>• બાળવાર્તા</li> </ul> <p>વાંચન કૌશલ</p> <ul style="list-style-type: none"> <li>• નાના વાક્યો, વાર્તાઓ વાંચે.</li> <li>• શુદ્ધ વાંચન</li> </ul>
<b>Module 3 (Credit 1) લેખન કૌશલ</b>	
<b>Learning Outcomes</b>	<p><b>After learning the module, learners will be able to</b></p> <ul style="list-style-type: none"> <li>• ગુજરાતી ભાષામાં શબ્દો, વાક્ય લખતાં શીખશે.</li> <li>• ગુજરાતી ફૂલ પાંદડી , ગીત સંગ્રહ , વાર્તા સંગ્રહમાંથી શ્રુતલેખન કરશે.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• શ્રુતલેખન</li> <li>• શુદ્ધલેખન</li> </ul>
<b>Module 4 (Credit 1) પ્રશિક્ષણ , કાર્યશાળા , અભ્યાસ તાલીમ</b>	

Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>ગુજરાતી ભાષામાં -પ્રત્યાયન શીખશે,કેળવશે . (ઔપચારિક અને અનૌપચારિક )</li> <li>ગુજરાતી ભાષાની પાયાની સમજ કેળવી લેખન કરશે .</li> </ul>
Content Outline	<ul style="list-style-type: none"> <li>પ્રશ્નોત્તરી : શું, કોણ, ક્યાં, કોનું, કેટલું, કયું, ક્યારે, કેવી રીતે, શા માટે</li> <li>સંવાદ અને લેખન : સ્વ પરિચય ,વર્ગ, ઘર, બાગ, બજાર, ગામ. (મહાવરો કરાવવો)</li> </ul>

#### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- ❖ 50 ગુણની (માર્ક્સની) આંતરિક પરીક્ષા લેવાશે.
- ❖ આંતરિક પરીક્ષામાં પાસ થવું અનિવાર્ય છે.
- ❖ 50 ગુણની બહિર્ગત પરીક્ષા લેવાશે .જેમાં પાસ થવું અનિવાર્ય છે.

#### Activities(પ્રવૃત્તિ ):

અક્ષરોનું વર્ગીકરણ કરતાં શીખવું.

નવાનવા શબ્દો બનાવવા આપવા .

ચિત્ર વર્ણન દ્વારા શબ્દભંડોળ વધારવું.

સંવાદ કરવા કહેવું.

વાર્તા કહેવી .

- ❖ લેખિત પરીક્ષા

ખાલી જગ્યા પૂરો ,જોડકાં જોડો, ચિત્રવર્ણન , સ્વપરિચય , રંગના નામ

અંકલેખન , વાક્ય બદલે , એક -અનેક શબ્દો લખે, પર્યાયવાચી શબ્દો , વિરોધી શબ્દ .

સંદર્ભ ગ્રંથો :

1) An Intensive Course in Gujarati – Usha Nair , CIII Publication ,Mysore

2) Gujarati Bhasha Saurabh - Usha Nair , CIII Publication ,Mysore

3) Phonetic Reader Series: Language Learning &Teaching Materials Gujarati - Usha Nair,CIII Publication, Mysore

- માના ગુણ સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- અઠવાડિયું સંગ્રહિત ૨૦૧૫-૦૬-૦૬ ના રોજ વેબેક મશિન
- સો વરસનો થા સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- યોખ્મું ઘરનું આંગણું સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- મેં એક બિલાડી પાળી છે સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- નાની મારી આંખ સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- ગાતાં મીઠાં તારા ગાન સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- ઢિંગલી મેં તો બનાવી મઝાની સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- ઈચ્છાઓના લીટા સંગ્રહિત ૨૦૧૫-૦૬-૦૬ ના રોજ વેબેક મશિન
- હું ને ચંદુ[હંમેશ માટે મૃત કડી]
- એક બિલાડી જાડી સંગ્રહિત ૨૦૧૫-૦૬-૦૬ ના રોજ વેબેક મશિન
- વારતા રે વારતા સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- મામાનું ઘર કેટલે સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- એકડો સાવ સળેખડો સંગ્રહિત ૨૦૧૫-૦૬-૦૬ ના રોજ વેબેક મશિન

- દરિયાને તીર સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- કેવા હશે ? [હંમેશ માટે મૃત કડી]
- પાંખ મળી જાય સંગ્રહિત ૨૦૦૯-૧૧-૧૬ ના રોજ વેબેક મશિન
- મંદિર તારું સંગ્રહિત ૨૦૦૯-૧૧-૧૫ ના રોજ વેબેક મશિન
- મારું-તારું સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- બા મેં તો બાગમાં બાંધી નિશાળ સંગ્રહિત ૨૦૦૯-૧૧-૧૫ ના રોજ વેબેક મશિન
- અડકો દડકો દહીં દડ્ડો સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- વા વા વંટોળિયા સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- રીંછ એકલું ફરવા ચાલ્યું સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- કેવું અનોખું છે મારું બાળપણ સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- પ્રાણીઓની ગાડી સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- બેન અને ચાંદો સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- રંગ રંગ વાદળિયાં સંગ્રહિત ૨૦૦૯-૦૯-૨૩ ના રોજ વેબેક મશિન
- સાબુભાઈની ગાડી સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- પા પા પગલી સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- બા, મને ચપટી વગાડતાં આવડી ગઈ સંગ્રહિત ૨૦૦૯-૧૧-૧૫ ના રોજ વેબેક મશિન
- ચાંદા પોળી સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- આવ રે બહેન સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- ચકલી ચોખા ખાંડે છે સંગ્રહિત ૨૦૦૯-૧૧-૧૫ ના રોજ વેબેક મશિન
- રાતી રાતી ચણોઠડી ને બીજું રાતું બોર સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન
- દાદાનો ડંગોરો લીધો સંગ્રહિત ૨૦૧૩-૧૦-૧૧ ના રોજ વેબેક મશિન

**Semester I  
1.3 OEC**

<b>Course Title</b>	<b>Business Environment</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>• Identify internal and external factors that influence business.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand organizational culture, organizational structure and management structure.</li> </ul>
	<ul style="list-style-type: none"> <li>• Create awareness about values, norms and customs of organization</li> </ul>
<b>Module 1 (Credit 1) Fundamentals of Business Environment</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• Develop deep insight into constituents of the business environment</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the interrelationship between Business and Environment</li> </ul>
<b>Content Outline</b>	<p>1.1 Business Environment: Concept, Importance, Interrelationship between Business and environment</p> <p>1.2 Constituents of the business environment: Internal and External environment, Educational environment and its impact, International environment ( Current trends in world, International trading environment, WTO and Trade blocks and their impact)</p>
<b>Module 2 (Credit 1) Project Planning and Business Promotion.</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• Understand the Procedure for setting up a business unit</li> </ul>
	<ul style="list-style-type: none"> <li>• Know business promotion and government procedure</li> </ul>
<b>Content Outline</b>	<p>2.1 Project Planning: (concept, importance and Planning process, steps i setting business objective, Feaibility study, Project report, Business size and location decision, Factors considered for new business.</p> <p>2.2 Business Promotion: Concept, Stages, Government role, statutory requirement (Licensing, Registration, procedure, document requirement and legal provision.</p>
<b>Module 3 (Credit 1) Basics of Tourism</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• Gain knowledge of the tourism industry</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze contemporary issues in tourism</li> </ul>

<b>Content Outline</b>	3.1 Tourism: Meaning, concept, Importance, Geographical factors influence, Types and Forms 3.2 Trends and Contemporary issues in tourism: Tourist transport, Travel agency and tourism business
<b>Module 4 (Credit 1) Entrepreneurship</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• Have awareness about entrepreneurial opportunities</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand and evaluate various entrepreneurial programs</li> </ul>
<b>Content Outline</b>	4.1 Entrepreneurship: Concept, Importance, Growth factors, Entrepreneur and Manager, Entrepreneur and Intrapreneur 4.2 Entrepreneur: Types, Competencies, Entrepreneurship Development program, Incentives to Entrepreneurs in India. 4.3 Women Entrepreneurs: Problems and Promotion

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) :**

**Internal – 50 Marks**

<b>Sr. No</b>	<b>Assignments/Activities</b>
1	Written Test/ Assignment on any of the module/ Project on Preparation of Business plan, sample promotion of a product etc./ Quiz/Debate
2	Group Discussion on Tactics of Business promotion, Current trends in Tourism etc./ Case Study on Successful Indian Entrepreneurs
3	Presentations/Seminars/Workshop/ Any other innovative methods
<b>Total – 50 Marks</b>	

**External – 50 Marks**

**References**

1. Cherunilam F., (2014), Business Environment, Text and Cases, Himalaya Publication House
2. Cherunilam F., (2011), Business Environment and Sustainable Development, Himalaya, Publishing House, New Delhi
3. Aswathappa K., (2016), Essentials of Business Environment, (13th Edition), Himalaya, Publishing House, New Delhi.

**COURSE SYLLABUS**

**Semester I**

**1.3 OEC**

<b>Course Title</b>	<b>Business Mathematics</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> <li>• Practice mathematical expressions, formulas, equations, and relationships in a range of situations.</li> <li>• Demonstrate mathematical skills required in mathematically intensive areas in Economics and business.</li> <li>• Analyze the role of LPP in formulating the problems and graphical solutions to LPP</li> <li>• Calculate nominal and effective rates of interest</li> <li>• Solve the problems relating to permutations and combinations</li> </ul>
<b>Module 1 (Credit 1) Matrices and Determinants</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Comprehend various business mathematics concepts</li> <li>• Apply the knowledge of Matrix Algebra and Inverse of Matrix to solve the business problems</li> </ul>
<b>Content Outline</b>	<p>1.1 Algebra of matrices. The inverse of a matrix, Matrix Operation – Business Application</p> <p>1.2 Solution of system of linear equations (having a unique solution and involving not more than three variables) using matrix inversion Method</p> <p>1.3 Cramer’s Rule.</p>
<b>Module 2 (Credit 1) Commercial Mathematics and Finance</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Compute Ratio, Profit, and Loss etc.</li> <li>• Estimate simple and compound interest, annuities, etc</li> </ul>
<b>Content Outline</b>	<p><b>Commercial Mathematics and Finance</b></p> <p>2.1 Ratio and percentages, commission, brokerage, trade, and cash discount, cost price, selling price, profit or loss on cost price/ selling price.</p> <p>2.2 Rates of interest-nominal, effective– and their inter-relationships in different compounding situations.</p> <p>2.3 Compounding and discounting of a sum using different types of rates.</p>
<b>Module 3 (Credit 1) Linear Programming</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• Interpret linear programming problem and its formulation</li> <li>• Solve the LPP of maximization and minimization types graphically</li> </ul>
<b>Content Outline</b>	<p><b>Linear Programming Problem</b></p> <p>3.1 Formulation of Linear programming Problem (LPP)</p> <p>3.2 Graphical solution to LPP (For both maximization and minimization types)</p> <p>3.3 Unbounded solution and infeasibility in LPP</p> <p>3.4 Cases of unique and multiple solution</p>
<b>Module 4 (Credit 1) Mathematics of finance and permutations and combinations</b>	

