



B.Sc. Animation

Curriculum and Syllabus

Regulations 2021

Based on Choice Based Credit System (CBCS)

And

Learning Outcomes based Curriculum Framework (LOCF)

Effective from the Academic year

2021-2022

Department of Animation

School Mass Communication

VISION AND MISSION OF THE DEPARTMENT

Vision:

To be the leading program that provides Animation Knowledge and produces highly professional Industry oriented Designer, Animators & Artists.

Mission:

The mission of the Animation program at VISTAS is to maintain a high-quality study plan that delivers state-of-the-art knowledge and hands-on training in the Animation Industry. Also, emphasize excellence in teaching and partnership with industry. The program should enable students to achieve mastery in the area of Graphic Design, 2D Animation, 3D Animation, Motion graphics, Visual Effects and Game design. Correspondingly the program should graduate qualified professionals in the field of Graphic, Animation and Visual Effect, who are ready to compete and satisfy the production needs.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

- PEO1.** Have strong foundations in creative, analytical, and technical fundamentals necessary to formulate, analyze and solve communication problems.
- PEO2.** Have an exposure to a variety of Animation Industries, Such as, 2D& 3D production, Graphic Design & Visual Effects in a competitive Digital Media environment.
- PEO3.** Demonstrate the impact of media on the society along with ethical, social, and professional responsibilities/implications of their work.
- PEO4.** Have strong communication skills, ability to work in multicultural contexts and to work effectively in multidisciplinary teams.
- PEO5.** Engage life-long learning to become successful in their professional work.

PROGRAMME OUTCOME (PO)

The Mass Communication Program prepares students to be able to do the following:

- PO1:** To demonstrate effective speaking, effective writing and listening skills for communication in personal, public, and media areas.
- PO2:** Obtain a significant knowledge on fundamental and advanced aspects of interactive websites, mobile platforms, and other methods including motion graphics (animation), video and informational graphics.
- PO3:** To demonstrate the ability to understand the media critically and recognize how media shapes and is shaped by politics, society, culture, economics, and daily lives.
- PO4:** Gain insight into the various aspects of script writing, storyboard, art direction and editing.
- PO5:** To demonstrate an understanding of the roles of communication in fostering interaction and interdependence across gender, race, and culture.
- PO6:** Enter as 2D artist, 3D Modeler, VFX Artist, Storyboard Designer, Graphic Designer, Web Designer and Game Designer.

PROGRAMME SPECIFIC OUTCOME (PSO)

Students who graduate with a Bachelor of Animation will:

PSO1: Obtained a significant knowledge on fundamentals and advanced in Drawing, Graphic Design, VFX, 2D & 3D Animation.

PSO2: Gain knowledge of developing story boards for any given concept aspects of drawing and Anatomy study.

PSO3: Gain in-depth knowledge on pre-production and post-production process in 2D&3D Animation Film Making.

PSO4: Gain insight into the various aspects of script writing, direction, and editing.

PSO5: Assimilate technical skills on 2D&3D Animation, Photography, cinematography, audio editing and video Editing.

BOARD OF STUDIES (BOS) MEMBERS

S.No	Name	Affiliation	Role
1	Dr.P Sri Jothi	Associate Professor and Head Department of Visual Communication School of Mass Communication Vels Institute of Science Technology and Advanced Studies, Pallavaram, Chennai-600 117	Chair Person
2	Mr.P. Natarajan	Assistant Professor and Head SRM Arts and Science College, Kattangulathur. Chennai.	External Expert
3	Mr.M. M. Rengasamy	Film Maker, Chennai.	External Expert
4	Ms. Sruthi Nair	Simply Sruthi, YouTube Channel Entrepreneur	Alumni Member
5	Mr S Kalaiselvan	Assistant Professor and Head Department of Animation School of Mass Communication Vels Institute of Science Technology and Advanced Studies, Pallavaram, Chennai-600 117	Internal Member
6	Mrs.Mary Genila	Assistant Professor Department of Visual Communication School of Mass Communication Vels Institute of Science Technology and Advanced Studies, Pallavaram, Chennai-600 117	Internal Member
7	Dr.Chitramai	Assistant Professor Department of Visual Communication School of Mass Communication Vels Institute of Science Technology and Advanced	Internal Member

		Studies, Pallavaram, Chennai-600 117	
8	Mr.Kalimuthu	Assistant Professor Department of Visual Communication School of Mass Communication Vels Institute of Science Technology and Advanced Studies, Pallavaram, Chennai-600 117	Internal Member
9	Mr.Branesh A K	Assistant Professor Department of Visual Communication School of Mass Communication Vels Institute of Science Technology and Advanced Studies, Pallavaram, Chennai-600 117	Internal Member

**VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES
(VISTAS), CHENNAI -600117**

CHOICE BASED CREDIT SYSTEM (CBCS)

And

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)

UG REGULATIONS 2021

B.Sc. Animation

Common to All Under Graduate Full-Time Programmes

(Applicable to all the candidates admitted from the academic year 2021-22 onwards)

1. DURATION OF THE PROGRAMME

- 1.1. Three years (six semesters)
- 1.2. Each academic year shall be divided into two semesters. The odd semesters shall consist of the period from July to November of each year and the even semesters from January to May of each year.
- 1.3 There shall be not less than 90 working days for each semester.

2. ELIGIBILITY FOR ADMISSION

- 2.1. Candidates for admission to the first year of the Bachelor Degree shall be required to have passed the higher secondary Examinations (Academic or Vocational Stream) conducted by the Government of Tamil Nadu or an Examination accepted as equivalent thereof by Vels Institute of Science, Technology and Advanced Studies provided that candidates for admission into the specific Main Subject of Study shall also possess such other qualifying conditions as may be prescribed by the Institute.

3. MEDIUM OF INSTRUCTION

The medium of instruction for all UG program is English excluding Tamil, Hindi and French Language Papers

4. CREDIT REQUIRMENTS AND ELIGIBILITY FOR AWARD OF DEGREE

A Candidate shall be eligible for the award of Degree only if he/she has undergone the prescribed course of study in VISTAS for a period of not less than three academic years and passed the examinations of all

the prescribed courses of Six Semesters earning a minimum of 140 credits as per the distribution given in for Part I, II, III and also fulfilled such other conditions as have been prescribed thereof.

5. COURSE

Each course / subject is to be designed under lectures / tutorials / laboratory or field work / seminar / practical training / Assignments / Term paper or Report writing etc., to meet effective teaching and learning needs.

6. COURSE OF STUDY AND CREDITS

The Course Components and Credit Distribution shall consist of Part I, II & III:

The UG programme consists of a number of courses. The term ‘course’ is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a ‘paper’ in the conventional sense. The following are the various categories of courses suggested for the UG programmes.

Part I – Language Courses (LC) (any one of Tamil, Hindi, French or special subject designed in lieu of the above).

Part II – English Language courses (ELC) or special subject designed in lieu of.

The Language courses and English Language Courses are 4 each / 2 each in number and the LC and ELC are meant to develop the student’s communicative skill at the UG level.

Part III – Core courses major courses that compulsorily required for each of the programme of study (CC), Ability Enhancement Course (AHC), Discipline Specific Elective Course (DSE) and Skill Enhancement Course (SEC).

For each course, credit is assigned based on the following:

Contact hour per week CREDITS

1 Lecture hour - 1 Credit

1 Tutorial hour - 1 Credit

2 Practical hours - 1 Credit

(Laboratory / Seminar / Project Work / etc.)

7. REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTER

7.1. **Eligibility:** Students shall be eligible to go to subsequent semester only if they earn sufficient attendance as prescribed therefor by the Board of Management from time to time.

- 7.2. **Attendance:** All Students must earn 75% and above of attendance for appearing for the University Examination. (Theory/Practical)
- 7.3. **Condonation of shortage of attendance:** If a Student fails to earn the minimum attendance (Percentage stipulated), the HODs shall condone the shortage of attendance on medical grounds up to a maximum limit of 10% (i.e. between 65% and above and less than 75%) after paying the prescribed fee towards the condonation of shortage of attendance. The students with attendance of less than 65 and more than 50% shall be condoned by VC on the recommendation of HODs on genuine grounds, will be permitted to appear for the regular examination on payment of the prescribed condonation fee.
- 7.4. **Detained students for want of attendance:** Students who have earned less than 50% of attendance shall be permitted to proceed to the next semester and to complete the Program of study. Such Students shall have to repeat the semester, which they have missed by rejoining after completion of final semester of the course, by paying the fee for the break of study as prescribed by the University from time to time.
- 7.5. **Transfer of Students and Credits:** The strength of the credits system is that it permits inter Institutional transfer of students. By providing mobility, it enables individual students to develop their capabilities fully by permitting them to move from one Institution to another in accordance with their aptitude and abilities.
- 7.5.1. Transfer of Students is permitted from one Institution to another Institution for the same program with same nomenclature, provided, there is a vacancy in the respective program of Study in the Institution where the transfer is requested.
- 7.5.2. The marks obtained in the courses will be converted into appropriate grades as per the University norms.
- 7.5.3. The transfer students are not eligible for Ranking, Prizes and Medals.
- 7.5.4. Students who want to go to foreign Universities up to two semesters or Project Work with the prior approval of the Departmental / University Committee are allowed to transfer of their credits. Marks obtain in the courses will be converted into Grades as per the University norms and the students are eligible to get CGPA and Classification.

8. EXAMINATION AND EVALUATION

8.1. EXAMINATION:

- i) There shall be examinations at the end of each semester, for odd semesters in the month of October / November, for even semesters in April / May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed courses in the subsequent examinations to be held in October / November or April / May.
- ii) A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- iii) The results of all the examinations will be published through University Website. In the case of passed out candidates, their arrear results, will be published through University Website.

8.2 To Register for all subjects: Students shall be permitted to proceed from the First Semester up to Final Semester irrespective of their failure in any of the Semester Examination, except for the shortage of attendance programs. For this purpose, Students shall register for all the arrear subjects of earlier semesters along with the current (subsequent) Semester Subjects.

8.3. Marks for Continuous Internal Assessment (CIA) Examinations and End Semester Examinations (ESE) for PART I, II, III

8.3.1 There shall be no passing minimum for Continuous Internal Assessment (CIA) Examinations.

8.3.2 For End Semester examination, passing minimum shall be 40% (Forty Percentage) of the maximum marks prescribed for the Course/Practical/Project and Viva-Voce.

8.3.3 In the aggregate (CIA and ESE) the passing minimum shall be of 40%.

8.3.4. He / She shall be declared to have passed the whole examination, if he/she passes in all the courses wherever prescribed in the curriculum by earning 140 CREDITS in Part I, II, III.

9. Question Paper Pattern for End Semester Examination

SECTION – A 10 questions 10 X 2 = 20 Marks

SECTION – B 5 questions either or pattern X 16 = 80 Marks

Total 100 Marks

QUESTION PAPER FOR PRACTICALS

The External examiner will prepare a question paper on the spot from the syllabus prescribed and supplied by the Controller's Office.

10. SUPPLEMENTARY EXAMINATION: Supplementary Examinations are conducted for the students who appeared in the final semester examinations. Eligible criteria for appearing in the Supplementary Examinations are as follows:

10.1. Eligibility: A Student who is having a maximum of two arrear papers is eligible to appear for the Supplementary Examination.

10.2. Non-eligibility for those completed the program: Students who have completed their Program duration but having arrears are not eligible to appear for Supplementary Examinations.

11. RETOTALLING, REVALUATION AND PHOTOCOPY OF THE ANSWER SCRIPTS:

11.1. Re-totalling: All UG Students who appeared for their Semester Examinations are eligible for applying for re-totalling of their answer scripts.

11.2. Revaluation: All current batch Students who have appeared for their Semester Examinations are eligible for Revaluation of their answer scripts. Passed out candidates are not eligible for Revaluation.

11.3. Photocopy of the answer scripts: Students who have applied for revaluation can download their answer scripts from the University Website after fifteen days from the date of publication of the results.

12. The examination and evaluation for MOOCs will be as per the requirements of the regulatory bodies and will be specified at the beginning of the Semester and notified by the university NPTEL-SWAYAM Coordinator (SPOC).