<b>Learning Outcomes</b>	After learning the module, learners will be able to <ul style="list-style-type: none"> <li>• Calculate nominal and effective rates of interest</li> <li>• Explain problems relating to permutation and combination</li> </ul>
<b>Content Outline</b>	4.1 Rate of interest: nominal, effective, and their interrelationship in different compounding situations 4.2 Compounding and discounting of a sum using different types of rates 4.3 Permutations and combinations: meaning and formulae of permutation and combination of simple problems

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

**Internal – 50 Marks**

<b>Sr. No</b>	<b>Assignments/Activities</b>
1	Written Test/ Assignment / Project Report/ Quiz/Debate
2	Group Discussion / Case Study
3	PPT Presentations/Seminars/Workshop/ Any other innovative methods
	<b>Total – 50 Marks</b>

**External – 50 Marks**

References:

- Mizrahi and Sullivan (1983) Mathematics for Business and Social Sciences, Published by Wiley and Sons.
- Budnick,P (1988) .Applied Mathematics. McGraw Hill Education.
- R.G.D. Allen, Mathematical Analysis for Economists
- Dr. S.M. Shukla | (2022 )| Business Mathematics Kindle publication
- Dr. J.K.Sharma (2021) Business Mathematics Dreamtech Press
- Dr. J.K.Sharma and Dr. Gurmeet Kaur (2019) Business Mathematics, Sultan Chand & Sons (P) Ltd.
- Prof. A. V. RAYARIKAR ,Dr. P. G. DIXIT (2019 )Business Mathematics, NiraliPrakashan
- A. V. Deshpande & M. L. Vaidya, “Elementary Business Mathematics” Vipul prakashan

**COURSE SYLLABUS**

Semester I

1.3 OEC

<b>Course Title</b>	<b>Basics of Trade and Commerce</b>
<b>Course Credits</b>	<b>4 credits</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"><li>• Understand the concept of Trade and Types Of Trade</li></ul>
	<ul style="list-style-type: none"><li>• Have knowledge about different forms of Business organization</li></ul>
	<ul style="list-style-type: none"><li>• Familiarize themselves with basics of Imports &amp; Exports</li></ul>
	<ul style="list-style-type: none"><li>• Gain understanding on Aids to Trade which facilitates smooth exchange of goods and services.</li></ul>
<b>Module 1 (Credit 1) Trade, Commerce and Industry</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"><li>• Differentiate between Small scale &amp; Large-scale Industries</li></ul>
	<ul style="list-style-type: none"><li>• Learn about Types of Business Organization</li></ul>
<b>Content Outline</b>	<b>Trade, Commerce and Industry</b> 1.1 Meaning, Nature, Importance 1.2 Nature of Industries: a) Small scale b) Medium Scale c) Large Scale Industries 1.3 Forms of Business Organisation: a) Sole Trading Concern b) Partnership firm c) Joint Stock Companies d) Co-operative Stores (Meaning, Advantages & Disadvantages)
<b>Module 2 (Credit 1) Internal and External Trade</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"><li>• Understand about Wholesale trade &amp; Retail trade</li></ul>
	<ul style="list-style-type: none"><li>• Have Awareness about types of Retailers</li></ul>
<b>Content Outline</b>	<b>2.1 Internal Trade: I</b> <ul style="list-style-type: none"><li>• Itinerant - Retailers - Meaning &amp; Importance</li><li>• Wholesale Trade - Meaning, Functions &amp; Importance</li><li>• Retail Trade - Meaning, Functions, Importance &amp; Types</li></ul> <b>2.2 Internal Trade – II</b> <ul style="list-style-type: none"><li>• Non-Itinerant retailers</li></ul> i) Multiple Shops, ii) Departmental Stores, iii) One-price Shops, iv) Consumer co-operative stores, v) Super Bazaar <b>2.3 External Trade -III</b> <ul style="list-style-type: none"><li>• External Trade - Meaning &amp; Importance</li><li>• Imports - Meaning, Importance &amp; Procedure</li><li>• Exports - Meaning, Importance &amp; Procedure</li></ul>

<b>Module 3 (Credit 1) AIDS To Trade-I</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• Create awareness about the applicability of the concepts related to Banking</li> </ul>
	<ul style="list-style-type: none"> <li>• Acquaint students to the fundamentals of Insurance</li> </ul>
<b>Content Outline</b>	<b>3.1 AIDS To Trade-I</b> <ul style="list-style-type: none"> <li>• <b>Banking</b> –Functions of Banks, Types of Banks, Types of Deposits and Advances, A.T.M., Debit Card, Credit cards and E-banking.</li> <li>• <b>Insurance</b> - Features, Principles of Insurance, Types of Insurance – Life, Marine and Fire Insurance-Miscellaneous Insurance, Importance of Insurance to Society, Individuals, Business and Government.</li> </ul>
<b>Module 4 (Credit 1) AIDS To Trade-II</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• Understand the importance and the relevance of Marketing in today’s Business world</li> </ul>
	<ul style="list-style-type: none"> <li>• Comprehend the role of Advertising in the field of Business</li> </ul>
<b>Content Outline</b>	<b>4.1 AIDS To Trade-II</b> <ul style="list-style-type: none"> <li>• <b>Marketing</b> –Functions, Significance, Market Segmentation, Distribution Channels, Marketing mix, Marketing Research, Digital Marketing</li> <li>• <b>Advertising</b>- Functions, Importance, Types of Advertising Media, Advertising Agency, Media Planning, Ethics in Advertising</li> </ul>

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

#### Internal – 50 Marks

<b>Sr. No</b>	<b>Assignments/Activities</b>
1	Written Test/ Assignment on any of the modules/ Project on sample plan related to small trade, study and report on marketing mix related to specific product etc./ Quiz/Debate
2	Group Discussion / Case Study
3	Presentations/Seminars/Workshop/ Any other innovative methods
	<b>Total – 50 Marks</b>

#### External – 50 Marks

#### REFERENCES:

1. Tulsian P.C. & Pandey Vishal (2008) Business Organization and Management, Pearson Education, New Delhi.
2. Dr. Vasant Desai (2014) Management of Small Scale Industries, Himalaya Publishing House.
3. Deb Ranabijoy(1993), Small Scale Industries in India, Mittal Publication.

4. O.P.Agarwal and K.M.Bhattacharya (2018), 'Basics of Banking and Finance' (3rd Edition), Himalaya Publishing House, Mumbai.
5. Gupta,Ruchi (2012) Advertising Principles and Practice, S.Chand Publishing.
6. Subroto,Sengupta (2005) Brand Positioning – Strategies for Competitive Advantage, Tata McGraw Hill Publication.
7. Chandrasekar,K.S. (2010) 'Marketing Management Text And Cases', Tata McGraw-Hill Publication, New Delhi.
8. Govindarajan,( 2009) 'Marketing Management Concepts, Cases,Challenges And Trends' Prentice Hall of India, New Delhi.

**COURSE SYLLABUS**

Semester I

1.3 OEC

<b>Course Title</b>	<b>Fundamentals of Accounting Paper I</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to <ul style="list-style-type: none"><li>• To create awareness about meaning, features and the importance of accounting.</li><li>• To understand the necessity and importance of Bills of Exchange.</li><li>• To understand Books of Original Entry and prepare different ledger accounts.</li></ul>
<b>Module 1 (Credit 1)</b> <b>Introduction to Book- Keeping and Accountancy</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ul style="list-style-type: none"><li>• Understand the meaning, features and the importance of accounting.</li><li>• Understand basic accounting concepts &amp; terminologies.</li><li>• Analyze the role and benefits of book- keeping and accountancy.</li><li>• Understand the fundamental principles of the Double Entry System.</li><li>• Identify the classification and types of Accounts.</li><li>• Apply the golden rules to prepare classification tables.</li><li>• Prepare a statement of analysis of the transaction and accounting equations system.</li></ul>
<b>Content Outline</b>	<b>1.1 Theory:</b> Book-keeping, Accountancy, Golden rules of Accounts. Fundamental principles of Double Entry System, Classification and types of accounts. <b>1.2: Problems on:</b> Analysis of transaction and accounting equations system.
<b>Module 2 (Credit 1)</b> <b>Bills of Exchange and Promissory Note</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ul style="list-style-type: none"><li>• Understand the necessity and importance of Bills of Exchange and Promissory Note.</li><li>• Understand the working of Bills of Exchange, the importance of grace days and honoring/dishonoring the bill of exchange.</li></ul>
<b>Content Outline</b>	<b>2.1 Theory:</b> Definition of Bills of Exchange and Promissory Note, different concepts used in bills of exchange, Preparing a draft of bill of exchange & know the various types of bills of exchange, retaining, sending bill for collection, discounting, endorsing, honour, renewal & retiring of the bill.
<b>Module 3 (Credit 1)</b> <b>Journal</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ul style="list-style-type: none"><li>• To enable students to become familiar with the standard form and arrangement of Journal entries.</li><li>• To understand and calculate GST on purchase of goods.</li><li>• To understand and calculate GST on sale of goods.</li><li>• To pass Journal Entries correctly.</li></ul>
<b>Content Outline</b>	<b>3.1 Theory:</b> GST on Purchase & Sale of Goods and Format of a Journal. <b>Problems on:</b> Journal Entries.
<b>Module 4 (Credit 1)</b> <b>Ledger</b>	

<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• To enable students to learn the balancing of various ledger accounts.</li> <li>• To be able to post recording from Books of original entry to the ledger.</li> <li>• To get introduced to the concepts of subsidiary books.</li> </ul>
<b>Content Outline</b>	<b>4.1 Theory:</b> Concept of Ledger Accounts and Subsidiary Books. <b>4.2 Problems on:</b> Post recording from Books of original entry to Ledger.