13. CLASSIFICATION OF SUCCESSFUL STUDENTS

13.1. PART I TAMIL / OTHER LANGUAGES; PART II ENGLISH AND PART III CORE SUBJECTS, ALLIED, ELECTIVES COURSES AND PROJECT: Successful Students passing the Examinations for the Part I, Part II and Part III courses and securing the marks

- a) CGPA 9.00 to 10.00 shall be declared to have passed the examination in **First class with Outstanding**.
- b) CGPA 7.50 to 8.99 shall be declared to have passed the examination in **First class with distinction**.
- c) CGPA 6.00 to 7.49 shall be declared to have passed the examination in **First Class**.
- d) CGPA 5.00 to 5.99 in the aggregate shall be declared to have passed the examination in the **SECOND** Class.
- e) CGPA 4.00 to 4.99 shall be declared to have passed the examination in the **THIRD** Class.

14. MARKS AND GRADES: The following table shows the marks, grade points, letter grades and classification to indicate the performance of the Student:

14.1. Computation of Grade Point Average (GPA) in a Semester, Cumulative Grade Point Average (CGPA) and Classification

GPA for a Semester: $= \sum_i C_i G_i \div \sum_i C_i$ That is, GPA is the sum of the multiplication of grade points by the credits of the courses divided by the sum of the credits of the courses in a semester.

Where, C_i = Credits earned for course i in any semester,

G_i = Grade Points obtained for course i in any semester

n = Semester in which such courses were credited.

CGPA for the entire programme: $= \sum_n \sum_i C_{ni} G_{ni} \div \sum_n \sum_i C_{ni}$ That is, CGPA is the sum of the multiplication of grade points by the credits of the entire programme divided by the sum of the credits of the courses of the entire programme

Grade Conversion Table - UG			
Range of Marks	Grade Points	Letter Grade	Description
90 - 100	10	O	Outstanding
82 - 89	9	A+	Excellent
75 - 81	8	A	Very Good
67 - 74	7	B+	Good
60 - 66	6	B	Above Average
50 - 59	5	C	Average
40 - 49	4	D	Minimum for pass
0 - 39	0	RA	Reappear
		AAA	Absent

14.2.Letter Grade and Class CGPA

Overall Performance - UG		
CGPA	GRADE	CLASS
4.00 - 4.99	D	Third Class
5.00 - 5.99	C	Second Class
6.00 - 6.69	B	First Class
6.70 - 7.49	B+	
7.50 - 8.19	A	First Class with Distinction*
8.20 - 8.99	A+	
9.00 - 10.00	O	First Class - Outstanding*

The Students who have passed in the first appearance and within the prescribed semester of the UG Programme (Major, Allied and Elective courses only) are eligible.

15. RANKING

- Students who pass all the examinations prescribed for the Program in the FIRST APPEARANCE ITSELF ALONE are eligible for Ranking / Distinction.
- In the case of Students who pass all the examinations prescribed for the Program with a break in the First Appearance are only eligible for Classification.
- Students qualifying during the extended period shall not be eligible for RANKING.

16. MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMS TO QUALIFY FOR A DEGREE

16.1. A Student who for whatever reasons is not able to complete the programs within the normal period (N) or the Minimum duration prescribed for the programme, may be allowed two years period beyond the normal period to clear the backlog to be qualified for the degree. (Time Span = $N + 2$ years for the completion of programme)

16.2. In exceptional cases like major accidents and child birth an extension of one year considered beyond maximum span of time (Time Span= $N + 2 + 1$ years for the completion of programme).

17. REVISION OF REGULATIONS, CURRICULUM AND SYLLABI

The University may from time-to-time revise, amend or change the Regulations, Curriculum, Syllabus and Scheme of examinations through the Academic Council with the approval of the Board of Management.

Vels Institute of Science and Technology and Advanced studies (VISTAS)

Courses of Study and Scheme of Assessment

(Minimum Credits to be earned: 140)

B.Sc. Animation Course Components

Component	I Sem	II Sem	III Sem	IV Sem	V Sem	VI Sem	Total Credits
Core Courses & Languages	17+6	16+6	9+6	13+6	7	6	92
Ability Enhancement Courses (AEC)	2		2				4
Discipline Specific Elective (DSE)& Generic Elective(GEC)			4	3	13	13	33
Skill enhancement Course(SEC)		2	2	2	2	3	11
Total Credits	25	24	23	24	22	22	140

Learning Outcomes–Based Curriculum Framework (LOCF) for undergraduate education in Animation

1. INTRODUCTION

The learning outcomes based curriculum framework (LOCF) for B.Sc. Animation is intended to prepare a curriculum which enables the graduates to respond to the current needs of the industry and equip them with skills relevant for national and global standards. The framework will assist in maintaining international standards to ensure global competitiveness and facilitate student/graduate mobility after completion of B.Sc. Animation program. The framework intends to allow for greater flexibility and innovation in curriculum design and syllabus development, teaching learning process, assessment of student learning levels.

The LOCF for B.Sc. Animation is prepared on the contours and curricular structure provided by the UGC and may be modified without sacrificing the spirit of CBCS and LOCF.

2. LEARNING OUTCOMES BASED APPROACH TO CURRICULUM PLANNING

The learning outcomes based approach implies that when an academic programme is planned, desirable learning outcomes are identified and considered in formulation of the plans. Course contents, learning activities and assessment types are designed to be consistent with the achievement of desired learning outcomes. The learning outcomes are in terms of knowledge, Professional attitude, work ethics, critical thinking, and self-managed learning, and adaptability, problem solving skills, communication skills, interpersonal skills and group works. At the end of a particular course/program, assessment is carried out to determine whether the desired outcomes are being achieved. This outcome assessment provides feedback to ensure that element in the teaching and learning environment are acting in concert to facilitate the nurturing of the desired outcomes. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn help not only in curriculum planning and development, but also in delivery and review of academic programmes.

The overall objectives of the learning outcomes based curriculum framework are to

- Help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holders of qualification.
- Enable prospective students, parents, employers and other to understand the nature and level of learning outcomes or attributes a graduate of a program should be capable of demonstrating on successful completion of the programme of study.
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility.
- Provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning level, and periodic review of program and academic research.

2.1 NATURE AND EXTENT OF B.SC. ANIMATION

B.Sc. Animation is a professional programme which needs to develop a specialized skill set among the graduates to cater the need of industries. In recent years, Visual and Communication has made unprecedented growth in terms of new technologies, new ideas and principles. The research organizations and industries that work in this frontier area are in need of highly skilled and technically oriented manpower. This manpower can be available only with flexible, adaptive and progressive training programs and a cohesive interaction among the research organizations, academicians and industries. The key areas of study within subject area of Drawing, Graphic design, Animation concepts, Multimedia applications & Photography and production techniques for various digital media platforms etc.

B.Sc. Animation covers topics that overlap with areas outlined above and with applied fields such as Mass media, advanced computer and multimedia communication, editing, Photography and storytelling, digital media production etc.

The present learning outcomes based model curriculum of B.Sc. Animation is designed to provide better learning experience to the graduates. Besides, imparting disciplinary knowledge, curriculum is aimed to equip the graduates with competencies like creative skill, problem solving, analytical reasoning and leadership which provide them high professional competence.

2.2 Aim of B.Sc. Animation

The overall aims of the B.Sc. Animation:

- Provide students with learning experiences that develop broad knowledge and understanding of key concepts of Animation and equip students with advanced creative, scientific/technological capabilities for analyzing and tackling the issues and problems in the field of Mass media.
- Develop ability in students to apply knowledge and skills they have acquired to the solution of specific creative, theoretical and applied problems in media and communication.
- Develop abilities in students to design and develop innovative solutions for benefits of society, by diligence, leadership, teamwork and lifelong learning.
- ☐ Provide students with skills that enable them to get employment in industries or pursue higher studies or research assignments or turn as entrepreneurs.

3. Graduates Attributes

Graduates Attributes (GAs) form a set of individually assessable outcomes that are the components indicative of the graduate's potential to acquire competence to practice at the appropriate level. The Graduate Attributes of B.Sc. Animation are listed below:

GA1. Scholarship of Knowledge: Acquire in-depth knowledge of specific discipline or professional area, including wider and global perspective, with an ability to discriminate, evaluate, analyses and synthesize existing and new knowledge, and integration of the same for enhancement of knowledge.

GA2. Critical Thinking: Analyze complex scientific/technological problems critically; apply independent judgment for synthesizing information to make intellectual and/or creative advances for conducting research in a wider theoretical, practical and policy context.

GA3. Problem Solving: Think laterally and originally, conceptualize and solve scientific/technological problems, evaluate a wide range of potential solutions for those problems and arrive at feasible, optimal solutions after considering public health and safety, cultural, societal and environmental factors in the core areas of expertise.

GA4. Usage of modern tools: Create, select, learn and apply appropriate techniques, resources, and modern techniques and digital tools, including prediction and modelling, to complex scientific/technological activities with an understanding of the limitations.

GA5. Collaborative and Multidisciplinary work: Possess knowledge and understanding of group dynamics, recognize opportunities and contribute positively to collaborative- multidisciplinary scientific research, demonstrate a capacity for self-management and teamwork, decision-making based on open-mindedness, objectivity and rational analysis in order to achieve common goals and further the learning of themselves as well as others.

GA6. Creative Communication: Communicate with the creative scientific/technological community, and with society at large, regarding complex scientific/technological activities confidently and effectively, such as, being able to comprehend and write effective reports and design documentation by adhering to appropriate standards, make effective presentations, and give and receive clear instructions.

GA7. Life-long Learning: Recognize the need for, and have the preparation and ability to engage in life-long learning independently, with a high level of enthusiasm and commitment to improve knowledge and competence continuously.

GA8. Ethical Practices and Social Responsibility: Acquire professional and intellectual integrity, professional code of conduct, media ethics of research and scholarship, consideration of the impact of research outcomes on professional practices and an understanding of responsibility to contribute to the community for sustainable development of society.

4. Qualification Descriptors

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification. The learning experiences and assessment procedures are expected to be designed to provide every student with the opportunity to achieve the intended programme learning outcomes. The qualification descriptors reflect followings:

1. Disciplinary knowledge and understanding
2. Creative Skills & Ability
3. Global competencies that all students in different academic fields of study should acquire/attain and demonstrate.

4.1 Qualification descriptors for B.Sc. Animation programme: Some of the expected learning outcomes that a student should be able to demonstrate on completion of a B.Sc. Animation program may include the following:

Knowledge & Understanding

- Demonstrate extensive knowledge of the disciplinary foundation in the various areas of mass media communication, as well as insight into contemporary research and development.
- Demonstrate specialized methodological knowledge in the specialized areas of mass media visual communication about professional literature, statistical principles and reviewing scientific work.

Creative Skills & Ability

- Demonstrate ability to apply creative knowledge & experimental skills critically and systematically for assessment and solution of complex mass communication problems and issues related to communication tools, mass society, multimedia technology, photography, digital media and media production and other specialized areas of media production.

- Demonstrate ability to model, simulate and evaluate the phenomenon and systems in the advanced areas of mass communication.
- Demonstrate ability to apply one's artistic and creative knowledge, experimental skills, scientific methods & advanced design, simulation and validation tools to identify and analyze complex real life problems and frame technological solutions for them.
- Demonstrate ability to design and develop creative production, processes and digital creation while taking into account the circumstances and needs of individuals, organizations and society with focus on economic, social and environmental aspects.

Competence

- Communicate his or her conclusions, knowledge & arguments effectively and professionally both in writing and by means of presentation to different audiences in both national and international context.
- Ability to work in collaborative manner with others in a team, contributions to the management, planning and implementations.
- Ability to independently propose research/developmental projects, plan its implementation, undertake its development, evaluate its outcomes, and report its results in proper manner.
- Ability to identify the personal need for further knowledge relating to the current and emerging areas of study by engaging in lifelong learning in practices.

5. PROGRAM LEARNING OUT COMES OF B.SC. ANIMATION

The following programme outcomes have been identified for -

B.Sc.Animation

PLO1	An advanced and systematic or coherent understanding of the academic field of Media, its different learning areas and applications, and its linkages with related disciplinary areas/subjects
PLO2	The skills and knowledge gained has intrinsic beauty, which also leads to proficiency in creativity.
PLO3	Procedural knowledge that creates different types of professionals related to the disciplinary including professionals engaged in Media house, research, and development, teaching and government/public service.
PLO4	Skills in areas related to one's specialization area within the disciplinary and current and emerging developments in the field of Animation
PLO5	Communication skills involving the ability to listen carefully, to read texts and research papers analytically and to present complex information in a concise manner to different groups/audiences
PLO6	To demonstrate the ability to apply communication theories to analyze contemporary problems through ICT skills
PLO7	Personal skills such as the ability to work both independently and in a group.

6. TEACHING LEARNING PROCESS

The teaching-learning process should be aimed at systematic exposition of basic concepts so as to acquire knowledge of respective discipline in a canonical manner. Students have great freedom of choice of subjects which they can study. The various components of teaching learning process are summarized in the following.

1. The most common method of imparting knowledge is through lectures. There are diverse modes of delivering lectures such as through blackboard, power point presentation and other technology aided means. A judicious mix of these means is a key aspect of teaching-learning process.
2. Assimilating ideas, deepening understanding, and gaining mastery of new concepts all take time, commitment, and intelligent effort. To reinforce learning, to monitor progress, and to provide a regular pattern of study, tutorials are essential requirements. During these tutorials, difficulties faced by the students in understanding the lectures, are dealt with.
3. Necessary and sufficient infrastructural facilities for the laboratories and libraries equipped with adequate modern and modular furniture and other requirements.
4. Home assignments at regular intervals and project work involving applications of theory are necessary to assimilate basic concepts of the respective discipline. Hence, it is incumbent on the part of a learner to complete open-ended projects assigned by the teacher.
5. The teaching-learning process needs to be further supported by other activities devoted to subject-specific and interdisciplinary skills, summer and winter internships in their discipline. During these internships it is expected that a learner will interact with experts and write a report on a topic provided to the learner.
6. Institute visit by a learner is also a part of learning process. During such visits, a learner has access to knowledge by attending academic activities such as seminars, colloquia, library consultation and discussion with faculty members. These activities provide guidance and direction for further study.
7. Special attempts should be made by the institution to develop problem-solving skills and design of laboratory experiments for demonstration at the UG level. For this purpose, a mentor system may be evolved where 3-4 students may be assigned to each faculty member.

**VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES
(VISTAS)**

B.Sc. ANIMATION

COURSES OF STUDY AND SCHEME OF ASSESSMENT

(MINIMUM CREDITS TO BE EARNED: 140)

Code No.	Course	Hours/Week				Credits	Maximum Marks		
		Lecture	Tutorial	Practical	CA		SEE	Total	
SEMESTER 1									
LANG	Tamil I/ Hindi / French	3	0	0	3	40	60	100	
ENG	English I	3	0	0	3	40	60	100	
CORE1	Introduction to Film Studies	3	2	0	5	40	60	100	
CORE	Basics of Drawing	0	2	4	4	40	60	100	
CORE	Graphic Design	0	2	4	4	40	60	100	
CORE	Anatomy Study	0	2	4	4	40	60	100	
AECC	Communication Skills	2	0	0	2	40	60	100	
SEC	Orientation/Induction program/ Life skills	-	-	-	-	-	-	-	
		11	8	12	25				

**VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES
(VISTAS)**

B.Sc. ANIMATION

COURSES OF STUDY AND SCHEME OF ASSESSMENT

(MINIMUM CREDITS TO BE EARNED: 140)

Code No.	Course	Hours/Week				Credits	Maximum Marks		
		Lecture	Tutorial	Practical	CA		SEE	Total	
SEMESTER 2									
LANG	Tamil II / Hindi / French	3	0	0	3	40	60	100	
ENG	English II	3	0	0	3	40	60	100	
CORE2	Introduction to Animation Concepts	3	1	0	4	40	60	100	
CORE3	Color Theory	3	1	0	4	40	60	100	
CORE	2D Animation	0	2	4	4	40	60	100	
CORE	Concept Art	0	2	4	4	40	60	100	
SEC	Soft Skills - I / Sector Skill Council Course	2	0	0	2	40	60	100	
SEC	NSS / NCC / Swachh Bharat / In plant Training	-	-	-	-	-	-	-	
		14	6	8	24				

CA - Continuous Assessment
Examination

SEE - Semester End

**VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES
(VISTAS)**

B.Sc. ANIMATION

COURSES OF STUDY AND SCHEME OF ASSESSMENT

(MINIMUM CREDITS TO BE EARNED: 140)

Code No.	Course	Hours/Week				Credits	Maximum Marks		
		Lecture	Tutorial	Practical	CA		SEE	Total	
SEMESTER 3									
LANG	Tamil III / Hindi / French	3	0	0	3	40	60	100	
ENG	English - III	3	0	0	3	40	60	100	
CORE4	Acting & Direction for Animation	3	1	0	4	40	60	100	
DSE	DSE- I	0	2	4	4	40	60	100	
CORE	2D Show reel	0	1	4	3	40	60	100	
AECC	Environmental Studies	2	0	0	2	40	60	100	
CORE	3D Set Modeling & Texturing	0	0	4	2	40	60	100	
SEC	Soft Skills - II / Sector Skill Council Course	2	0	0	2	40	60	100	
SEC	Capability Enhancement Course	-	-	-	-	-	-	-	
	Value Added Course								
		13	4	12	23				

**VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES
(VISTAS)**

B.Sc. ANIMATION

COURSES OF STUDY AND SCHEME OF ASSESSMENT

(MINIMUM CREDITS TO BE EARNED: 140)

Code No.	Course	Hours/Week				Credits	Maximum Marks		
		Lecture	Tutorial	Practical	CA		SEE	Total	
SEMESTER 4									
LANG	Tamil IV / Hindi / French	3	0	0	3	40	60	100	
ENG	English IV	3	0	0	3	40	60	100	
CORE5	Sound Designing	3	1	0	4	40	60	100	
CORE	Character Modeling & Sculpting	0	1	4	3	40	60	100	
DSE	DSE- II	0	1	4	3	40	60	100	
CORE	Lighting & Rendering	0	1	4	3	40	60	100	
CORE6	Basics of Photography and Videography	3	0	0	3	-	-	100	
SEC	Soft Skills III / Sector Skill Council Course	2	0	0	2	40	60	100	
		14	4	12	24				

CA - Continuous Assessment
Examination

SEE - Semester End

**VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES
(VISTAS)**

B.Sc. ANIMATION

COURSES OF STUDY AND SCHEME OF ASSESSMENT

(MINIMUM CREDITS TO BE EARNED: 140)

Code No.	Course	Hours/Week				Credits	Maximum Marks		
		Lecture	Tutorial	Practical	CA		SEE	Total	
SEMESTER 5									
DSE	DSE III	3	1	0	4	40	60	100	
DSE	DSE IV	0	1	4	3	40	60	100	
DSE	DSE V	0	1	4	3	40	60	100	
CORE	Rigging and Animation	0	1	4	3	40	60	100	
CORE	Script writing	3	1	0	4	40	60	100	
DSE	DSE VI	0	1	4	3	40	60	100	
SEC	Internship / Mini Project / Sector Skill Council Course	0	0	4	2	40	60	100	
SEC	Skill Enhancement Training/ Industrial Visit / Student Club Activities	-	-	-	-	-	-	-	
		6	6	20	22				

**VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES
(VISTAS)**

B.Sc. ANIMATION

COURSES OF STUDY AND SCHEME OF ASSESSMENT

(MINIMUM CREDITS TO BE EARNED: 140)

Code No.	Course	Hours/Week				Credits	Maximum Marks		
		Lecture	Tutorial	Practical			CA	SEE	Total
SEMESTER 6									
DSE	DSE VII	4	1	0	5	40	60	100	
DSE	DSE VIII	0	2	2	3	40	60	100	
DSE	DSE IX	0	2	4	4	40	60	100	
GE	GE I	2	0	0	2	40	60	100	
SEC	SEC	2	0	0	2	40	60	100	
CORE	PROJECT	0	3	6	6	40	60	100	
	Technical Seminar /					40	60		
SEC	Innovation Council /	-	-	-	-			100	
	Start up Initiative								
		8	8	12	22				

CA - Continuous Assessment

SEE - Semester End Examination

Generic Electives

Consumer Affairs

2. Disaster Management

3. Universal Human Values

List of Discipline Specific Elective Courses:

S.No.	Code	Course
1.	DSE	Story Board
2.	DSE	Artificial Intelligence For Games
3.	DSE	Audio Video Editing
4.	DSE	Web Design
5.	DSE	Clay Modelling
6.	DSE	Pagination
7.	DSE	2d & 3d Compositing
8.	DSE	Dynamics and VFX
9.	DSE	3D Rendering, Motion Tracking and Camera techniques
10.	DSE	Animation Production Management
11.	DSE	Animation Art Direction
12.	DSE	Matte Painting
13.	DSE	Advance texturing

List of Skill Enhancement Course (SEC)

Subject Code	Title of the Paper
SEC-1	Soft Skill-I
SEC-2	Soft Skill-II
SEC-3	Soft Skill-III.
SEC-4	National Service Scheme
SEC-5	Entrepreneurship Development

List of Ability Enhancement Compulsory Courses:

Code	Course
AECC-1	Communication Skills
AECC-2	Environmental Studies

Syllabus

Core Courses

4. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., புது தில்லி : சாகித்திய அக்காதெமி ,
5. புதிய தமிழ் இலக்கிய வரலாறு, நீல. பத்மநாபன், சிற்பி பாலசுப்ரமணியம், சாகித்திய அக்காடெமி
6. செம்மொழி தமிழின் சிறப்பியல்புகள் - முனைவர் மறைமலை இலக்குவனார்;
<https://www.youtube.com/watch?v=HHZnmJb4jSY>
7. பாடநூல் தேடலுக்கான இணையம் - <https://archive.org/>

HINDI

3 0 0 3

I year-I Sem (Prose, Letter writing& Technical words)

Course Objective:

To enable the students to develop communication skills

To train students in official language

To enrich their knowledge in Hindi literature

Unit I	- ‘ Ek atuut kadi’, letter writing, Technical words.	9
Unit II	‘Devi singh’ , letter writing, Technical words.	9
Unit III	‘ kabiraa ki kaashi ’, letter writing, Technical words.	9
Unit IV	‘ kabiraa ki kaashi ‘, letter writing, Technical words.	9
Unit V	‘ bharathiya vigyan ki kahaani ’- ‘hamne diyaa ,hamne liyaa’ , letter writing,	9

Total hours 45

Course Outcome

At the end of this course

- CO 1 Students will be familiar with official letter writing
- CO 2 will be trained in writing various letters.
- CO 3 students will be molded with good character understand human values
- CO 4 students will gain knowledge about ancient India
- CO 5 will know the equivalent hindi words for scientific terms

Text Book Gadya Khosh , Prashasanik shabdavali, Patra lekhan

FRENCH I

3 0 0 3

OBJECTIVE:

To introduce French language.

To enable the students to understand and to acquire the basic knowledge of French language. with elementary grammar.

UNIT:I INTRODUCTION

Introduction-Alphabet-comment prononcer, écrire et lire les mots-base: les prénoms

9

personnel de 1er , 2eme et 3eme personnes-conjugaisons les verbes être et avoir en forme affirmative, négative
Et interrogative.

UNIT II- LECON 1-3

9

Leçon 1 :Premiers mots en français- 2.Les hommes sont difficiles 3.Vive la liberté-Réponses aux questions tirées de la leçon-Grammaire: Les adjectifs masculins ou féminins-Les articles définis et indéfinis-Singuliers et pluriels.

UNIT III-LECON 4-6

9

Leçons 4. L'heure c'est l'heure 5.Elle va revoir sa Normandie 6.Mettez-vous d'accord groupe de nom-Réponses aux questions tirées de la leçon-Grammaire :A placer et accorder l'adjectif en groupe de nom-Préposition de lieu-A écrire les nombres et l'heure en français

UNIT :IV-LECON 7-9

9

Leçon 7.Trois visages de l'aventure , 8. A moi Auvergne 9.Recit de voyage-Réponses aux questions tirées de la leçon- Grammaire : Adjectif possessif- Les phrases au présent de l'indicatif-Les phrases avec les verbes pronominaux au présent.

UNIT: V- COMPOSITION:

9

A écrire une lettre à un ami l'invitant à une célébration différente ex :mariage-A faire le dialogue- A lire le passage et répondre aux questions.

Total: 45 Hours

TEXTBOOK:

Jack GIRARDER & Jean Marie GRIDLIG,<<Méthode de Français PANORAMA>>, Clé International, Goyal Publication, New Delhi Edition 2014.