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

#### Internal – 50 Marks

<b>Sr. No</b>	<b>Assignments/Activities</b>
1	Written Test/ Assignment on any of the modules/ Project on sample plan related to small trade, study and report on marketing mix related to specific product etc./ Quiz/Debate
2	Group Discussion / Case Study
3	Presentations/Seminars/Workshop/ Any other innovative methods
<b>Total – 50 Marks</b>	

#### External – 50 Marks

#### References :

- Aina pure, 2011, Advance Accounting, Manan Prakashan -Mumbai
- Choudhary, 2011, Corporate Accounting, Sheth Publishers, - Mumbai
- Kishnadwala, 2008, Financial Accountancy & Management, Vipul Prakashan, Mumbai.
- R.L.Gupta, 2014, Advance Accountancy, Sultan Chand & Sons - Delhi
- Shukla & Grewal, 2018, Advance Accountancy, S. Chand & Co – Delhi

**COURSE SYLLABUS**

Semester I

1.3 OEC

<b>Course Title</b>	<b>Overview of Travel Industry</b>
<b>Course Credits</b>	4 Credits
<b>Course Outcomes</b>	After going through the course, learners will be able to : <ul style="list-style-type: none"><li>• Recognize the role of Tourism industry at National and Global levels</li><li>• Contribution of the Travel World towards the Indian economy.</li><li>• As future Tourism experts, this course will give them a comprehensive understanding of the Tourism industry</li></ul>
<b>Module 1(Credit 1) Tourist Organizations and IATA Areas</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"><li>• Identify the role of major tourist Organizations</li></ul>
	<ul style="list-style-type: none"><li>• Gain Knowledge on Importance and relevance of IATA Areas</li></ul>
<b>Content Outline</b>	1.1 Major Tourist Organizations : (National ) M.O.T, TAAI, MTDC, ITDC. 1.2 (International) : IATA, WTO, IUOTO, PATA & ASTA. 1.3 IATA Areas – I, II and III
<b>Module 2(Credit 1) Major Sight-Seeing and Cultural Aspects</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"><li>• Explore various tourist attractions like UNESCO Heritage sites, Landmarks, City Icons, Monuments, Sanctuaries .</li><li>• Gain knowledge about various Cultural Glimpses prevalent in the world.</li></ul>
<b>Content Outline</b>	2.1 World UNESCO Heritage Sites 2.2 Popular Tourist Attractions in Major Cities in the World. 2.3 Cultural Glimpses – Festivals, Cuisine, Dances, Painting
<b>Module 3 (Credit 1) Documentation and Transportation</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"><li>• Identify documents required for travel and respective procedures.</li></ul>
	<ul style="list-style-type: none"><li>• Study various aspects of Transportation and its increasing demand among tourists</li></ul>
<b>Content Outline</b>	3.1 Travel Documentation – Passport, Visa, Health Requirements and Travel Insurance 3.2 Popular Modes of Transportation – Surface Transport, Airlines and Waterways - Importance & Popularity 3.3 Surface transport: Indian Railways – Origin, Luxurious trains, Special trains and Toy trains 3.4 Airlines: Scheduled and Discounted carriers , Charter Flights, 3.5 Water Transport: Ships, Cruise Travel, Adventure Boats, Ferries and Hovercraft.
<b>Module 4 (Credit 1) Accommodation</b>	

<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>• Understand Accommodation opportunities available for the tourists</li> <li>• Gain knowledge about the Travel Agency Profession</li> </ul>
<b>Content Outline</b>	4.1 Types of Accommodation – Commercial – Star-rated Categories 4.2 Adventurous Accommodation 4.3 Supplementary Accommodation 4.4 Role of Tour Operators

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

#### Internal – 50 Marks

<b>Sr. No</b>	<b>Assignments/Activities</b>
1	Written Test/ Assignment on any of the modules/ Project on sample plan related to small trade, study and report on marketing mix related to specific product etc./ Quiz/Debate
2	Group Discussion / Case Study
3	Presentations/Seminars/Workshop/ Any other innovative methods
<b>Total – 50 Marks</b>	

#### External – 50 Marks

#### References :

- Bhatia , A.K,(2003)International Tourism Management, Sterling Publishers Pvt. Ltd. New Delhi
- Bindloss Joe/Cannon Teresa, (2006)India , Lonely Planet Publications, South Carolina, USA
- Dalal, R / Datta, P/ Koshy, A (2014) Eyewitness Travel Guide – India, Dorling Kindersley Ltd. London
- Negi, K.S, (2011) Travel Agency Management, Wisdom Press, New Delhi

**COURSE SYLLABUS**  
**Semester I**  
**1.3 OEC**

<b>Course Title</b>	<b>NGO Management I</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able
	<ul style="list-style-type: none"> <li>• To provide managerial training and skills to work as NGO Managers.</li> <li>• To impart the latest and most relevant skills set for a career in this field.</li> <li>• To enable students with Leadership and Human Resources Development.</li> <li>• To undergo practical training in the NGO.</li> </ul>
<b>Module 1(Credit 1). Introduction of NGO Management</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able
	<ul style="list-style-type: none"> <li>• To understand the basics and acts inculcated to help and support NGO.</li> </ul>
	<ul style="list-style-type: none"> <li>• To explore the various tax reliefs available for NGO's</li> </ul>
<b>Content Outline</b>	1.1 Concept, 1.2 Functions and Organization of NGO, 1.3 Legal procedure of establishment of NGO, 1.4 Overview of Societies Registration Act, India's Companies Act, 1.5 Charitable Endowment Act, 1.6 FCRA, 1.7 Memorandum of Association, 1.8 Bye Laws, Tax relief under various acts.
<b>Module 2 (Credit 1). Result based Management and Project Cycle Management</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able
	<ul style="list-style-type: none"> <li>• To make and study how the projects are undertaken by NGO.</li> <li>• To learn the other essentials required for NGO.</li> </ul>
<b>Content Outline</b>	2.1 Designing and planning a project, 2.2 Project Monitoring and Evaluation, 2.3 Fund raising and Grant proposals, 2.4 Principles of good communication and successful negotiations.
<b>Module 3(Credit 1)</b>	<b>Leadership and HR Development</b> After learning the module, learners will be able to <ul style="list-style-type: none"> <li>• To enhance team building skills in an NGO.</li> <li>• To understand what is Conflict Resolution.</li> </ul>
<b>Content Outline</b>	<b>Building and Leading a team, Conflict Resolution</b>

<b>Module 4 (Credit 1) Learning Outcomes</b>	<b>Practical Work</b> After learning the module, learners will be able to <ul style="list-style-type: none"> <li>• Incorporate practical training and learn how management of an. NGO works.</li> <li>• To develop the sense of responsibility and help the society at large.</li> </ul>
<b>Content Outline</b>	4.1 Getting associated with an NGO and work for 20 hours.

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

#### Internal – 50 Marks

<b>Sr. No</b>	<b>Assignments/Activities</b>
1	Written Test/ Assignment on any of the modules/ Project on sample plan related to small trade, study and report on marketing mix related to specific product etc./ Quiz/Debate
2	Group Discussion / Case Study
3	Presentations/Seminars/Workshop/ Any other innovative methods
<b>Total – 50 Marks</b>	

#### External – 50 Marks

#### References :

- Lewis, D. (2014). NGO Management: The Earthscan Companion. Routledge.
- Gudorf, P. L., & Dohan, M. J. (2019). Strategic Planning in Nonprofit Organizations: A Content Analysis of the Literature. Administration & Society, 51(8), 1246–1276.
- Ministry of Corporate Affairs, Government of India. (2020). Guidelines for Registration of NGOs in India. Retrieved from [URL]
- International Center for Not-for-Profit Law (ICNL). (2021). Global Trends in NGO Law. Retrieved from [URL]

<b>Course Title</b>	<b>Calligraphy (Pract)</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to <ul style="list-style-type: none"> <li>• Demonstrate the skill to assume the aesthetics of fonts and creation of fonts</li> <li>• Nurture individual aptitude/ interest while practice this art with the intention of expression and styles across various artistic mediums.</li> <li>• Get the professional skills as a calligraphic artist</li> <li>• Show possibilities of calligraphy as an art form, design tool and expression.</li> </ul>
<b>Module 1 (Credit 1) Devnagari Script Calligraphy</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ul style="list-style-type: none"> <li>• Render Devnagari script using cut nib, Boru</li> <li>• Demonstrate anatomy of Devnagari font</li> <li>• Apply accurate spacing of Devnagari font</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Exercise of strokes and curves</li> <li>• Use of various cut nibs, Boru-strokes and curves</li> <li>• Basic of Devnagari calligraphy.</li> </ul>
<b>Module 2 (Credit 1) Gothic/ Zapf chancery Font Calligraphy</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ul style="list-style-type: none"> <li>• Render Gothic/ Zapf chancery fonts using cut nib, Boru</li> <li>• Classify anatomy of Gothic/ Zapf chancery font</li> <li>• Apply accurate spacing of Gothic/ Zapf chancery font</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Exercise of strokes and curves</li> <li>• Use of various cut nibs, Boru strokes and curves</li> <li>• Basic of Gothic/ Zapf chancery font calligraphy.</li> </ul>
<b>Module 3(Credit 1) Introduction to Calligraphy as an Art Form</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ul style="list-style-type: none"> <li>• Demonstrate calligraphy as an art form</li> <li>• Experiment with variations of Zen calligraphy, doodles, expressionists</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Study the style of Jackson Pollock, Andy Kandinsky – Abstract Expressionists, doodles of Rabindranath Tagore</li> <li>• Zen Calligraphy</li> <li>• Express Calligraphy as a significant art</li> </ul>
<b>Module 4 (Credit 1) Application of Calligraphy as Design Element</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to <ul style="list-style-type: none"> <li>• Apply Calligraphy as a design tool or element in various form like greeting/ dress design/ tapestry design/ deco objects/ utility objects / packaging</li> <li>• Apply caligraphy in designing</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Experiments with textile mediums</li> <li>• Experiments with digital possibilities/ mediums</li> <li>• Get similarities and differences to know the functional aspects of Calligraphic font and established knowledge of sound to create font</li> <li>• Creation of various Calligraphic images with using various mediums and surfaces.</li> </ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Project on Regional and International calligraphy artists- their technique
2. Theme and styles
3. Attend or conduct calligraphy workshop at Regional, State or National level.
4. Demonstrate calligraphy as textile medium and as Digital art (innovative surfaces)
5. Express Calligraphy as a significant art - in form of painting, greeting cards,

artifacts, Jewelry, icons etc.

6. Project work-collect information on (any one of your choice) eg.of Early Christian era calligraphy /Arabic calligraphy-understand its changing features in monumental art/Japanese calligraphy- understand its relation with organic forces of nature, Indian calligraphic features- through regional scripts.