REFERENCE BOOKS:

DONDO Mathurin, "Modern French Course", Oxford University Press, New Delhi Edition 2014.

Nithya Vijayakumar get ready French grammar-Elementary Goyal publications, New Delhi Edition 2014.

ENGLISH I - PROSE

3 0 0 3

Course Objective:

To enable students to develop their communication skills effectively. To make students familiar with usage skills in English Language.

To enrich their vocabulary in English

To develop communicative competency.

Credit Hours

UNIT I	09
Dangers of Drug Abuse - Hardin B Jones Tight Corners - E. V. Lucas	
UNIT II	09
Futurology - Aldous Huxley If you are Wrong, Admit it - Dale Breckenridge Carnegie	
UNIT III	09
Industry - Dr.M.Narayana Rao & Dr.B.G.Barki Turning Point of My Life - A.J Cronin	
UNIT IV	09
Excitement - Mack R. Douglas The Kanda Man Eater - Jim Corbett	
UNIT V	09
Vocabulary and Exercises under the Lessons	
	Total: 45 Hours

Note: Lessons prescribed are from various anthologies and respective exercises therein will be taught.

Course Outcome

- At the end of this course students will be able to,
- CO1 Examine the language of prose.
 - CO2 Utilize instructions on fundamentals of grammar
 - CO3 Develop their own style of writing after studying diverse prose essays.
 - CO4 Classify different essays on the basis of their types.
 - CO5 Critically comment on the textual content of prose.

Books Prescribed:

English for Communication Enrichment: by Jeya Santhi June 2015.
 Dr. M. Narayana Rao and Dr. B. G. Barki – Anu’s Current English for Communication (AnuChitra). June 2012.
 Dr. Ananthan , R. Effective Communication. Ed. Chennai : Anu Chithra Pub.2010.

Web Sources:

<https://www.gradesaver.com/>

<https://www.enotes.com/>

<https://www.jstor.org/>

<https://www.sparknotes.com/>

<https://www.cliffsnotes.com/>

Course Objectives:

1. To impart basic knowledge of motion picture technology development
2. Know the functioning of Indian cinema and regional cinema
3. To understand the basic grammar and language of cinema
4. To inculcate the knowledge of film analysis
5. Gain knowledge about film production and its phases

Detailed Course**Unit: I** **15**

- 1.1 History of motion picture technology
- 1.2 Introduction to world cinema
- 1.3 Pioneers in film making and their styles
- 1.4 Film movements and art of expressions
- 1.5 Classical movies of all time

Unit: II **14**

- 2.1 History of Indian cinema
- 2.2 Pioneers in Indian film making industry
- 2.3 Regional cinema of India
- 2.4 Indian cinema and its mythological contents
- 2.5 Golden era of Indian cinema

Unit: III **16**

- 3.1 Understanding film grammar- shots, scenes, and sequences
- 3.2 Elements of film-Micro and macro elements
- 3.3 Cinematography and principles of cinematography techniques
- 3.4 Linear and non-linear editing
- 3.5 Understanding the importance of sound and BGM

Unit: IV **15**

- 4.1 Film analysis based on semiotics
- 4.2 Film appreciation and reviews
- 4.3 Critical analysis of movies
- 4.4 Understanding basic film theories
- 4.5 Analyzing film and culture

Unit: V **15**

- 5.1 Film production phases and 180 degree rule
- 5.2 Types of films and its genres
- 5.3 Documentary films and its types
- 5.4 Film distribution and marketing

5.5 Critical analysis of recent trends in filmmaking

Total Hours: 75

Practical / Assignments

- Short film making. The students should submit a short film within 20 to 40 minutes of duration.
- Writing reviews of films.

Course outcome:

1. Students will learn about the motion picture technology development
2. Students will understand the Indian film industry and its uniqueness
3. Students will learn and understand the film grammar and language
4. Students will get the knowledge of film analysis and underlying theories
5. Students will get the practical knowledge about the film making

TEXT BOOKS:

1. Keval J. Kumar, "Mass Communication in India", Jaico Publishing, 2000.
2. Denis McQuail, "Mass Communication Theory", Vistaar Publications, 2005

REFERENCE BOOKS:

1. Barry Keith Grant, "The Film Studies Dictionary", Dum Publications, Edition III, Year 2008
2. Emmons, "Film and television: a guide to the reference literature", R, ACEL Release, First Edition, Year 2009, ISBN: 1563089149

Websites:

1. https://onlinecourses.swayam2.ac.in/cec20_ge01/preview
2. https://onlinecourses.nptel.ac.in/noc19_hs60/preview

Web Sources:

1. <https://slideplayer.com/slide/9508293/>
2. <https://fdocuments.in/document/introduction-to-film-studies-5688f55c86f13.html>

BASICS OF DRAWING

0 2 4 4

Course Objectives

1. To Introduce Students to The Basics of Drawing.
2. To Teach the Knowledge of Elements of Drawing.
3. To Teach Importance of Drawing and Design.
4. To Develop the Knowledge and Skills of Creativity, Drawing and Design.
5. To Improve the Contemporary Field Needs and Design Solution.

Unit-I 12

- 1.1 Introductions to The Art
- 1.2 Elements of Drawing: Lines Shape, Forms.
- 1.3 Materials Handling and Understanding
- 1.4 Space Managements and Composition
- 1.5 Free Hand Drawings.

Unit – II 12

- 2.1 Important of Light and Dark
- 2.2 Tonal Value
- 2.3 Elements of Light and Dark
- 2.4 Styles of Shadings.
- 2.5 Texture Creating Using Light and Dark

Unit – III 12

- 3.1 Elements of Perspective
- 3.2 Variety of Perspective
- 3.3 One Point, And Two point Perspectives
- 3.4 Three Point Perspective
- 3.5 Techniques in Perspectives Drawings

Unit – IV 12

- 4.1 Geometrical Study of Objects
- 4.2 Composing Methods and Styles
- 4.3 Organic Still Life
- 4.4 Inorganic Still Life
- 4.5 Still Life Rendering

Unit – V 12

- 5.1 Skull Forms in Different Views
- 5.2 Keys Sketch of Portrait in Different Views
- 5.3 Anatomy of Eyes
- 5.4 Anatomy of Nose
- 5.5 Anatomy of Lip and Ear

Total Hours: 60

Practical / Assignments

Students Will Have To Submit Drawings Record Book (Life Drawing, Still Life, Perspective Drawings, And Basics Of Portrait).

Assignments for art elements and tonal value (written 20 pages)

Course Outcomes

1. Students Would Be Able to Understand the Art and Master the Techniques of Drawing and Painting.
2. Students Would Be Able to acquire knowledge to express ideas in the form of Drawing and Paintings.
3. Students would be able to produce problem solving designs for the media industry.
4. Students can develop the knowledge of pre protection art skills in the field media.
5. Students would be able to enhance their knowledge through practicing art

REFERENCE BOOKS:

1. Victor Perard, Anatomy and Drawing (Dover Art Instruction.
2. Victor Perard".Anatomy & Drawing
3. David H. Ross, Freehand Figure Drawing for Illustrators: Mastering the Art of Drawing from Memory, 28 July 2015
4. Leonardo Pereznieto., Basics of Drawing:

Websites:

- 1.<https://www.thecuriouslycreative.com/topics/beginners-guide-drawing/drawing-basics-part-one/>
- 2.<https://www.artistsnetwork.com/drawing-basics-learn-to-draw/>

Web Sources:

- 1.<https://mymodernmet.com/perspective-drawing/>
- 2.<https://youtu.be/ePv-9mVnTVk>

Course Objectives

1. To understand the Digital design
2. To understand the working of pixel and Vector software
3. To develop knowledge in designing and manipulation
4. To understand the process digital and print mode in Graphic design
5. To inculcate the knowledge of AI usage in Games

Detailed Course**Unit I** **12**

- 1.1 Interface of raster software
- 1.2 Selection tools, transform tool.
- 1.3 Photo cropping and resizing the canvas.
- 1.4 Color mode, Color adjustment
- 1.5 Layer concepts

Unit II **12**

- 2.1 Stamp tool and patch tool
- 2.2 Paint brushes, Pen tool & smart objects
- 2.3 Solid colors and Gradients
- 2.4 Text, character, and Layer effects
- 2.5 Filters

Unit III **12**

- 3.1 Interface of vector Software
- 3.2 selection tools, fill and stroke options and symbols.
- 3.3 Pen tool, solid colors, Gradient
- 3.4 pathfinder & shape builder, reshape.
- 3.5 3D conversion, Filter and effects.

Unit IV **12**

- 4.1 Logo Design
- 4.2 Business card & letterhead design
- 4.3 Poster making
- 4.4 Brochure design
- 4.5 Dangler design

Unit V **12**

- 5.1 Invitation & Cover page design
- 5.2 Calendar design
- 5.3 Package design

5.4 Digital art
5.5 Photo Manipulation

Total Hours: 60

Practical / Assignments

- Students will create a Photo manipulation
- Students will have to design Branding design for the Promotion
- Students will create a digital painting

Course Outcome

At the end of the course, learners will be able to:

CO1: Understanding graphic design and working in Photoshop with images and layers.

CO2: Creating special effects and web templates and exporting in different formats.

CO3: Designing Business cards, Banners and posters with illustrator.

CO4: Designing logo and Typography for any digital work like brochures, Pamphlets.

CO5: Making print ads and techniques to print them.

TEXT BOOKS:

Foley, Van Dam, Feiner and Hughes, Computer Graphics: “Principles and Practice” Addison Wesley”2003.

Gomez and Velho “Image Processing for Computer Graphics”, library of congress, September 2013.

REFERENCE BOOKS:

1. Graphic Design, “Referenced: A Visual Guide to the Language, Applications, and History of Graphic Design” ,Bryony Gomez-Palacio), Armin Vit, 2012.
2. Adobe Photoshop CS6 Classroom in a Book by Adobe Creative Team,2012.
3. Adobe Photoshop CS6: Learn by Video: Core Training in Visual Communication by Kelly McCathran and video2brain ,2012.

Web Link:

- 1.<https://edu.gcfglobal.org/en/beginning-graphic-design/fundamentals-of-design/1/>
- 2.<https://99designs.com/blog/design-history-movements/history-graphic-design/#:~:text=Graphic%20design%20proper%20really%20began,world%20was%20ready%20for%20it.>

Web Sources:

- 1.<https://www.slideshare.net/EngineeroBono/principles-of-design-graphic-design-theory>
- 2.<https://youtu.be/YqQx75OPRa0>

ANATOMY STUDY

0 2 4 4

Course Objectives

1. To Introduce Students to The Basics of Anatomy Drawing.
2. To Teach the Knowledge of Human Forms and Poses.
3. To Teach Importance of the Anatomy Study Studies for Artists.
4. To Develop the Knowledge and Skills of Creativity in Composing Human Groups For Art.
5. To Improve the Storyboard Skills and Technique.

Unit-I Anatomy Basics

12

- 1.1 Introductions to the Human Anatomy in Art
- 1.2 Human Figure Proportions
- 1.3 Male and Female Forms Understanding.
- 1.4 Measurements of Anatomy
- 1.5 Hand Drawing Practice.

Unit – II Skelton Study

12

- 2.1 Important of Skelton Study
- 2.2 Skull Study Male and Female
- 2.3 Male and Female Differences in Forms
- 2.4 Single Bone and Multiple Bone Study
- 2.5 Bone Movements in Difference Actions

Unit – III Manikin Study

12

- 3.1 Front, Back, Side Views
- 3.2 Variety of Movement Poses
- 3.3 Gesture Drawing with Pencil, Charcoal. Master Techniques
- 3.4 Chiaroscuro with Charcoal on Paper
- 3.5 Techniques of Composing

Unit – IV Movement Study

12

- 4.1 Stick Figure Study
- 4.2 Composing Methods and Styles
- 4.3 Hand and Leg Movement Study
- 4.4 Simple Pose Study
- 4.5 Sports Movement Study

Unit – V Live Study

12

- 5.1 Live Model Study
- 5.2 Static Pose Study with Lighting
- 5.3 Dynamic Pose Study with Speed Sketch
- 5.4 Group Composition
- 5.5 Daily Actions Study

Total Hours : 60

Practical / Assignment

- Students Will Have to Submit Drawings Record Book (basic skeleton forms, human muscle form, anatomy measurement study, live study drawings).
- Assignments For methods of study human anatomy for drawing (Written 20 Pages)

Course Outcomes

1. Students would be able to understand the important of the anatomy study for the art
2. Students would be able to acquire knowledge to express ideas in the form of storyboarding.
3. Students would be able to produce the best character design.
4. Students can develop the skill of choosing characters for film and short film and also any visual media.
5. Students Would Be Able To Enhance Their Knowledge through Practicing Art

Reference Books:

1. Constructive Anatomy by George Bridgman
2. Bridgman's Life Drawing, By George Bridgman

Web Link:

1. <https://design.tutsplus.com/articles/human-anatomy-fundamentals-basic-body-proportions--vector-18254>
2. <https://www.clipstudio.net/how-to-draw/archives/161109>

Web Sources:

1. <https://youtu.be/w2fKxNDsXuW>
2. <https://youtu.be/gpH8T2CRILI>

- <http://www.tamilvu.org/library>
- <https://archive.org/>

I year-II Sem (kahani , Natak & Translation)**Course Objective:**

To train students in translation

To develop reading & writing skills

To create interest towards reading different types of literature

Unit I	-	‘zaruurath’(<u>kahani</u>), Translation- Definition,Types	9
Unit II	-	‘Pandit kouun ‘ (kahani), Translation - Anuvadak ke gun	9
Unit III	-	‘Pandit kouun (kahani) , Translation Practice	9
Unit IV	-	Rajani (<u>naatak</u>), Translation Practice	9
Unit V	-	Rajani (<u>naatak</u>), Translation Practice	9

Total Hours: 45**Course Outcome**

At the end of this course

- CO 1 Students will know the importance & process of translation
- CO 2 They can develop the skill of translation
- CO 3 will know the different writing skills of authors
- CO 4 gain knowledge in hiindi literature
- CO 5 will acquire knowledge in hindi sahithya

Text book: Gadya khosh

OBJECTIVE:

To fortify the grammar and vocabulary skills of the students.

To enable the students have an idea of the French culture and civilization

UNIT:I LECON 10-11 12**9**

Leçons : 10 Les affaires marchent, 11 un repas midi a problèmes- Réponses aux questions tires de la leçon-grammaire ;présent progressif passe récent ou future proche-complément d'Object directe-complément d'objet

UNIT II- LECON 12-13 12**9**

Leçons 12 :tout est bien qui fini bien,-13 aux armes citoyens-réponses aux questions tires de la leçon-grammaire :les pronoms<<en ou y>> rapporter des paroles-Les pronoms relatifs que, qui ou ou.

UNIT III-LECON 14-15 12**9**

Leçons 14.Qui ne risque rien n'a rien-15.la fortune sourit aux audacieux-réponses aux questions tires de la leçon-grammaire : comparaison-les phrases au passe compose.

UNIT :IV-LECON 16-18 12**9**

Leçons 16 la publicité et nos rêves 17 la France la monde 18 campagne publicitaire réponses aux questions tires de la leçon-grammaire :les phrases a l'imparfait-les phrases au future

UNIT :V- COMPOSITION : 12**9**

A écrire une lettre de regret//refus a un ami concernant l'invitation d'une célébration reçue-a écrire un essaie sur un sujet générale-a lire le passage et répondre aux questions.

Total Hours: 45**Course outcome**

CO1. This enable students to learn the language without any grammatical errors.

CO2. As a result of the content makes the students to known about the types of pronouns and their usage.

CO3. This imparts the students in order to develop their basic writing skills.

CO4. Enable students for framing the basics sentence.

CO5. Making the students community to know the french format of letter writing and essay writing.

TEXTBOOK :

Jack GIRARDER & Jean Marie GRIDLIG,<<Méthode de Français PANORAMA>>, Clé Internationale, Goyal Publication ,New Delhi Edition 2014.

REFERENCE BOOKS:

DONDO Mathurin, “Modern French Course”, Oxford University Press, New Delhi Edition 2014.

Nithya Vijayakumar get ready French grammar-Elementary Goyal publications ,New Delhi Edition 2014.

ENGLISH II – POETRY

3 0 0 3

Course Objective:

- To enable students to develop their communication skills effectively.
- To enrich their vocabulary in English
- To develop communicative competency.

	Credit Hours
UNIT I	09
Growing Old - Winston Farewell	
Ecology - A. K. Ramanujan	
UNIT II	09
Stopping by Woods on a Snowy Evening - Robert Frost	
Our Casuarina Tree - Toru Dutt	
UNIT III	09
Goodbye Party for Miss Pushpa T.S. - Nissim Ezekiel	
The Bull - Ralph Hodgson	
UNIT IV	09
If - Rudyard Kipling	
The Drowned Children - Louise Glück	
UNIT V	09
Australia - A.D.Hope	
A Far Cry from Africa - Derek Walcott	
Total Hours: 45	

Course Outcome

- At the end of this course students will be able to,
- CO1 Learn to employ Poetic expressions in the course of daily speech.
 - CO2 Prove their better communicative ability.
 - CO3 Prove their skill in writing sentences with poetic impact.
 - CO4 Develop different sensibilities in approaching life.
 - CO5 Solve life's problems as highlighted in the selections.

Books Prescribed:

Selections from Caribbean Literature. Mahaam Publishers, Chennai.
Our Casuarina Tree - Vasan Publication By Dr.A Shanmugakani

Web Sources:

<https://www.gradesaver.com/>

<https://www.enotes.com/>

<https://www.jstor.org/>

<https://www.sparknotes.com/>

<https://www.cliffsnotes.com/>

INTRODUCTION TO ANIMATION CONCEPTS

3 1 0 4

Course objective:

To develop the skills on animation concept

To understand the techniques of Animation

To understand the detailed process of Preproduction, production and post-production

To develop the knowledge of character design, BG layout and Animation Techniques

To understand the process and pipeline of 2D animation, 3D animation and Visual effects

Unit-I

10

1.1 Basic Tradition animation

1.2 Evolution of Animation

1.3 Principles of animation

1.4 Animation Studios and famous animation movies

1.5 Drawing techniques

Unit-II

13

2.1 Story and Script

2.2 Concept art

2.3 Character creation

2.4 Character blueprint making

2.5 Layout design

Unit-III

12

3.1 Story boarding

3.2 Animatics

3.3 2D animation process

3.4 Character design, Key Poses and In-between.

3.5 background with layer & 2D Compositing.

Unit-IV

13

4.1 Voice acting

4.2 2D special Effects

4.3 Editing

4.4 3D Modelling & texturing

4.5 Rigging and animation

Unit-V

12

5.1 Lighting and Rendering

5.2 Dynamics

5.3 Camera tracking

5.4 3D Compositing

5.5 Exporting movie

Total Hours: 60

Practical / Assignments

- Students will create character design
- Students will create a Background
- Students will create key poses

Course Outcome

At the end of the course, learners will be able to:

CO1: Understanding the technique of traditional hand drawing methods

CO2: Developing a smooth animation, basic walk cycle technique and facial expressions

CO3: Developing a character and background creation

CO4: Developing a good animation project, editing techniques for end product of post production and visualization.

CO5: Understanding Advanced techniques used for 2d production and post-production

TEXT BOOKS:

1. Richard Williams “The Animator’s Survival Kit”, Faber & Faber, 4th *Edition*, 2012.
2. Edoux, Trish, Ranney, Doug, & Patten, Fred (Ed.) “Complete Anime Guide: Japanese Animation Film Directory and Resource Guide”, , Tiger Mountain Press, 1997

REFERENCE BOOKS:

1. Bob Godfrey and Anna Jackson “The Do-It-Yourself Film Animation Book’, BBC Publications, Edition I, 1974 ISBN 978-0-563-10829-0
2. Thomas, Frank and Johnston Ollie “Disney Animation: The Illusion of Life”, Abbeville Publications, 1981

Web Link:

1. https://www.tutorialspoint.com/computer_graphics/computer_animation.htm
2. <https://99designs.com/blog/video-animation/what-is-animation/>

Web Sources:

1. https://web.stanford.edu/class/cs248/pdf/class_03_animation.pdf
2. <https://youtu.be/8oM5qBORXmM>

COLOUR THEORY

3 1 0 4

Course Objectives

1. To introduce students to the basics of color.
2. To teach the knowledge of elements of color.
3. To teach the importance of color theory in Design.
4. To develop the color knowledge and color combination skills for media and Design.
5. To improve the color psychology for media field needs and design solutions.

Unit I

12

- 1.1 Introductions to the Color Theory
- 1.2 Elements of Color
- 1.3 Primary Color
- 1.4 Secondary Color
- 1.5 Tertiary Color

Unit II

12

- 2.1 Warm Colors, Cool Colors
- 2.2 Color Systems
- 2.3 Elements of Light and Dark
- 2.4 Color Wheel.
- 2.5 Munsell-Goethe Theory

UNIT III

12

- 3.1 Harmonies, Monochromatic
- 3.2 Analogous, Triad, Complementary
- 3.3 Color Complementary
- 3.4 Contrast of saturation
- 3.5 Contrast of extension

UNIT IV

12

- 4.1 Color Symbolism
- 4.2 Color Psychology views
- 4.3 Historical & Contemporary use of Color
- 4.4 Emotional effects of colors
- 4.5 Personal Color preferences

UNIT V

12

- 5.1 Contrast-Additive
- 5.2 Subtractive colors
- 5.3 Expressive Perceptual Color
- 5.4 Color Unity, Disunity
- 5.5 Additive, subtractive principles

Total Hours: 60

Practical / Assignments

- Students Will Have To Submit color theory Record Book (color wheel, tint and shade, complementary color, Mansell color).
- Assignments for color theory and color psychology (written 20 pages)

Course Outcomes

1. Students Would Be Able to Understand the Art and Master the Techniques of color palate
2. Students Would Be Able to acquire knowledge to express ideas in the form of color.
3. Students would be able to produce problem solving designs for the media industry.
4. Students can develop the knowledge of color using skills in the field media.
5. Students would be able to enhance their knowledge through practicing art in color

TEXT BOOKS:

1. Albers, Joseph, “The Interaction of Color”, Yale University Press, Revised edition Sep 1975.

2. Eiseman, Leatrice, "Messages and Meanings, A Pantone Color Resource", Han Books Press, 2006

1. Itten, Johannes, "The Elements of Color", New York, John Wiley & Sons, Inc, 1970.

2. Koenig Becky, "Color Workbook", Upper Saddle River, NJ: Prentice Hall, 2003

Web Link:

<https://www.colormatters.com/color-and-design/basic-color-theory>

<https://www.designwizard.com/blog/design-tips/color-theory>

Web Sources:

<https://www.slideshare.net/slhallman/color-theory-533704>

<https://youtu.be/Qj1FK8n7WgY>

2D Animation

0 2 4 4

Course Objectives

1. To understand the fundamentals of Animation and its Concepts.
2. To Gain knowledge about the 2D Animation Techniques.
3. To inculcate knowledge about Developing Creativity.
4. To acquaint learner's with the Clear idea about the animation.
5. Bring the flow of “Idea to Implementation” through Visual Communication.

Detailed Course

Unit-I **12**

- 1.1 What is Animation?
- 1.2 History of Animation
- 1.3 Fundamentals of Animation
- 1.4 Types of Animation
- 1.5 Importance of Animation

Unit-II **12**

- 2.1 2D Production Pipeline
- 2.2 12 Principles of Animation
- 2.3 Essential parameters
- 2.4 How to initiate creativity in animation production
- 2.5 Tools and Techniques

Unit-III **12**

- 3.1 Introduction to Typography
- 3.2 Fundamentals of Key frame Animation
- 3.3 Intro's and Outro's
- 3.4 Kinetic Typography
- 3.5 Attributes, Colors and Styles of Typography

Unit-IV

12

4.1 Character Creation

4.2 Background Creation

4.3 Applying the 12 Principles in Animation

4.4 Working with different Types of Animation.

4.5 Importance of Framing and Angles

Unit-V

12

5.1 Concepts involved in Compositing.

5.2 Importance of Pre-Compositing

5.3 Basics of Colors and Lighting

5.4 Audio Video Editing

5.5 Rendering

Total Hours: 60

Practical / Assignments

Students will do a practice and bring their ideas in visual output.