**Internal Assessment: Students will complete assignments based on each module, producing a total of 6 assignments. These assignments will be internally assessed, carrying a weightage of 50 marks.**

**External Assessment: There will be no practical exam; however, students will take part in an External jury at the end of the semester, which carries a weightage of 50 marks. During the jury, they will showcase their artwork and deliver a presentation on their work.**

### **Bibliography:**

1. Grebensten-Watson, M. (2006). *Calligraphy – A Course in Handwriting*. Guptill Publications.
2. भागवत, गजानन. (1970). दृश्यकला पायाशुद्ध अभ्यास. महाराष्ट्र कला संचलनालय
3. भागवत, यशोदा. (2011). जाहिरातीचे जग. मौज प्रकाशन.
4. शेडगे, कमल. (2002). कमलाक्षर. अक्षर प्रकाशन

SN	Courses, Modules and Outcomes	Course Contents	Cr
	<b>Semester I</b>		<b>4</b>
	<b>Course Outcomes:</b> <b>Learners will be able to:</b> <ul style="list-style-type: none"> <li>• Acknowledge basic concepts and theories in digital media studies.</li> <li>• Explore multimedia production techniques for combining text, images, audio, and video in digital content.</li> <li>• Examine the unique characteristics and user demographics of each major social media platform.</li> </ul>		
<b>Module 1</b>	<b>Introduction to Digital Media</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>• Examine the history and evolution of Digital media.</li> <li>• Study foundational concepts and theories in digital media studies.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>• Overview of digital media: definition, characteristics, and evolution</li> <li>• Advantages and disadvantages of Digital Media</li> <li>• The differences between Digital media and traditional media, and nature of communication.</li> <li>• The role of digital media in contemporary society</li> <li>• Forms and types of digital media production and consumption</li> </ul>	

<b>Module 2</b>	<b>Social Media</b>		<b>1</b>
	<p><b>LOs:</b> Learners will be able to</p> <ul style="list-style-type: none"> <li>• Analyze multimedia production techniques for combining text, images, audio, and video in digital content.</li> <li>• Compare variety of digital media creation tools and software.</li> <li>• Explore the unique characteristics and user demographics of each major social media platform.</li> </ul>	<p><b>Module Contents:</b></p> <ul style="list-style-type: none"> <li>• Overview of Social Media Platforms (e.g. Facebook, Twitter, Instagram, etc.)</li> <li>• Text &amp; Visual Processing through Digital Software (e.g., Photoshop, Illustrator, Premiere Pro)</li> <li>• Basics of Digital Content Creation (text, image, audio, video)</li> <li>• Introduction to Web Development and Design (HTML, CSS, JavaScript)</li> <li>• The Role of Social Media in Communication and Society</li> </ul>	

<b>Module 3</b>	<b>Digital content creation</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Adapt practical skills in digital media creation and communication.</li> <li>Adapt tools for social media management</li> </ul>	<b>Module Contents:</b> <b>Digital content creation</b> <ul style="list-style-type: none"> <li>Web Development: sign</li> <li>Creating a basic web page</li> <li>Social Media Content Creation</li> <li>Strategies for creating engaging social media content</li> <li>Tools for social media management (e.g., <b>Hootsuite, Buffer</b>)</li> </ul>	
<b>Module 4</b>	<b>Legal and Ethical Considerations</b>		1
	<b>LOs:</b> Learners will be able to <ul style="list-style-type: none"> <li>Explore ethical and legal issues in digital media, such as copyright, privacy, and online harassment.</li> <li>Apply fair use practices for digital media.</li> <li>Recognize implications of IPR.</li> </ul>	<b>Module Contents:</b> <ul style="list-style-type: none"> <li>Legal Aspects related to Digital Media content creation through case studies</li> <li>Copyright, Fair use, Digital rights, Intellectual Property Rights</li> <li>Ethical issues in digital media creation and consumption</li> <li>Cyber security</li> <li>Cyber violence</li> </ul>	
<b>Assignments/ Activities towards CCE</b>			
	<ul style="list-style-type: none"> <li>Editing and producing short video content for digital platforms.</li> <li>Case study analysis of successful social media campaigns.</li> <li>Using Digital media tools, software to produce text, image, audio, and video content for different platforms and audiences.</li> <li>Group Presentation about different social media platforms and their features.</li> </ul>		

**Reference:**

- 1. Arvidsson, A., & Delfanti, A. (2013). Introduction to Digital Media John Wiley & sons Inc.**
- 2. Damian, R. (2020). Understanding Digital Marketing: A Complete Guide to Engaging Customers and Implementing Successful Digital Campaigns, Google E-book**
- 3. Dewdney, A. (2006). New Media Handbook, London South Bank University, Routledge, London**
- 4. Messaris, P., & Lee, H. (2006). Digital media: Transformations in human communication. (4<sup>th</sup> ed.). McGraw-Hill.**
- 5. Noah, W. F. & Montfort, N. (2003). The New Media Reader, Cambridge, Mass., MIT.**

<b>Course Title</b>	<b>Fashion Photography (Pr)</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Analyze the historical and contemporary contexts of fashion photography</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate the advanced technical skills in camera operation, lighting, and post-processing</li> </ul>
	<ul style="list-style-type: none"> <li>Conceptualize professional-level fashion shoots</li> </ul>
<b>Module 1: Introduction to Fashion Photography</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Identify the historical evolution of fashion photography and key milestones in its development</li> <li>Analyze the contributions of significant fashion photographers and how they influenced the industry</li> <li>Analyze the impact of cultural and social trends on the styles and themes prevalent in fashion photography</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Origins and key milestones of historical evolution of fashion photography.</li> <li>Influence of fashion designers and discussion on early photographers and technological advancements.</li> <li>Overview of Pioneering Photographers and their styles.</li> <li>Contributions of contemporary photographers.</li> <li>Influence on contemporary fashion photography.</li> </ul>
<b>Module 2: Technical Skills in Fashion Photography</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Apply mobile photography techniques and equipment used for fashion photography, including cameras, lenses, and lighting tools</li> <li>Apply and explore various mobile photography apps for editing and enhancing fashion photographs</li> <li>Implement basic understanding of essential DSLR camera settings (aperture, shutter speed, and ISO) and their applications in fashion photography</li> <li>Apply DSLR camera settings, including exposure triangle, and explore their creative applications in fashion photography</li> <li>Use post-processing techniques to enhance and refine fashion images, maintaining a balance between enhancement and authenticity</li> </ul>

<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Understanding the exposure triangle and in-depth exploration of aperture, shutter speed, and ISO.</li> <li>• Hands-on practice with mobile camera advanced settings.</li> <li>• Overview of lighting types (natural, studio, and artificial).</li> <li>• Characteristics of various lenses (prime, zoom, wide-angle).</li> <li>• Overview of necessary equipment like aperture, shutter speed, and ISO.</li> <li>• Overview of composition, lighting, and stylistic elements.</li> <li>• Use post-processing tools (free source software's).</li> </ul>
<b>Module 3: Conceptualizing and Planning Fashion Shoots</b>	
<b>Learning Outcomes</b>	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> <li>• Apply innovative and cohesive concepts for fashion shoots drawing inspiration from various sources such as fashion trends, art, and cultural influences.</li> <li>• Use comprehensive pre-production materials, including mood boards, shot lists, and storyboards, that effectively communicate the visual direction and narrative of a fashion shoot.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Importance of creative concepts for generating innovative ideas.</li> <li>• Creating effective mood boards and storyboards for visual storytelling.</li> <li>• Techniques for professional presentations.</li> </ul>
<b>Module 4: Fashion Photography in the Digital Age</b>	
<b>Learning Outcomes</b>	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> <li>• Use digital media platforms, such as social media and online portfolios, to promote and showcase fashion photography work</li> <li>• Apply strategies to effectively leverage digital media platforms to increase visibility, reach target audiences, and build a personal brand as a fashion photographer</li> <li>• Analyse potential impact of new trends and technologies on the future of fashion photography</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Role of digital media in fashion photography.</li> <li>• Overview of platforms (Instagram, Facebook, online portfolios).</li> <li>• Creating and curating an online portfolio.</li> <li>• Techniques for compelling social media content with the photographs.</li> <li>• Develop a digital media strategy and portfolio presentation.</li> </ul>

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Use mobile photography techniques to capture a fashion image shoot. Make use of smartphone apps for image editing and enhancement. Submit a portfolio of five to seven edited mobile device photos.
2. Plan a product photography-focused photo session in a stylish setting. Use the lighting, composition, and positive and negative space principles you've studied to present products in an effective manner.
3. Plan the outdoor fashion shoot considering natural lighting, location, and environmental factors. Write a 500-word reflective essay discussing the challenges and successes of shooting outdoors, including the impact of natural lighting and location on the final images and submit a portfolio with 5-7 images.

## References:

1. Eugénie Shinkle, (2023), "Fashion Photography: The Story in 180"  
Peterson Bryan, (2016), "Understanding Exposure"
2. Eliot Siegel, (2022), "The Fashion Photography Course: First Principles to Successful Shoot"
3. Eliot Siegel, (2022), "The Fashion Photography Course: First Principles to Successful Shoot"
4. Bruce Smith, (2022), "Fashion Photography: The Ultimate Guide to Styling, Shooting, and Image Making"
5. John Child, (2023), "Lighting for Photographers: An Introduction to Studio Lighting" Zena Holloway, (2022), "The Complete Guide to Fashion Photography"
6. Bruce Smith, (2022) "Fashion Photography: The Ultimate Guide to Styling, Shooting, and Image Making"
7. John Child, (2023) "Lighting for Photographers: An Introduction to Studio Lighting" Zena Holloway, (2022) "The Complete Guide to Fashion Photography"

<b>Course Title</b>	<b>History of Fashion (Th)</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Review the evolution of fashion and gain knowledge of fashion expression</li> </ul>
	<ul style="list-style-type: none"> <li>Recognize and explore global clothing cultures</li> </ul>
	<ul style="list-style-type: none"> <li>Describe the historical development of the modern fashion industry</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate effect of fashion to social life and its function in the historical process in 20th century</li> </ul>
<b>Module 1: Introduction to Clothing &amp; Western Cultures</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Review the evolution of fashion over time</li> </ul>
	<ul style="list-style-type: none"> <li>Get insight on the timelines of world fashion history</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze major fashion developments in the recent centuries.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Overview of clothing &amp; Clothing cultures from Indian &amp; Western context</li> <li>Tracing the timeline of Western cultures &amp; costumes – Ancient Egypt Ancient Greek Ancient Rome, Byzantine, Renaissance Baroque, Rococo,</li> <li>Evolution, decline, revival and most recent developments in Indian and western fashion</li> <li>History of fashion from 1900 – 2000 century</li> <li>Costumes of Recent Times</li> </ul>
<b>Module 2: Indian Costume History &amp; Timeline</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Review the historical costumes and design from the ancient time till date today</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the basic factors influencing fashion</li> </ul>
	<ul style="list-style-type: none"> <li>Recognize and learn about the traditional costumes of different states of India</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Introduction to the Indian Costumes – Pre-Historic Era Stone Age, Bronze Age</li> <li>Early Historic Period – Vedic Period, Persian and Greek conquests, Maurya Empire</li> <li>Male and female costumes, their specification, jewelry and accessories used</li> <li>The Islamic Period – The Mughal Era, Post Mughal Period</li> </ul>

<b>Module 3: Pre &amp; Post-Modern Indian Costumes</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>• Develop the sketching skills for costumes from different regions of the world.</li> </ul>
	<ul style="list-style-type: none"> <li>• Describe the importance of Indian Costumes and use them in designing fashion designer wear.</li> </ul>
<b>Content Outline</b>	<p>Pre-Modern Costumes</p> <ul style="list-style-type: none"> <li>• Colonial era</li> <li>• British period: Costumes of Pre-independence and post-independence period.</li> <li>• Evolution of Khadi movement.</li> <li>• The Indian independence movement, Independence and partition</li> </ul> <p>Post Modern Costumes</p> <ul style="list-style-type: none"> <li>• Modern history</li> <li>• Changing scenario of Indian costumes and influence on present day clothing.</li> </ul>
<b>Module 4: Costume Drawings &amp; Understanding Contemporary Fashion</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>• Appreciate the historic costume</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze contemporary fashion &amp; eras that influence today's fashion.</li> </ul>
	<ul style="list-style-type: none"> <li>• Render the costumes incorporating designs, silhouettes and costumes styles</li> </ul>
	<ul style="list-style-type: none"> <li>• Draw Visual Illustrations of costume design for contemporary movies and drama</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• 21 st Century - Emergence of a new age in fashion</li> <li>• Role of Fashion Designers – focusing on individual expression/ signature style of the most prominent designers that influenced fashion in the last 50 years – (international &amp; national).</li> <li>• Period-based costume illustrations with rendering, mood boards &amp; inspiration boards</li> </ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. 2 Presentations on one male and one female costumes, their hair style, headgear and jewelry.