Course Outcomes

1. Students would be able to understand the fundamentals of Animation and its Concepts
2. Students would be able to understand the difference between 2d and 3d animation.
3. Students would be able to implement their creativity and ideas through animation
4. Students would be able to acquaint themselves with the 12 principles of animation
5. Students would be able develop their own through or idea to Visual form

Suggested Readings

1. Cartoon Animation (Collector's Series) Paperback – 1 January 1994
2. The Animator's Survival Kit Paperback – 5 November 2009
3. Character Animation Crash Course! Paperback – 7 July 2008

4. Draw Great Characters and Creatures: 75 Art Exercises for Comics and Animation Paperback – Illustrated, 3 December 2019

5. Creating Characters for the Entertainment Industry: Develop Spectacular Designs from Basic Concepts Paperback – 10 August 2019

Web Link:

1. <https://www.cgspectrum.com/blog/what-is-2d-animation>

2. <https://www.renderforest.com/blog/2d-animation>

Web Sources:

<https://youtu.be/uDqjIdI4bF4>

<https://www.blopanimation.com/animation-for-beginners/>

Course objective:

1. To introduce students to the basics of Anatomy study
2. To teach the elements of art and design
3. To Teach important of the concept art
4. To develop the drawing skills in character design
5. To teach the art of storyboard

Detailed Course**UNIT I** **12**

- 1.1 The study of different views of human skeleton
- 1.2 Male and female anatomy
- 1.3 Muscle formations on skeleton
- 1.4 Comparing feature, head, chest, hip, and pelvic, hand and elbow position
- 1.5 The study of complete animals and bird's anatomy

UNIT II **12**

- 2.1 Creating original fantasy creatures.
- 2.2 Writing backstories and narratives for creatures
- 2.3 Creating and developing creature worlds. Applying basic design solutions
- 2.4 Making character, creature, and environmental design.
- 2.5 Understanding the history and development of creature design.

UNIT III **13**

- 3.1 Perspective drawings basics
- 3.2 One-point perspective
- 3.3 Two-point perspective
- 3.4 Three-point perspective
- 3.5 Worms eye view, bird's eye view, seascape, and cityscape

UNIT IV **13**

- 4.1 Studying historical landscapes, buildings
- 4.2 Creating fantasy world, landscapes.
- 4.3 Creating futuristic architecture, landscapes.
- 4.4 Creating weapons, and props for fantasy and mythology concept.
- 4.5 Creating weapons, and props for science fiction.

UNIT V **10**

- 5.1 Types of layouts
- 5.2 Concept and story developing, idea and script.
- 5.3 Developing Drawing Skills, Shot, Angles
- 5.4 Study of Classic Film Examples
- 5.5 Building the Storyboard.

Total Hours: 60

Practical / Assignments

- Students will have to submit concept art record book
- Students will have to submit thumbnail drawings
- Students will have to submit script writing assignment for story board

Course Outcome

1. Have an in-depth knowledge about create character design
2. Acquire a significant knowledge of creatures Design
3. Have detailed understanding of Perspective drawings
4. Have a thorough knowledge of Creating Environment
5. Acquire knowledge of the technique and procedure in Storyboard

TEXTBOOKS:

1. & Thomas Bertling, “How to Draw: Drawing and Sketching Objects and Environments from Your Imagination”, Design Studio Pr, 2013
2. Sean Andrew Murray, “Sketching from the Imagination: Fantasy”, Publishing 3DTotal, 2014

REFERENCE BOOK:

1. Elliott J Lilly, “ Big Bad World of Concept Art for Video Games: An Insider's Guide for Students”, Design Studio Press, 2015

Web Link :

1. <https://www.cgspectrum.com/blog/what-is-concept-art>
2. <https://conceptartempire.com/what-is-concept-artist/>

Web Sources:

<https://mages.edu.sg/blog/the-5-step-guide-to-creating-your-first-piece-of-concept-art/>

<https://youtu.be/J8g3JKobvnk>

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1. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., சாகித்திய அக்காதெமி , புது தில்லி
2. தமிழ் நடைக் கையேடு, மொழி அறக்கட்டளை
3. பயன்பாட்டுத் தமிழ், முனைவர் அரங்க இராமலிங்கம் முனைவர் ஒப்பிலா மதிவாணன், சென்னை பல்கலைக்கழகம், 2007

4. மொழிபெயர்ப்பியல் அடிப்படைகள், கா.பட்டாபிராமன், யமுனைப் பதிப்பகம்,
திருவண்ணாமலை

5 பாடநூல் தேடலுக்கான இணையம்

- <http://www.tamilvu.org/library>
- <https://www.tamildigitallibrary.in/book>

HINDI

3 0 0 3

II year-III SEM (Ancient poetry,Hindi sahitya ka Ithihas)

Course Objective:

To enrich the knowledge of students through Tamil literature
Enable them to learn ancient poems

To develop interest in learning history of hindi literature

Unit I	-	‘Thirukkural’, Hindi Sahitya ka ithihas (aadikal)	9
Unit II	-	‘Kabir ke pad’, Hindi Sahitya ka ithihas (aadikal)	9
Unit III	-	‘Sur ke pad’, Hindi Sahitya ka ithihas (bhakthi kal)	9
Unit IV	-	Thulsi ke pad, Hindi Sahitya ka ithihas (bhakthi kal)	9
Unit V	-	Thulsi ke pad, <u>Hindi Sahitya ka</u> ithihas (Rithikal)	9

Total Hours :45

Course Outcome

At the end of this course

- CO 1 Students will know the valuable messages in Thirukkural
- CO 2 Will create interest in knowing ancient poems .
- CO 3 Gain knowledge in Hindi literature
- CO 4 Will know the difference between Hindi & the languages used by ancient poets
- CO 5 Will be familiar with different styles of poetry writing

Reference books

1. Thirukkural translation by Venkata krishnan
2. Hindi Sahitya ka Ithihas by Dr.Nagendra, Dr.Hardayal mayur paper bags Noida

FRENCH III

3 0 0 3

OBJECTIVE:

To strengthen the Grammar and Composition in French language.
To train the students to enhance his skills in French language for communication

UNIT:I LECON 1**9**

Leçon 16-La famille Vincent. Page 44-Grammaire :Passe compose. Leçon 29- Vers l'hôtel.Page80- Grammaire :Impératif, a mettre phrases Singulier, Pluriel.

UNIT II- LECON 12-13**9**

Leçon 40-L'Epicerie les Légumes et les Fruits. Page 112-Grammaire;Présent del'indicatif. Leçon 44 La poste. Page-124 l'Grammaire :A mettre les phrases a l'impératif

UNIT III-LECON 14-15**9**

Leçon 51-Le café et tabac page142- Grammaire :A changer les phrases en interrogatif. Leçon 58-La chasse et la pêche.Page160-Grammaire :Le plus que parfait

UNIT :IV-LECON 16-18**9**

Leçons 61-Un mariage a la campagne. Pagé-170 -grammaire :a changer au participe présent.

UNIT :V- COMPOSITION :**9**

A écrire une lettre a un ami l'invitation d'une célébration différente
ex :Mariage-a faire un essaie sur un sujet générale-a lire le passage et répondre aux questions.

Total Hours: 45**Course outcome**

CO1• This enables students to learn the language without any grammatical errors.

CO2• As a result of the content makes the students to known about the types of pronouns and their usage.

CO3• This imparts the students to develop their basic writing skills.

CO4• Enable students for framing the basics sentence.

CO5• Making the students community to know the french format of letter writing and essay writing.

TEXTBOOK :

Les leçons ont été choisi et tire de i & ii degré de gauger<<Cours de Langue et

de Civilisation Française>> The Millenium, Publication Hachette, édition 2002

REFERENCE BOOKS:

DONDO Mathurin, “Modern French Course”, Oxford University Press, New Delhi Edition 2014.

WEB SITE RESOURCES LINK;

<https://www.thoughtco.com/french-reading-tips-1369373>

<https://www.bnf.fr/fr>

<https://www.laits.utexas.edu/tex/>

ENGLISH III - DRAMA AND COMPOSITION

3 0 0 3

Course Objective:

To train students in the use of English language in varied literary and non-literary contexts.

To teach them soft skills and strengthen their foundation in grammar and composition.

To evaluate their comprehension skills.

	Credit Hours
UNIT I Introduction to Drama .	09
UNIT II Shakespeare: Funeral Oration (Act III Scene II Julius Caesar) & Monkey's Paw - W.W.Jacobs	09
UNIT III Comprehension	09
UNIT IV Precis -Writing and Note Taking	09
UNIT V General Essay on Current Topics	09

Total Hours: 45

Course Outcome

- At the end of this course students will be able to,
- CO 1 Estimate the dramatic scenes in the light of appeal of values.
 - CO 2 Prioritize pragmatic day- to - day communication through comprehension.
 - CO 3 Develop dramatic skill after reading the scenes of plays.
 - CO 4 Improve their own style of writing after an expose to the prescribed dramatic pieces.
 - CO 5 Adapt themselves to life - context wherein soft skill demonstration is a must.

Books Prescribed:

An Introduction to Drama. IInd Edition by George Whitfield
Reading Comprehension for College Students Paperback – Import, 1984
by Reinhart G. Kussat (Author)
The Monkey's Paw By W. W. Jacobs Publisher: Perfection Learning

Web Sources:

<https://www.gradesaver.com/>

<https://www.enotes.com/>

<https://www.jstor.org/>

<https://www.sparknotes.com/>

<https://www.cliffsnotes.com/>

ACTING & DIRECTION FOR ANIMATION**3 1 0 4****Course Objectives:**

1. This course introduces the students into the craft and art of Acting & Direction for Animation
2. The student can begin conceptualizing a full length Animated movie.
3. The students are trained to develop the skills of critical analysis story,

4. Skills needed to pitch a treatment and work collaboratively and most importantly the skills that awaken imagination,
5. Originality and inventiveness in the dramatic medium to help them to direct the characterizations of animation

Detailed Course

Unit: 1 **12**

- 1.1 This Introductory unit covers the Aspects of Acting and Direction
- 1.2 How to become an animator
- 1.3 Story telling techniques and become a creative practitioner
- 1.4 They also learn the process of animation and Pre-Production

Unit: 2 **12**

- 2.1 A brief process of understanding the animation concepts
- 2.2 Creative approaches to Animation followed by Simulation
- 2.3 Understanding the Characterization, Emotional Memory
- 2.4 What is stage appearance and stage presence?
- 2.5 Golden era of Indian cinema

Unit: 3 **14**

- 3.1 Understanding the variety of acting methodologies
- 3.2 The process of Mime Acting, method acting
- 3.3 The Chekhov Technique, Meisner Technique,
- 3.4 Practical Aesthetics, Neurosthetic Acting,
- 3.5 Understanding Stage Acting and Voice Characterization.

Unit: 4 **11**

- 4.1 Anatomy of an Animation Director
- 4.2 Directing the Story, The art of Professional Story-telling
- 4.3 Responsibilities of a story artist, Creative handling of the content
- 4.4 Implementing or feeding the concept onto the character over a brief characterization,

4.5 Directing the voice actors, Detailing of the facial expressions and emotions.

Unit: 5

11

5.1 Students must Club themselves into a group of 4-5

5.2 Differentiate themselves with the story part as per characterizations for an animation concept

5.3 create an animation concept and act themselves accordingly as to create an acting

5.4 View reference video which also acts as the directorial guide to the animation concept they developed.

Total Hours: 60

Practical / Assignments

- Acting forming a group and submit a video based on the story they have prepared and submit (duration 2mins)

Course outcome:

1. Students will learn about the Aspects of Acting and Direction
2. Students will understand the art of Storytelling and how to become a creative person
3. Students will learn and understand how to challenge themselves for stage performance
4. Students will adapt to different learning techniques and ways of acting to be done
5. Students will get the practical knowledge about the film making

TEXT BOOKS:

1. Ed-Hooks, "Acting for Animators - A Complete Guide to Performance Animation" Published by Routledge 2011.
2. Tony Bancroft, "Directing for Animation: Everything You Didn't Learn in Art School", Published by Focal press - 2014.