**OR**

2. 2 Sketches of the costumes and hairstyles of ancient India - Indus valley, Vedic period (one male and one female).
  3. Video assignments (brief documentaries)
  4. 1 Costume Doll making by selecting anyone - Periods / Cultures
- OR**
4. 2 Bollywood and 2 Hollywood period movies' critical reviews & innovative presentations.

**References:**

1. **Alkazi, R. (2011). Ancient Indian Costumes. Art Heritage**
2. **Biswas, A.(2017). Indian Costumes. Publication Division, Ministry of Information and Broadcasting.**
3. **Cosgrave, B. (2001). The Complete History of Costumes and Fashion. Facts on File Publisher.**
4. Laver, J. (2002). *Costume and Fashion*. Thames & Hudson.
5. **Peacock, J. (1991). The Chronicle of Western costume: from the ancient world to the late twentieth century. Thames & Hudson**
6. **Racinet, A. (1987). Racinet's Full-Color Pictorial History of Western Costume: With 92 Plates Showing Over 950 Authentic Costumes from the Middle Ages to 1800.**

<b>Course Title</b>	<b>Fashion Photography (Pr)</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>Analyze the historical and contemporary contexts of Fashion Photography</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate the technical skills in camera operation, lighting, and post-processing</li> </ul>
	<ul style="list-style-type: none"> <li>Conceptualize professional-level fashion shoots</li> </ul>
<b>Module 1: Introduction to Fashion Photography</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Critique on historical evolution of fashion photography and key milestones in its development.</li> <li>Analyze the contributions of significant fashion photographers and how they influenced the industry.</li> <li>Analyze the impact of cultural and social trends on the styles and themes prevalent in fashion photography</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Origins and key milestones of historical evolution of fashion photography.</li> <li>Influence of fashion designers and discussion on early photographers and technological advancements.</li> <li>Overview of Pioneering Photographers and their styles.</li> <li>Contributions of contemporary photographers.</li> <li>Influence on contemporary fashion photography.</li> </ul>
<b>Module 2: Technical Skills in Fashion Photography</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Apply mobile photography techniques and equipment used for fashion photography, including cameras, lenses, and lighting tools.</li> <li>Explore various mobile photography apps for editing and enhancing fashion photographs.</li> <li>Implement basic understanding of essential DSLR camera settings (aperture, shutter speed, and ISO) and their applications in fashion photography.</li> <li>Explore DSLR camera settings, including exposure triangle, and explore their creative applications in fashion photography.</li> <li>Demonstrate the skills of post-processing techniques to enhance and refine fashion images, maintaining a balance between enhancement and authenticity</li> </ul>

<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Analysis of the exposure triangle and in-depth exploration of aperture, shutter speed, and ISO.</li> <li>• Hands-on practice with mobile camera advanced settings.</li> <li>• Study of lighting types (natural, studio, and artificial).</li> <li>• Characteristics of various lenses (prime, zoom, wide-angle).</li> <li>• Overview of necessary equipment like aperture, shutter speed, and ISO.</li> <li>• Composition, Lighting, and Stylistic Elements in Fashion Photography.</li> <li>• Post-processing tools in Fashion Photography (free source software's).</li> </ul>
<b>Module 3: Conceptualizing and Planning Fashion Shoots</b>	
<b>Learning Outcomes</b>	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> <li>• Explore the innovative and cohesive concepts for fashion shoots drawing inspiration from various sources such as fashion trends, art, and cultural influences.</li> <li>• Use comprehensive pre-production materials, including mood boards, shot lists, and storyboards, that effectively communicate the visual direction and narrative of a fashion shoot.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Importance of creative concepts for generating innovative ideas.</li> <li>• Creating effective mood boards and storyboards for visual storytelling.</li> <li>• Techniques for professional presentations.</li> </ul>
<b>Module 4: Fashion Photography in the Digital Age</b>	
<b>Learning Outcomes</b>	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> <li>• Explore the digital media platforms, such as social media and online portfolios, to promote and showcase fashion photography work</li> <li>• Apply strategies to effectively leverage digital media platforms to increase visibility, reach target audiences, and build a personal brand as a fashion photographer</li> <li>• Analyze potential impact of new trends and technologies on the future of fashion photography</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Role of digital media in fashion photography.</li> <li>• Application of Digital Platforms (Instagram, Facebook, online portfolios).</li> <li>• Creating and curating an online portfolio.</li> <li>• Techniques for compelling social media content with the photographs.</li> <li>• Develop a digital media strategy</li> <li>• Creative Presentation of Fashion Photography as Portfolio.</li> </ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Use mobile photography techniques to capture a fashion image shoot. Make use of smartphone apps for image editing and enhancement. Submit a portfolio of five to seven edited mobile device photos.
2. Plan a product photography-focused photo session in a stylish setting. Use the lighting, composition, and positive and negative space principles you've studied to present products in an effective manner.

3. Plan the outdoor fashion shoot considering natural lighting, location, and environmental factors. Write a 500-word reflective essay discussing the challenges and successes of shooting outdoors, including the impact of natural lighting and location on the final images and submit a portfolio with 5-7 images.
4. Arrange the photographs in creative layouts and make portfolio.

#### **References:**

1. **Bruce Smith, (2022), "Fashion Photography: The Ultimate Guide to Styling, Shooting, and Image Making" Routledge, ISBN: 978-1138564891**
2. **Eliot Siegel, (2022), "The Fashion Photography Course: First Principles to Successful Shoot" Ilex Press, ISBN: 978-1781578584**
3. **Eugénie Shinkle, (2023), "Fashion Photography: The Story in 180" MIT Press, ISBN: 978-0262046713**
4. **John Child, (2023), "Lighting for Photographers: An Introduction to Studio Lighting" Taylor & Francis, ISBN: 978-0367757602**
5. **Peterson Bryan, (2016), "Understanding Exposure" Amphoto Books, ISBN: 978-1607748502**
6. **Zena Holloway, (2022), "The Complete Guide to Fashion Photography" Laurence King**
7. **Publishing, ISBN: 978-1786279745**

<b>Course Title</b>	<b>Writing Skills (Pr)</b>
<b>Course Credits</b>	4 (Four)
<b>Course Outcomes</b>	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> <li>• Demonstrate the language skills for an enhanced reading experience</li> </ul>
	<ul style="list-style-type: none"> <li>• Explore the language basics – parts of speech, grammatical and sentence structures</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze assumptions and biases in writing</li> </ul>
	<ul style="list-style-type: none"> <li>• Ideate the speech creatively</li> </ul>
	<ul style="list-style-type: none"> <li>• Explore the writing skills in various creative domains such as essays, paragraphs, social media, online content creation</li> </ul>
<b>Module 1: Writing Introduction &amp; Ideation Development</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>• Exploration of the key components of introductory, body and concluding paragraphs</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze narrative, descriptive, and expository content types</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate the reading skills for evaluation and simplifying</li> </ul>
<b>Content Outline</b>	<p><b>Introduction to Writing</b></p> <ul style="list-style-type: none"> <li>• The concept of ideas – from fire to fashion the evolution of ideas from mundane everyday ideas</li> <li>• Elements of writing</li> <li>• Importance of Title / Heading (The hook)</li> <li>• Opening Lines and introduction</li> <li>• Writing dialogues, poetry styles</li> <li>• Writing the main body and the endgame</li> <li>• Writing short stories, developing plot and characters</li> </ul>
<b>Module 2: Theme Based Writing</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>• Demonstrate persuasive writing styles effectively</li> </ul>
	<ul style="list-style-type: none"> <li>• Structure paragraphs using different patterns of development to facilitate a clear flow of ideas</li> </ul>

<b>Content Outline</b>	<p><b>Working on Article on Different Themes</b></p> <ul style="list-style-type: none"> <li>• Power of themes and their influence on readers</li> <li>• Framework study and analysis</li> <li>• Selecting simple scenes – (Descriptive scenes, Fantasy scenes, Humorous scenes, Horror scenes, Romantic scenes, Sad / Emotional scenes etc.)</li> </ul> <p><b>Developing content along with Layouts</b></p> <ul style="list-style-type: none"> <li>• Designing and creating leaflets / mastheads / tabloid promotional page</li> <li>• Fashion and lifestyle product description writing</li> <li>• Developing content and elaborate writing with keywords</li> </ul>
<b>Module 3: Specialized and Promotional Writing</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>• Develop a critical appreciation of different writing styles</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognize the importance of tonality, limitations and opportunities in each media</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Specialized writing for fashion and aspects of advertising and marketing</li> <li>• Writing for business communications, brand promotion</li> <li>• Fashion and lifestyle writing for newspapers, tabloids</li> </ul>
<b>Module 4: Enhancing Writing with Creative Layouts</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>• Structure the thoughts, themes and ideas effectively</li> </ul>
	<ul style="list-style-type: none"> <li>• Explore promotional and specialized writing for fashion media organizations</li> </ul>
<b>Content Outline</b>	<p><b>Developing content along with Layouts</b></p> <ul style="list-style-type: none"> <li>• Designing and creating leaflets / mastheads / tabloid promotional page</li> <li>• Fashion and lifestyle product description writing</li> <li>• Developing content and elaborate writing with keywords</li> </ul>

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

#### **Individual presentations of writings**

1. A manifest, about your first fashion memory: a photograph, a video, a sound or a fashion show/event (400 words required)
2. Describing 5 -10 images in different writing styles
3. Writing in 250 words about 10 different topics from day-to-day life and experiences.

### **Instructions:**

- Students can recall and note down 4 to 5 experiences, develop writing around the strongest idea.
- Picture selections should be thoughtful and must have a visual story.
- Language to be kept simple and reader-friendly with short sentences usage.

### **Development of Tabloid using concept, content, page layout**

1. Developing promotional content with a purpose of sale and brand awareness (200 words required)
2. Designing your writing with different layout styles
3. Creating a tabloid page with fresh and innovative content and suitable pictures

### **Instructions:**

- Students can focus on persuasive language and make it creative.
- Picture selections should be thoughtful and must have a visual appeal.
- Careful usage of keywords in brand awareness content.

### **References:**

1. **M. Clarke (2007). Verbalising the Visual: Translating art and design into words. Ava Publishing.**
2. **Marsh C, Guth D and Short B., (2008), "Strategic Writing: Multimedia Writing for Public Relations, Advertising and More (2nd Edition)", Pearson.**
3. **Pat Francis (2009). Inspiring Writing in Art and Design: Taking a Line for a Write. Intellect Books.**
4. **Onchera, P. O., and Manyasi, B. N. (2013). Functional writing skills for effective communication: Journal of Emerging Trends in Educational Research and Policy Studies, 4(6), 842-847.**

### **Online Tutorials**

**<https://openoregon.pressbooks.pub/aboutwriting/chapter/types-of-writing-styles/>** **<https://www.collegesidekick.com/study-guides/developmentalwriting/assignment-writing-process>**

<b>Course Title</b>	<b>Fabrics for Home, Fashion &amp; Apparel (Th/Pr)</b>
<b>Course Credits</b>	<b>2</b>
<b>Course Outcomes</b>	<b>After going through the course, learners will be able to</b>
	<b>1. Differentiate between fabric construction methods and composition of fabrics</b>
	<b>2. Classify fabrics according to patterns</b>
<b>Module 1 (Credit 1) – Introduction to fabrics and their applications</b>	
<b>Learning Outcomes</b>	<b>After learning the module, learners will be able to</b>
	<ul style="list-style-type: none"> <li>• <b>Differentiate between fabric construction methods and composition of fabrics</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Analyze fabrics and their suitability for a specific end-use</b></li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• <b>Identify and differentiate the different types of fabrics</b></li> <li>• <b>Fibers and their properties (natural and man-made)</b></li> <li>• <b>Fabric Construction Methods (Woven, Knit, Non-woven)</b></li>   <li>• <b>Fabric Analysis and classification for end-use</b></li> <li>• <b>Types of commonly used fabrics</b></li> <li>• <b>Characteristics and properties</b></li> <li>• <b>Application and end use (apparel sectors, home – bath and bedding, kitchen, soft furnishings)</b></li> </ul>
<b>Module 2 (Credit 1) – Understanding patterns and design</b>	
<b>Learning Outcomes</b>	<b>After learning the module, learners will be able to</b>
	<ul style="list-style-type: none"> <li>• <b>Identify and classify various ways in which a design or pattern can be implemented on a textile (integrated woven/knitted designs and surface patterns through prints/embroideries, etc.)</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Classify fabrics according to patterns</b></li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• <b>Definition of patterns</b></li> <li>• <b>Stripes</b></li> <li>• <b>Checks</b></li> <li>• <b>Woven patterns like chevron, hounds tooth, etc.</b></li> <li>• <b>Woven designs like Brocade, jacquard, damask, etc.</b></li> <li>• <b>Knit patterns like cable, rib, etc.</b></li> <li>• <b>Prints</b></li> <li>• <b>Embroideries</b></li> </ul>

	<ul style="list-style-type: none"><li>• <b>Identify suitable technique depending on the understanding of end-use of a product</b></li><li>• <b>Apparel – based on gender/age/utility</b></li><li>• <b>Home – based on use like sofa, curtain/sheer, bath, bedding, kitchen textiles, etc.</b></li></ul>
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**Assignments/Activities:**

1. Fabric Swatch book with classification, properties and applications

**References:**

1. Chan C., (2020), "Textilepedia", Fashionary
2. Willard d., (2012), "Fabrics A to Z", Stewart,Tabori & Chang Humphries M., (2009), "Fabric Glossary", Pearson/Prentice Hall
3. Ganderton L. and Watkinson A., (2008), "Curtains and Blinds", Ryland Peters & Small Ltd
4. Gedded-Brown L., (2006), "The Soft Furnishings Source Book", Ryland, Peters and Small Ltd
5. Adler D.S. and Adler R.D. (2005), "Swatches", Stewart,Tabori & Chan

<b>Course Title</b>	<b>History of Fashion (Th)</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Review the evolution of fashion and gain knowledge of fashion expression</li> </ul>
	<ul style="list-style-type: none"> <li>Recognize and explore global clothing cultures</li> </ul>
	<ul style="list-style-type: none"> <li>Describe the historical development of the modern fashion industry</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate effect of fashion to social life and its function in the historical process in 20th century</li> </ul>
<b>Module 1: Introduction to Clothing &amp; Western Cultures</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Review the evolution of fashion over time</li> </ul>
	<ul style="list-style-type: none"> <li>Get insight on the timelines of world fashion history</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze major fashion developments in the recent centuries.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Overview of clothing &amp; Clothing cultures from Indian &amp; Western context</li> <li>Tracing the timeline of Western cultures &amp; costumes – Ancient Egypt Ancient Greek Ancient Rome, Byzantine, Renaissance Baroque, Rococo,</li> <li>Evolution, decline, revival and most recent developments in Indian and western fashion</li> <li>History of fashion from 1900 – 2000 century</li> <li>Costumes of Recent Times</li> </ul>
<b>Module 2: Indian Costume History &amp; Timeline</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Review the historical costumes and design from the ancient time till date today</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the basic factors influencing fashion</li> </ul>
	<ul style="list-style-type: none"> <li>Recognize and learn about the traditional costumes of different states of India</li> </ul>

<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Introduction to the Indian Costumes – Pre-Historic Era Stone Age, Bronze Age</li> <li>• Early Historic Period – Vedic Period, Persian and Greek conquests, Maurya Empire</li> <li>• Male and female costumes, their specification, jewelry and accessories used</li> <li>• The Islamic Period – The Mughal Era, Post Mughal Period</li> </ul>
<b>Module 3: Pre &amp; Post-Modern Indian Costumes</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>• Develop the sketching skills for costumes from different regions of the world.</li> </ul>
	<ul style="list-style-type: none"> <li>• Describe the importance of Indian Costumes and use them in designing fashion designer wear.</li> </ul>
<b>Content Outline</b>	<p>Pre-Modern Costumes</p> <ul style="list-style-type: none"> <li>• Colonial era</li> <li>• British period: Costumes of Pre-independence and post-independence period.</li> <li>• Evolution of Khadi movement.</li> <li>• The Indian independence movement, Independence and partition</li> </ul> <p>Post Modern Costumes</p> <ul style="list-style-type: none"> <li>• Modern history</li> <li>• Changing scenario of Indian costumes and influence on present day clothing.</li> </ul>
<b>Module 4: Costume Drawings &amp; Understanding Contemporary Fashion</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>• Appreciate the historic costume</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze contemporary fashion &amp; eras that influence today's fashion.</li> </ul>
	<ul style="list-style-type: none"> <li>• Render the costumes incorporating designs, silhouettes and costumes styles</li> </ul>
	<ul style="list-style-type: none"> <li>• Draw Visual Illustrations of costume design for contemporary movies and drama</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• 21 st Century - Emergence of a new age in fashion</li> <li>• Role of Fashion Designers – focusing on individual expression/ signature style of the most prominent designers that influenced fashion in the last 50 years – (international &amp; national).</li> <li>• Period-based costume illustrations with rendering, mood boards &amp; inspiration boards</li> </ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Presentations on one male and one female costumes, their hair style, headgear and jewelry.

**OR**

Sketches of the costumes and hairstyles of ancient India -Indus valley, Vedic period (one male and one female).

2. Video assignments (brief documentaries)4. 1 Costume Doll making by selecting anyone - Periods / Cultures  
**OR**
3. Bollywood and 2 Hollywood period movies' critical reviews & innovative **presentations.**

**References:**

1. **Alkazi, R. (2011). Ancient Indian Costumes. Art Heritage**
2. **Biswas, A.(2017). Indian Costumes. Publication Division, Ministry of Information and Broadcasting.**
3. **Cosgrave, B. (2001). The Complete History of Costumes and Fashion. Facts on File Publisher.**
4. Laver, J. (2002). *Costume and Fashion*. Thames & Hudson.
5. **Peacock, J. (1991). The Chronicle of Western costume: from the ancient world to the late twentieth century. Thames & Hudson**
6. **Racinet, A. (1987). Racinet's Full-Color Pictorial History of Western Costume: With 92 Plates Showing Over 950 Authentic Costumes from the Middle Ages to 1800.**

<b>Course Title</b>	<b>Traditional Textiles of India (Th/Pr)</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>Analyze the unique characteristics, historical significance, and cultural relevance of various traditional textiles from different regions of India.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate the traditional techniques and processes involved in the creation of these textiles, including weaving, dyeing, printing, and embroidery.</li> </ul>
	<ul style="list-style-type: none"> <li>Examine the role of traditional textiles within the social, economic, and cultural contexts of Indian society, and its impact on community identity and heritage</li> </ul>
	<ul style="list-style-type: none"> <li>Propose strategies for the preservation and promotion of traditional textiles, considering sustainable practices and the contemporary challenges faced by artisans.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate practical skills in creating or replicating traditional textile designs through hands-on projects, integrating traditional methods with modern interpretations.</li> </ul>
<b>Module 1 (Credit 1) Introduction to Traditional Indian Textiles</b>	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>Define the various types of Traditional Indian Textiles and their historical origins.</li> <li>Differentiate between the textiles of different regions based on their techniques, materials, and motifs.</li> </ul>
Content Outline	<ul style="list-style-type: none"> <li>Introduction to Traditional Indian Textiles</li> <li>Overview of the historical development and cultural significance.</li> <li>Regional Textiles: Study of textiles from different regions (e.g., Banarasi, Kanjivaram, Patola, Phulkari, Bandhani, etc.).</li> </ul>
	<ul style="list-style-type: none"> <li>Materials and Techniques: Examination of the materials (e.g., silk, cotton, wool) and techniques (e.g., weaving, dyeing, embroidery) used.</li> </ul>
<b>Module 2 (Credit 1) Traditional Techniques in Textile Creation</b>	

Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>Analyze the traditional techniques used in the creation of these textiles, including weaving, dyeing, printing, and embroidery.</li> </ul>
	<ul style="list-style-type: none"> <li>Evaluate the influence of these techniques on contemporary fashion and design.</li> </ul>
Content Outline	<ul style="list-style-type: none"> <li>Weaving Techniques: Detailed study of various weaving methods (e.g., ikat, brocade, jacquard).</li> <li>Dyeing and Printing: Exploration of traditional dyeing (e.g., natural dyes, indigo) and printing techniques (e.g., block printing, tie-dye)</li> <li>Embroidery Styles: Examination of different embroidery styles (e.g., Chikankari, Zardozi, Kantha).</li> </ul>
<b>Module 3 (Credit 1) Socio-Economic and Cultural Contexts of Traditional Textiles</b>	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>Examine the socio-economic and cultural contexts of traditional textiles and their communities.</li> </ul>
	<ul style="list-style-type: none"> <li>Assess the impact of globalization and modernization on traditional textile practices and artisans.</li> </ul>
Content Outline	<ul style="list-style-type: none"> <li>Cultural Significance: Study the cultural symbolism and rituals associated with traditional textiles.</li> <li>Economic Aspects: Understand the role of traditional textiles in the local and national economy.</li> <li>Challenges and Opportunities: Discussion on the effects of globalization, technological advancements, and policy changes on traditional textile practices.</li> </ul>
<b>Module 4 (Credit 1) Integrating Traditional Textiles in Modern Design</b>	
	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>Propose innovative ways to integrate traditional textiles into modern fashion and design projects.</li> </ul>
	<ul style="list-style-type: none"> <li>Create original designs inspired by traditional textiles, applying learned techniques in a practical setting</li> </ul>
Content Outline	<ul style="list-style-type: none"> <li>Contemporary Applications: Exploration of how traditional textiles can be adapted for modern uses in fashion, interior design, and visual arts.</li> <li>Sustainable Practices: Study of sustainable and ethical practices in the preservation and promotion of traditional textiles.</li> <li>Practical Projects: Hands-on projects that involve creating designs inspired by traditional textiles.</li> </ul>

## **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. **Study:** Undertake an in-depth study on a specific traditional textile, exploring its history, production techniques, and cultural significance.
2. **Practical Workshop:** Engage in a hands-on workshop to learn and practice a traditional textile technique such as block printing or embroidery.
3. **Design Assignment:** Design a contemporary piece inspired by a traditional textile, utilizing acquired techniques, and compile a detailed project report on the design process and outcomes.
4. **Exhibition Design:** Create a concept for an exhibition that features traditional textiles, focusing on visual merchandising and spatial design elements.