REFERENCE BOOK:

1. Hayes, Chris Webster, "Acting and Performance for Animation by Derek" Published by Focal press - 2013.

Web Link:

- 1.<https://www.skwigly.co.uk/acting-animation-observation/>
- 2.<https://www.awn.com/animationworld/performance-and-acting-animators>

Web Sources:

- 1.<https://youtu.be/BTLkDnsmnQU>
- 2.<https://grail.cs.washington.edu/projects/rapid-anim/paper.pdf>

2D SHOWREEL

0 1 4 3

Objective: Student are expected to submit the projects on any one of the following

1. 2D- Animation
 - a. Motion Graphics for E-Learning Content (for 1 Minute)
 - b. corporate presentation (for 1 Minute)

Or

1. 2D- SHORT FILM (minimum 2 minutes)

Detailed Course

Unit-I **9**

- 1.1 One line Idea
- 1.2 Overcome Creative Mind blocks
- 1.3 Concept Creation
- 1.4 Finding Inspiration
- 1.5 Research

Unit-II **9**

- 2.1 Personal Note
- 2.2 Essential Parameters
- 2.3 Concept Development
- 2.4 Writing the Script
- 2.5 Storyboard

Unit-III **9**

- 3.1 The Production Plan
- 3.2 Project Deadline
- 3.3 Asset Creation
- 3.4 Character Creation
- 3.5 Concept Art

Unit-IV **9**

- 4.1 Background Creation
- 4.2 Animation using 12 Principles
- 4.3 Key Frame Animation
- 4.4 Setting Attributes, Colors and Styles
- 4.5 Scene Management

Unit-V **9**

- 5.1 Recording the Dialogues and BGM

- 5.2 Compositing
- 5.3 Adding Effects
- 5.4 Audio & Video Editing
- 5.5 Final Rendering

Total Hours: 45

Suggested Readings

1. Cartoon Animation (Collector's Series) Paperback – 1 January 1994
2. The Animator's Survival Kit Paperback – 5 November 2009
3. Character Animation Crash Course! Paperback – 7 July 2008
4. Draw Great Characters and Creatures: 75 Art Exercises for Comics and Animation Paperback – Illustrated, 3 December 2019
5. Creating Characters for the Entertainment Industry: Develop Spectacular Designs from Basic Concepts Paperback – 10 August 2019

Web Link:

<https://www.behance.net/gallery/97023727/2D-Animation-Demo-Reel-2019>

<https://www.bloopanation.com/animation-demo-reel/>

Web Sources:

<https://slideplayer.com/slide/5870111/>

<https://youtu.be/u8vk5IB7b5Q>

3D Set-Modeling, Texturing

0 0 4 2

Course objective:

1. To develop the skills to visualize objects in 3D
2. To understand the methodologies of creating 3D environments
3. To understand the detailed process of 3D modeling, Texturing, Lighting and Rendering

4. To develop the knowledge of creating 3D assets for Game
5. To understand the process in texturing 3D assets

Detailed Course

Unit-1

6

- 1.1 Introduction to 3D Software
- 1.2 UI elements – view ports
- 1.3 Different Types of Menus
- 1.4 Project settings – hotkeys
- 1.5 Understanding the 3 Dimensions

Unit-2

6

- 2.1 Introduction to modeling tools
- 2.2 basic primitives
- 2.3 attribute editors
- 2.4 Introduction of different types of modeling geometries
- 2.5 Establishing different types of geometries.

Unit-3

6

- 3.1 Texturing: UV Layouts
- 3.2 Understand texturing and Apply texture for the created models
- 3.3 UV resolution settings
- 3.4 capture a UV snapshot from Maya UV
- 3.5 texture editor and getting in to paint / Photoshop software

Unit-4

5

- 4.1 Lighting: Types of Light
- 4.2 Create, group & modify light in scene with light editor-turn default light on or off
- 4.3 control lights
- 4.4 shadow catching – remove shadows absorption

4.5 reflection & refraction of light

Unit-5

7

5.1 Rendering: Render Settings

5.2 IPR- Software Rendering

5.3 Hardware Rendering

5.4 Using Plugins for Rendering

5.5 Exporting Images

Total Hours: 30

Practical / Assignments

- Students will create simple polygon objects
- Students will create a interior design using 3D
- Students will model and texture a background using 3D
- Students will model a full set for a scene from a movie.

Course Outcome

At the end of the course, learners will be able to:

CO1: It begins with an introduction to 3D interface

CO2: gain knowledge 3D modelling and Texturing

CO3: Understand the various set design

CO4: Knowledge on converting a set design to 3D Model

CO5: Understand the lighting, texturing and rendering techniques to render a quality output

Reference Books & Online References:

1. Dariush Derakhshani, "Introducing Autodesk Maya 2015, Jon Wiley & Sons, (2014).
2. Maraffi, Chris (2004). Maya Character Creation: Modeling and Animation Controls. New Riders.
3. Animation from pencils to pixels: classical techniques for digital animators, Tony White
ISBN-10: 0240806700
4. 3D Automotive Modeling: An Insider's Guide to 3D Car Modeling and Design for...

By Andrew Gahan

Wright's Compositing Visual Effects: Essentials for the Aspiring Artist [Paperback]2007)
- Paperback (2007) by S.Wright

Web Link

1.<https://designmodo.com/maya-tutorials/>

2.<https://area.autodesk.com/tutorials/>

Web Sources:

<https://www.creativebloq.com/tag/3d>

பாடக் குறியீட்டு எண்:

3 0 0 3

பருவம்-4, தமிழ்மொழிப்பாடம்-4, பகுதி-1, தகுதிப்புள்ளி: 3, வாரப் பாட நேரம்: 3.

தாள்-4

சங்க இலக்கியம் – நாடகம் – வளர் தமிழ் - பொதுக்கட்டுரை

அலகு 1: சங்க இலக்கியம் - 1

10 மணி நேரம்

1. புறநானூறு (மூன்று பாடல்கள் - 183, 184, 192)
2. பதிற்றுப்பத்து (இரண்டு பாடல்கள் - 14, 69)
3. பட்டினப்பாலை (காவிரியின் சிறப்பு பாடல் அடிகள் 01-07, சோழநாட்டு வளம் பாடல் அடிகள் 20-28, பல்பொருள் வளம் பாடல் அடிகள் 183-193)
4. மதுரைக் காஞ்சி (பாண்டியர் பரம்பரை பாடல் அடிகள் 01-23, மன்னார்க்கு மன்னன் பாடல் அடிகள் 64-74, பாண்டியன் புகழ் பாடல் அடிகள் 197-209).

அலகு 2: சங்க இலக்கியம் - 2

9 மணி நேரம்

1. நற்றிணை (இரண்டு பாடல்கள் - 1, 172)
2. குறுந்தொகை (மூன்று பாடல்கள் - 3, 40, 135)
3. ஐங்குறுநூறு (மூன்று பாடல்கள் - 281, 283, 286)
4. அகநானூறு (இரண்டு பாடல்கள் - 4, 86)
5. கலித்தொகை (இரண்டு பாடல்கள் - 9, 133)

அலகு 3: நாடகம்

8 மணி நேரம்

1. ஆட்டனத்தி ஆதிமந்தி - கவிஞர் கண்ணதாசன்

அலகு 4: வளர்தமிழ்

9 மணி நேரம்

1. ஊடகத் தமிழ் - கணினித் தமிழ் அறிமுகம்

ஊடகத் தமிழ்: அச்சுக்கலை - இதழியல் - ஊடக வகைகள் - அச்ச ஊடகங்கள் - மின்னணு ஊடகம் - இதழியல் முன்னோடிகள் - அச்ச ஊடகங்களில் தமிழ் - கருத்துப் பரிமாற்றம் - மொழி நடையின் தன்மை - நாளிதழ்கள் - வார, மாத இதழ்கள் - மின்னணு ஊடகங்களில் தமிழ் - வானொலி- தொலைக்காட்சி- திரைப்படம்.

கணினித் தமிழ்: கணினித் தமிழின் அடிப்படையும் பயன்பாடும் - கணிப்பொறியின் வரலாறும் வளர்ச்சியும், கணினியும் தமிழும், விசைப்பலகை (Keyboard) - எழுத்துருக்கள் (Fonts) - தமிழைத் தட்டச்சு செய்ய உதவும் மென்பொருள்கள், தமிழைத் தட்டச்சு செய்யும் முறைகள் - தமிழ்த் தட்டச்சுப் பயிற்சி - இணையமும் தமிழ்ப் பயன்பாடும் - தேடுபொறி (Search) - வலைப்பூ (Blog), மின்னூலகம் (Online e-Library), - மின்னகராதி (e-Dictionary), - மின் செய்தித்தாள் - e-Paper, - இணையவழித் தமிழ்க் கற்றலும்- கற்பித்தலும் - மின்வழிக் கற்றல் - e Learning.

அலகு 5: பொதுக்கட்டுரை, இலக்கிய வரலாறு, இலக்கணம்

9 மணி நேரம்

1. பொதுக்கட்டுரை வரைதல்

2. பாடம் தழுவிய இலக்கிய வரலாறு (சங்க இலக்கியம், நாடகம், வளர்தமிழ்)
3. இலக்கணம் (பொருளிலக்கணம்) திணை, துறை விளக்கம்.

மொத்தம்: 45 மணி நேரம்

Course Outcome

Students will be able to

1. Interpret the cultural lifestyle of Ancient Tamils.
2. Formulated their new methods of fine arts through the sprite of ancient art of Tamils.
3. Find out the solutions for the problems of life through the philosophical ideology of Tamil religions.
4. Acquire the Knowledge and understanding theories of Media Tamil - Introduction of Tamil Computing
5. Formulate the art of life through Tamil traditional scientific approach.

பார்வை நூல்கள்

1. கணினித்தமிழ், முனைவர் இல.சுந்தரம், விகடன் பிரசுரம்
2. கணிப்பொறியில் தமிழ், த.பிரகாஷ், பெரிகாம்
3. தமிழ்க் கணினி இணையப் பயன்பாடுகள், முனைவர் துரை. மணிகண்டன், மணிவானதி பதிப்பகம்
4. இதழியல் கலை, டாக்டர் மா. பா. குருசாமி, குரு - தேமொழி பதிப்பகம், திண்டுக்கல்
5. அச்சக் கலை வழிகாட்டி, பாலசுப்பிரமணியன், ஆ., சென்னை : தனசு பதிப்பகம், 1966
6. தொலைக்காட்சிக் கலை, முனைவர் வெ. நல்லதம்பி, மங்கைப் பதிப்பகம், சென்னை 42

8 பாடநூல் தேடலுக்கான இணையம்

- <http://www.tamilvu.org/courses/nielit/Chapters/Chapter1/11.pdf>
- <https://www.tamildigitallibrary.in/>

HINDI - IV

3 0 0 3

II year-IV SEM (Modern Poetry, Hindi sahithya ka ithihas
–Adhunik kal,,Journalism, Advertisement writing)

Course Objective:

To develop interest in modern poetry

To teach them the importance & development of hindi journalism.

To train them in advertisement writings

Unit I	- 'Adhunika kavitha (Sansar), Journalism	9
Unit II	- 'Adhunika kavitha (Mouun nimanthran), Journalism	9
Unit III	- Adhunika kavitha ('rah rahkar Tuutthaa rab kaa kahar), Journalism	9
Unit IV	- 'Adhunika kavitha ('samarpan'), Advertisement writing	9
Unit V	- 'Adhunika kavitha ('panthraha agastha kii pukaar '), Advertisement writing	9

Total Hours: 45

Course Outcome

At the end of this course

- CO 1 Students will be familiar with modern poetry
- CO 2 Students will understand the origin & development of Hindi journalism
- CO 3 will know about different sources of journalism & their qualities
- CO 4 will get the ability to write various types of advertisement
- CO 5 will understand the different methods adopted in writing them

Reference books

1. Padya khosh
2. Hindi patrakaritha ek parichaya

FRENCH IV

3003

OBJECTIVE:

To strengthen the Grammar and Composition in French language.
To train the students to enhance his skills in French language for communication.

UNIT:I

Leçon 20 : Une grande Nouvelle-Grammaire Le future.

9

Leçon 46 :Le mètre ;l'autobus-Grammaire-A former ou a changer
L'adjectif masculin ou féminin a l'adverbe-Trouvez les noms qui
correspondent aux verbes suivants.

UNIT :II **9**

Leçon 48 : A la préfecture de police-Grammaire Les pronoms relatifs.
Leçon 63 :les sports-Grammaire le conditionnel présent.