## **References:**

- i. **Chattopadhyaya, K. (1995). Textile Design. Indian Council for Cultural Relations. ISBN 9788123010403.**
- ii. **Jaitly, J. (2012). Textile Design. Niyogi Books. ISBN 9789381523194.**  
**Karolia, A. (2019). Textile Design. Niyogi Books. ISBN 9789386906954.**
- iii. Kumar, R. (2012). *Costume and Textile Designs of India*. Om Books International. ISBN 9789380070206.
- iv. Murphy, V. (2015). *The Fabric of India*. V&A Publishing. ISBN 9781851778539.
- v. **Ranjan, M. P., & Ranjan, A. (2007). Handmade in India: Crafts of India. Council of Handicraft Development Corporations. ISBN 9788174363988.**
- vi. **Saraf, D. N. (1982). Textile Design. Vikas. ISBN 9780706905245.**

<b>Course Title</b>	<b>Jewelry Essentials (TH /PR)</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>Analyze the different types of jewelry and their historical and cultural significance.</li> </ul>
	<ul style="list-style-type: none"> <li>Analyze the jewelry making tools and materials safely and effectively.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate fundamental techniques such as sawing, filing, soldering, and polishing.</li> </ul>
	<ul style="list-style-type: none"> <li>Design original jewelry pieces using various materials.</li> </ul>
<b>Module 1 (Credit 1) History of Jewelry and Fundamentals of Jewelry</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>Analyze significance of jewelry history, including its roles in religion, fashion, status, and adornment. Explore how historical jewelry styles and motifs continue to influence contemporary jewelry design</li> </ul>
	<ul style="list-style-type: none"> <li>Develop observational skills for accurately depicting three- dimensional objects in drawings.</li> <li>Explore motifs inspired by nature, geometry, culture, and historical references.</li> <li>Demonstrate the skills in depicting surface textures, reflections, and highlights to enhance the realism of jewelry renderings.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>History of Indian and western jewelry</li> <li>Basic line and object drawing</li> <li>Motif Creation &amp; design pattern using principles</li> <li>Shading &amp; Rendering</li> <li>Design ring pendants, earring and necklace.</li> </ul>
<b>Module 2 (Credit 1) Introduction of Tools, Vernier Caliper, Formulas &amp; Practice</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>Describe common tools and equipment used in jewelry making, including hand tools, bench tools, and machinery</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate the skills for marking in jewelry making to achieve precise and accurate results.</li> </ul>
	<ul style="list-style-type: none"> <li>Practice soldering exercises such as butt joints, T-joints, and lap joints to develop proficiency in soldering techniques</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate proper handling and usage of tools, emphasizing safety practices such as wearing protective gear and handling tools with care.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate proper techniques for using the Vernier caliper to measure dimensions of objects accurately.</li> </ul>
	<ul style="list-style-type: none"> <li>Rise or lower the karat value on the properties and characteristics of the resulting alloy.</li> </ul>

	<ul style="list-style-type: none"> <li>Define the Principles of melting metal and the different methods used in jewelry making, including torch melting, crucible melting, and casting.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Introduction to Tools, Safety Precautions &amp; Workshop</li> <li>Orientation of Vernier Caliper</li> <li>Calculation of raising and lowering the karat</li> <li>Introduction to melting</li> </ul>
<b>Module 3 (Credit 1) Introductions of machine &amp; Basic Manufacturing Exercise</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Identify and describe common types of settings including prong, bezel, pave, channel, and tension settings.
	<ul style="list-style-type: none"> <li>Explain the history and significance of enameling in jewelry making.</li> <li>Analyze the materials and tools required for enameling.</li> <li>Demonstrate basic enameling techniques including preparation, application, and firing.</li> <li>Demonstrate proper polishing techniques to achieve smooth and reflective surfaces. Apply finishing techniques such as patination or oxidation to enhance the appearance of jewelry pieces.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Introduction of different types of Setting</li> <li>Enameling</li> <li>Polishing and finishing (chain and band ring)</li> <li>Introduction of gemstones &amp; diamond</li> </ul>
<b>Module 4 (Credit 1) Design and Concept Development</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	<ul style="list-style-type: none"> <li>Develop Design concept in jewelry making.</li> <li>Demonstrate proficiency in sketching jewelry designs using traditional and digital drawing techniques.</li> <li>Identify and explore potential themes, concepts, or narratives for a jewelry collection.</li> <li>Present a collection of jewelry pieces in a professional and compelling manner.</li> </ul>
<b>Content Outline</b>	<b>Project Work - Design and Concept Development</b> <ul style="list-style-type: none"> <li>Sketching and planning</li> <li>Developing a collection</li> <li>Presentation techniques</li> </ul>

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Rendering pearls, cabochons, and beads is an essential skill for jewelry designers. Assessment will focus on your ability to accurately depict these elements through drawing.
2. The modern-day cuff bracelet is an open or closed rigid bracelet. On ones which are open, each end often has a ball so that the bracelet stays secure around your wrist. A totally closed bracelet can be snapped shut or you simply have to slide it onto your wrist.
3. Draw different shapes with facets. A diamond cut is a style or faceting

used when shaping a diamond Single & Double brilliant cut as well as fancy shaped diamonds. Study of More Information About Different Types of Gem Cuts and Shapes.

4. Basic Manufacturing exercise ( 8 Exercise for each student in brass, copper and silver)
5. Project Work Design, Concept, Final Product development.

#### **References:**

- 1. Crowe, J. (2006). The jeweler's directory of gemstones: A complete guide to appraising and using precious stones from cut and color to shape and settings. Firefly Books.**
2. "McCreight, T. (2010). *The complete metalsmith: An illustrated handbook* (20th anniversary ed.). Davis Publications.
- 3. Mentock, D. (2014). The jewelry maker's design book: An alchemy of objects. Snyder, J. B. (2004). Art jewelry today. Schiffer Publishing.**
4. Untracht, O. (1982). *Jewelry concepts & technology*. Doubleday, North Light Books.

<b>Course Title</b>	<b>Fashion Photography (Pr)</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>Analyze the historical and contemporary contexts of Fashion Photography</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate the technical skills in camera operation, lighting, and post-processing</li> </ul>
	<ul style="list-style-type: none"> <li>Conceptualize professional-level fashion shoots</li> </ul>
<b>Module 1: Introduction to Fashion Photography</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Critique on historical evolution of fashion photography and key milestones in its development.</li> <li>Analyze the contributions of significant fashion photographers and how they influenced the industry.</li> <li>Analyze the impact of cultural and social trends on the styles and themes prevalent in fashion photography</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Origins and key milestones of historical evolution of fashion photography.</li> <li>Influence of fashion designers and discussion on early photographers and technological advancements.</li> <li>Overview of Pioneering Photographers and their styles.</li> <li>Contributions of contemporary photographers.</li> <li>Influence on contemporary fashion photography.</li> </ul>
<b>Module 2: Technical Skills in Fashion Photography</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Apply mobile photography techniques and equipment used for fashion photography, including cameras, lenses, and lighting tools.</li> <li>Explore various mobile photography apps for editing and enhancing fashion photographs.</li> <li>Implement basic understanding of essential DSLR camera settings (aperture, shutter speed, and ISO) and their applications in fashion photography.</li> <li>Explore DSLR camera settings, including exposure triangle, and explore their creative applications in fashion photography.</li> <li>Demonstrate the skills of post-processing techniques to enhance and refine fashion images, maintaining a balance between enhancement and authenticity</li> </ul>

<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Analysis of the exposure triangle and in-depth exploration of aperture, shutter speed, and ISO.</li> <li>• Hands-on practice with mobile camera advanced settings.</li> <li>• Study of lighting types (natural, studio, and artificial).</li> <li>• Characteristics of various lenses (prime, zoom, wide-angle).</li> <li>• Overview of necessary equipment like aperture, shutter speed, and ISO.</li> <li>• Composition, Lighting, and Stylistic Elements in Fashion Photography.</li> <li>• Post-processing tools in Fashion Photography (free source software's).</li> </ul>
<b>Module 3: Conceptualizing and Planning Fashion Shoots</b>	
<b>Learning Outcomes</b>	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> <li>• Explore the innovative and cohesive concepts for fashion shoots drawing inspiration from various sources such as fashion trends, art, and cultural influences.</li> <li>• Use comprehensive pre-production materials, including mood boards, shot lists, and storyboards, that effectively communicate the visual direction and narrative of a fashion shoot.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Importance of creative concepts for generating innovative ideas.</li> <li>• Creating effective mood boards and storyboards for visual storytelling.</li> <li>• Techniques for professional presentations.</li> </ul>
<b>Module 4: Fashion Photography in the Digital Age</b>	
<b>Learning Outcomes</b>	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> <li>• Explore the digital media platforms, such as social media and online portfolios, to promote and showcase fashion photography work <ul style="list-style-type: none"> <li>• Apply strategies to effectively leverage digital media platforms to increase visibility, reach target audiences, and build a personal brand as a fashion photographer</li> <li>• Analyze potential impact of new trends and technologies on the future of fashion photography</li> </ul> </li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Role of digital media in fashion photography.</li> <li>• Application of Digital Platforms (Instagram, Facebook, online portfolios).</li> <li>• Creating and curating an online portfolio.</li> <li>• Techniques for compelling social media content with the photographs.</li> <li>• Develop a digital media strategy</li> <li>• Creative Presentation of Fashion Photography as Portfolio.</li> </ul>

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

1. Use mobile photography techniques to capture a fashion image shoot. Make use of smartphone apps for image editing and enhancement. Submit a portfolio of five to seven edited mobile device photos.
2. Plan a product photography-focused photo session in a stylish setting. Use the lighting, composition, and positive and negative space principles you've studied to present products in an effective manner.

3. Plan the outdoor fashion shoot considering natural lighting, location, and environmental factors. Write a 500-word reflective essay discussing the challenges and successes of shooting outdoors, including the impact of natural lighting and location on the final images and submit a portfolio with 5-7 images.
4. Arrange the photographs in creative layouts and make portfolio.

**References:**

1. **Bruce Smith, (2022), "Fashion Photography: The Ultimate Guide to Styling, Shooting, and Image Making" Routledge, ISBN: 978-1138564891**
2. **Eliot Siegel, (2022), "The Fashion Photography Course: First Principles to Successful Shoot" Ilex Press, ISBN: 978-1781578584**
3. **Eugénie Shinkle, (2023), "Fashion Photography: The Story in 180" MIT Press, ISBN: 978- 0262046713**
4. **John Child, (2023), "Lighting for Photographers: An Introduction to Studio Lighting" Taylor & Francis, ISBN: 978-0367757602**
5. **Peterson Bryan, (2016), "Understanding Exposure" Amphoto Books, ISBN: 978- 1607748502**
6. **Zena Holloway, (2022), "The Complete Guide to Fashion Photography" Laurence King**
7. **Publishing, ISBN: 978-1786279745**

<b>Course Title</b>	<b>Writing Skills</b>
<b>Course Credits</b>	4 (Four)
<b>Course Outcomes</b>	<i>After going through the course, learners will be able to</i>
	<ul style="list-style-type: none"> <li>• Demonstrate their language skills for an enhanced reading experience</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and use different language basics – parts of speech, grammatical and sentence structures</li> </ul>
	<ul style="list-style-type: none"> <li>• Challenge preconceived assumptions and biases in writing and ideate creatively</li> </ul>
<ul style="list-style-type: none"> <li>• Explore their writing skills in all creative domains – essays, paragraphs, social media, online content creation</li> </ul>	
<b>Module 1 (Credit 1): Writing Introduction &amp; Ideation Development</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>• Identify the key components of introductory, body and concluding paragraphs</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze narrative, descriptive, and expository content types using critical reading skills and evaluates and simplify them</li> </ul>
<b>Content Outline</b>	<p><b>Power of description and how Idea works as the defining difference between humans and other species.</b></p> <ul style="list-style-type: none"> <li>• The concept of ideas – from fire to fashion the evolution of ideas – from mundane everyday ideas</li> <li>• Elements of writing</li> <li>• Importance of Title / Heading (The hook)</li> <li>• Opening Lines and introduction</li> <li>• Writing dialogues, poetry styles</li> <li>• Writing the main body and the endgame</li> <li>• Writing short stories, developing plot and characters</li> </ul>
<b>Module 2 (Credit 2): Specialized and Promotional Writing</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>• Create persuasive writing styles effectively</li> </ul>
	<ul style="list-style-type: none"> <li>• Structure paragraphs using different patterns of development to facilitate a clear flow of ideas</li> </ul>

<b>Content Outline</b>	<p><b>Working on Article on Different Themes</b></p> <ul style="list-style-type: none"> <li>● Power of themes and their influence on readers</li> <li>● Framework study and analysis</li> <li>● Selecting simple scenes –</li> <li>● Descriptive scenes</li> <li>● Fantasy scenes</li> <li>● Humorous scenes</li> <li>● Horror scenes,</li> <li>● Romantic scenes</li> <li>● Sad / Emotional scenes</li> </ul> <p><b>Developing content along with Layouts</b></p> <ul style="list-style-type: none"> <li>● Designing and creating leaflets / mastheads / tabloid promotional page</li> <li>● Fashion and lifestyle product description writing</li> <li>● Developing content and elaborate writing with keywords</li> </ul>
<b>Module 3 (Credit 3): Specialized and Promotional Writing</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>● Develop a critical appreciation of different writing styles</li> </ul>
	<ul style="list-style-type: none"> <li>● Recognize the importance of tonality, limitations and opportunities in each media</li> </ul>
<b>Content Outline</b>	<p><b>Fashions have largely shaped through language as writings probe clothing’s promotion, and set narratives.</b></p> <ul style="list-style-type: none"> <li>● Specialized writing : fashion and aspects of advertising and marketing</li> <li>● Writing for business communications, brand promotion</li> <li>● Fashion and lifestyle writing for newspapers, tabloids</li> </ul>
<b>Module 4: (credit 4) Enhancing Writing with Creative Layouts</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>● Effectively structure thoughts, themes and ideas</li> </ul>
	<ul style="list-style-type: none"> <li>● Explore promotional and specialized writing for fashion media organizations</li> </ul>
<b>Content Outline</b>	<p><b>Developing content along with Layouts</b></p>
	<ul style="list-style-type: none"> <li>● Designing and creating leaflets / mastheads / tabloid promotional page</li> <li>● Fashion and lifestyle product description writing</li> <li>● Developing content and elaborate writing with keywords</li> </ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

## **Individual presentations of writings**

1. A manifest, about your first fashion memory, was it a photograph, a video, a sound or a fashion show (400 words required)
2. Describing 5 -10 images in different writing styles
3. Writing in 250 words about 10 different topics from day-to-today life and experiences.

### Instructions:

1. Students can recall and note down 4 to 5 experiences, develop writing around the strongest idea.
2. Picture selections should be thoughtful and must have a visual story.
3. Language to be kept simple and reader-friendly with short sentences usage.

## **Development of Tabloid using concept, content, page layout**

4. Developing promotional content with a purpose of sale and brand awareness (200 words required)
5. Designing your writing with different layout styles
6. Creating a tabloid page with fresh and innovative content and suitable pictures

### Instructions:

1. Students can focus on persuasive language and make it creative.
2. Picture selections should be thoughtful and must have a visual appeal.
3. Careful usage of keywords in brand awareness content.

## **References:**

1. Pat Francis (2009). Inspiring Writing in Art and Design: Taking a Line for a Write. Intellect Books.
2. M. Clarke (2007). Verbalising the Visual: Translating art and design into words. Ava Publishing.
3. Marsh C, Guth D and Short B., (2008), "Strategic Writing: Multimedia Writing for Public Relations, Advertising and More (2nd Edition)", Pearson.

<b>Course Title</b>	<b>History of Fashion (OEC)</b>
<b>Course Credits</b>	4 (Four)
<b>Course Outcomes</b>	<p><i>After going through the course, learners will be able to</i></p> <ol style="list-style-type: none"> <li>1. Understand the evolution of fashion and gain knowledge of fashion expression</li> <li>2. Recognize and explore global clothing cultures</li> <li>3. Acquire an effective ability to understand the historical development of the modern fashion industry</li> <li>4. Evaluate effect of fashion to social life and its function in the historical process in 20th century</li> </ol>
<b>Module 1: Introduction to Clothing &amp; Western Cultures</b>	
<b>Learning Outcomes</b>	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> <li>• Understand the evolution of fashion over time</li> <li>• Get insight on the timelines of world fashion history</li> <li>• Acquire knowledge on major fashion developments in the recent centuries.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Understanding clothing &amp; Clothing cultures from Indian &amp; Western context</li> <li>• Tracing the timeline of Western cultures &amp; costumes – Ancient Egypt Ancient Greek Ancient Rome, Byzantine, Renaissance Baroque, Rococo,</li> <li>• Evolution, decline, revival and most recent developments in Indian and western fashion</li> <li>• History of fashion from 1900 – 2000 century</li> <li>• Costumes of Recent Times</li> </ul>
<b>Module 2: Indian Costume History &amp; Timeline</b>	
<b>Learning Outcomes</b>	<p><i>After learning the module, learners will be able to</i></p> <ul style="list-style-type: none"> <li>• Understand the historical costumes and design from the ancient time till date today.</li> <li>• Get acquainted with the basic factors influencing fashion.</li> <li>• Recognize and learn about the traditional costumes of different states of India</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Introduction to the Indian Costumes – Pre Historic Era Stone Age, Bronze Age</li> <li>• Early Historic Period – Vedic Period, Persian and Greek conquests, Maurya Empire</li> <li>• Male and female costumes, their specification, jewelry and accessories used</li> <li>• The Islamic Period – The Mughal Era, Post Mughal Period</li> </ul>

<b>Module 3: Pre &amp; Post-Modern Indian Costumes</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Practice the sketching skills for costumes from different regions of the world.</li> </ul>
	<ul style="list-style-type: none"> <li>Familiarize with the importance of Indian Costumes and use them in contemporary designing.</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Colonial era</li> <li>British period: Costumes of Pre-independence and Post-independence period.</li> <li>Evolution of Khadi movement.</li> <li>The Indian independence movement, Independence and partition</li> <li>Modern history</li> <li>Changing scenario of Indian costumes and influence on present day clothing.</li> </ul>
<b>Module 4: Costume Drawings &amp; Understanding Contemporary Fashion</b>	
<b>Learning Outcomes</b>	<i>After learning the module, learners will be able to</i>
	<ul style="list-style-type: none"> <li>Develop a sense of appreciation for the historic costume</li> </ul>
	<ul style="list-style-type: none"> <li>Identify and analyze contemporary fashion &amp; eras that influence today's fashion.</li> </ul>
	<ul style="list-style-type: none"> <li>Sketch, render and incorporate designs, silhouettes and costumes styles</li> </ul>
	<ul style="list-style-type: none"> <li>Depict the same to evaluate and understand costume design for contemporary movies and drama</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>21 st Century - Emergence of a new age in fashion</li> <li>Role of Fashion Designers – focusing on individual expression/signature style of the most prominent designers that influenced fashion in the last 50 years – (international &amp; national).</li> <li>Period-based costume illustrations with rendering, mood boards &amp; inspiration boards</li> <li>Period movie analysis and review, both Bollywood and Hollywood</li> </ul>

## **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

**Assignment 1:** Classroom interactive presentations of 2 (two) case studies

**Assignment 2:** 2 Presentations on one male and one female costumes, their hair style, headgear and jewelry.

**Assignment 3:** Sketching of the 2 costumes and 2 hairstyles of ancient India -Indus valley, Vedic period (one male and one female).

**Assignment 4:** Video assignments (brief documentaries)

**Assignment 5:** 1 Costume Doll making by selecting any one - Periods / Cultures

**Assignment 6:** 2 sessions of group discussions of various periods

**OR**

**Assignment 7:** Review 2 Indian period movies, critical analysis & innovative presentations.

## **References:**

1. Alkazi, R. (2011). **Ancient Indian Costumes.**
2. Biswas, A. (2017). **Indian Costumes. Publication Division, Ministry of Information and Broadcasting.**
3. Cosgrave, B. (2001). **The Complete History of Costumes and Fashion. Facts on File Publisher.** Laver, J. (2002). *Costume and Fashion.* Thames & Hudson.
4. Peacock, J. (1991). **The Chronicle of Western costume: from the ancient world to the late twentieth century.**
5. Racinet, A. (1987). **Racinet's Full-Color Pictorial History of Western Costume: With 92 Plates Showing Over 950 Authentic Costumes from the Middle Ages to 1800.**