UNIT :III **9**

Leçon :56 A Biarritz la page-Grammaire le future antérieure.
Leçon :57 Dans les Pyrénées-Grammaire le future antérieure suite.

UNIT :IV **9**

Leçons 65-a fin des vacances Grammaire-a changer les phrases du pluriel au
singulier, le présent du subjonctif.

UNIT :V **9**

Grammaire et composition :Transduction - réponses aux questions sur les
passage-essaie sur un sujet générale, :lettre :Ecrire une lettre a une amie.

Total 45 Hours

TEXTBOOK :

Les leçons ont été choisi et tire de i & ii degré de gauger<<Cours de Langue et
de Civilisation Française>> The Millenium, Publication Hachette, édition 2002

REFERENCE BOOKS:

DONDO Mathurin, "Modern French Course", Oxford University Press, New
Delhi Edition 2014.

WEB SITE RESOURCES LINK;

<https://www.thoughtco.com/french-reading-tips-1369373>

<https://www.bnf.fr/fr>

<https://www.laits.utexas.edu/tex/>

ENGLISH IV - PRACTICAL ENGLISH (CONVERSATION PRACTICE) 3 0 0 3

Course Objective:

To train students in the use of English language in varied literary and non-literary
contexts.

To teach them soft skills and strengthen their foundation in grammar.

To evaluate students to sensitivity in conversational competency.

	Credit Hours
UNIT I	09
At the Airport	
In a Bank	
On a Bus	
UNIT II	09
In Flight	
In a Hotel	
In a Library	
UNIT III	09
Tea Time	
On a Train	
In a Restaurant	
UNIT IV	09
On a Picnic	
In a Police station	
In a Post office	
UNIT V	09
In a travel agency	
Asking the way	
At the theatre	
Total	45 Hours

Course Outcome

- At the end of this course students will be able to,
- CO1 Feel confident to speak in different situations.
- CO2 Learn befitting vocabulary words.
- CO3 Have the ability to visualize speaking situations.
- CO4 Be conversant with other conversational situations.
- CO5 Categorize the nature of questions asked usually in interviews.

Books Recommended:

English Conversation Practice, D.H.Spencer, Oxford.
Communicative English by Department of English, National College(
Autonomous), Trichy.

Web Sources:

<https://self-publishingschool.com/how-to-write-dialogue/>

<https://www.masterclass.com/articles/how-to-write-dialogue>

SOUND DESIGNING**3 1 0 4****Course Objectives:**

To understand the dynamics and elements of sound. And it's used in media production.

To study the core concepts of sound designing.

An introduction to the art of Audio /video post-production,

Sound editing techniques, adding music effects and voices.
Developing Art of designing, editing and mixing the Audio for Video.

Detailed Course

Unit I **12**

- 1.1 Fundamentals of Sound, Perception of sound,
- 1.2 Sound Intensity & levels, tone controls,
- 1.3 Equalization, Dynamics & compression, Noise floor & headroom
- 1.4 Ambient sounds, spot effects, Foley sound effects
- 1.5 Designing & mixing Sound boards

Unit II **12**

- 2.1 Sound design and concepts, studying the visuals,
- 2.2 Choosing and experimenting the Audio components music, sound effects, Foley Effects, 2.3 Diegetic and non-Diegetic Effects, planning, the workflow in Audio production
- 2.4 Introduction to Editing concepts –Fades/ Cross Fades /Weaving/ segue Mix/ Bridge
- 2.5 Sound processing –DSP, Multi-channel sounds.

Unit III **12**

- 3.1 Study of Sound EFX
- 3.2- Foley EFX, Character EFX, Background EFX, Sound Ideas for EFX,
- 3.3 Product Elements, EFX, Background Music & Instrument Tracks,
- 3.4 ADR -Voice EFX and Digital EFX
- 3.5 Audio EFX using Hardware & Soft wares

Unit IV **12**

- 4.1 Understanding Psycho Acoustics
- 4.2 Designing Sound Effects, Reality EFX & Simulation EFX,
- 4.3 Isolated Sounds, Specialty Effects, Panning Effects, Surround effects,
- 4.4 Fanfare & Intro Music, Voice accent, stingers & modulation
- 4.5 Voice over Mix, Mix minus Tracks, Instrument Tracks, Effect Track

Unit V **12**

- 5.1 Study of Multitrack systems
- 5.2 Sound and its width, Mono, Stereo, and Surround sound systems
- 5.3 Multi-channel sound tracks, compression techniques,
- 5.4 sound file mixing and processing tools
- 5.5 audio output formats and exporting concepts.

Total Hours: 60

Practical / Assignments

Listening & analyzing music & voice genres
Voice Recording & music balancing, track & effects posting & voice dubbing
Make a short video with Audio FX, Instrumental tracks, voice FX with BGM & Foley effects posted

OUTCOMES:

CO1: Student familiar with the media sound & production literacy

CO2: Students are able to understand the different Media genres. Styles, techniques

CO3: student will be able to understand the editing techniques and concepts

CO4: To understand the dynamics of sound and its parameters

CO5: To understand the Mixing of sound and its Delivery routings

TEXT BOOKS:

“Sound-Recording and reproducing” 2013. By E.G.M. Alkin, Glyn Alkin
“Understanding Audio” -By Daniel M. Thompson

REFERENCE BOOKS:

1. A Mixing Engineer's Guide-by Amos Clarke

Web Link:

1. <https://medium.com/@kusekiakorame/basics-of-synthesis-and-sound-design-a-beginners-guide-9c3d0314c6d5>

2. <https://www.musicianonamission.com/the-9-fundamentals-of-sound-design/>

Web Sources:

<https://blog.landr.com/sound-design/>

<https://youtu.be/8LV1bqf8ZVo>

CHARACTER MODELING & SCULPTING

0143

Course Objective:

To develop the knowledge of human anatomy for 3D modelling
To Understand and apply modeling tools to form proper topology
To understand to model realistic modelling
To develop the knowledge of sculpting character
To understand the process in showcasing realistic human characters

Detailed Course

UNIT I **12**

- 1.1 Principles of Modeling
- 1.2 Character Design Preparation
- 1.3 Basic Anatomy Creating Reference Images
- 1.4 Topology and Edge Flow, Box Modeling, Edge Loop Modeling.
- 1.5 Poly count.

UNIT II **12**

- 2.1 Cartoon Character Modeling
- 2.2 Hand Modeling, Foot Modeling, Body Modeling and Head Modeling,
- 2.3 Cloths, Hair and Props Modeling
- 2.4 Construction Techniques for Clean Edge Flow
- 2.5 Rendering Cartoon Shapes

UNIT III **12**

- 3.1 Photorealistic Character Modeling
- 3.2 Hand Modeling, Foot Modeling, Body Modeling and Head Modeling,
- 3.3 Cloths, Hair and Props Modeling
- 3.4 Construction Techniques for Clean Edge Flow
- 3.5 Rendering Cartoon Shapes

UNIT IV **12**

- 4.1** Sculpting a Character
- 4.2 Tool User interface
- 4.3 Geometry
- 4.4 Brushes
- 4.5 Import and Export

UNIT V **12**

- 5.1 Texturing Techniques
- 5.2 Types of Mapping
- 5.3 Unwrapping Techniques
- 5.4 Skin Shader Techniques
- 5.5 Creating Hair and Fur

Total Hours: 60

Practical / Assignments

- Students will model basic human shapes

- Students will model basic cartoon characters
- Students will model realistic 3D character
- Students will sculpt characters to give extra detail

Course Outcome:

CO: 1 Student will learn the human anatomy

CO: 2 Student can understand the various types of modelling

CO: 3 Student will get understanding on polygon modeling techniques

CO: 4 Understanding on Texturing and its types

CO: 5 Student can learn the different types Skin shaders and will get knowledge on editing a texture using supporting software

TEXT BOOKS:

1. Maya Character Modeling and Animation (Graphics Series) Paperback – Import, 20 Jul 2006

by Tereza Flaxman

2. Advanced Maya: Character Modeling DVD-ROM – Sep 2003 by Kenny Cooper (Author), Jim Lammers (Author)

REFERENCE BOOKS:

1. William Vaughan, “Digital Modeling”-, First Edition. 2004.

Web Link:

1. <https://area.autodesk.com/tutorials/>

2. <https://cgcookie.com/course/introduction-to-character-modeling>

Web Sources:

1. <https://www.creativeblog.com/features/the-17-best-zbrush-tutorials>

LIGHTING AND RENDERING

0 1 4 3

Course Objective:

1. To develop the knowledge of Lighting Techniques in 3D environment
2. To Understand and apply different types of lights
3. To understand what lights can be used according to the story line
4. To develop the knowledge Texturing Techniques
5. To understand the process in creating Realistic Texturing

Detailed Course

UNIT I

12

- 1.1 Understanding the Art of Lighting.
- 1.2 Understanding the color and composition,
- 1.3 Understanding Lighting with the basics of Color and composition.
- 1.4 Introducing Modifiers and Using the Modifier Stack.
- 1.5 Drawing and Editing 2D Splines and Shapes

UNIT II

12

- 2.1 Applying the Correct Light for the project.
- 2.2 Linking and Unlinking the Lights Using Light Fog and Light Glow.
- 2.3 Environment and Volume Fog,
- 2.4 Lighting an Interior with sunlight.
- 2.5 Cloning Objects and Creating Object Arrays

UNIT III

12

- 3.1 Preparing for Successful Light rigs - 1-2-3 Light Rig.
- 3.2 Interior Light set and Exterior Light Set.
- 3.3 Environment Light Set and Layered Based Light set.
- 3.4 Using Plugin Lights
- 3.4 converting objects to lights

UNIT IV

12

- 4.1 Basic Texturing
- 4.2 Types of material
- 4.3 Refraction reflection Techniques
- 4.4 UV Texturing
- 4.5 Exporting and importing textures from graphic design Tools

UNIT V

12

- 5.1 User interface of texturing tools
- 5.2 Metal texturing
- 5.3 Layer texturing
- 5.4 Importing and exporting
- 5.5 Applying imported texture

Total Hours: 60

Practical / Assignments

- Students will create a basic texturing
- Students will have to design a interior and set lighting according to the time
- Students will replicate lighting from a movie scene

Course Outcome:

CO 1 Student will learn the basic information about various types of Lights and its uses

CO 2 Student can understand how to setup lighting according to time and environment

CO 3 Student can learn the different types of rigging in lighting

CO 4 Students will understand the fundamentals of camera techniques and compositions.

CO 5 Students can learn the different types of lighting techniques.

TEXT BOOKS:

1. Kelly L. Murdock, “Kelly L. Murdock's Autodesk 3ds Max 2015 Complete Reference Guide”, Perfect Paperback , 2014.
2. Todd Palamar “Mastering Autodesk Maya 2016”, Autodesk Official Press, First Edition

REFERENCE BOOKS:

1. Jeremy Birn, “Digital Lighting and Rendering”, New Riders, 2013.
2. Kelly L. Murdock, “Autodesk Maya Basics Guide 2015”, 2014.

Web Link:

- [https://www.thegnomonworkshop.com/tutorials?tags\[\]=lighting-and-rendering](https://www.thegnomonworkshop.com/tutorials?tags[]=lighting-and-rendering)
- <https://area.autodesk.com/tutorials/>

Web Sources:

- <http://3drender.com/light/index.html>

Basics of Photography & Videography**3 0 0 3**

Course objective: This course will teach basics of Photography & Videography techniques and concepts. It covers topics such as digital Photography and video terms, cutaways and establishing shots, capture images, video, montage sequence, incorporating visual elements such as transitions, color correction, Chroma key and track matte into a video.

Course Outcome:

CO: 1 Student will learn the basic information about various types of cameras, lenses, filters, lighting etc.

CO: 2 Students can understand the various information and equipment in videography.

CO: 3 Student can learn the different parts in the camera.

CO: 4 Students will understand the fundamentals of camera techniques and compositions.

CO: 5 Students can learn the different types of lighting techniques.

UNIT I 15

- 1.1 Introduction to the Camera
- 1.2 History and types of cameras
- 1.3 Camera lenses and filters
- 1.4 Technicalities of photography
- 1.5 Electronic imaging devices

UNIT II 10

- 2.1 Camera mounts and Camera Operations:
- 2.2 Mounting plates, Variety of heads, friction heads, fluid heads, cradle heads.
- 2.3 Variety of bases – pedestals,
- 2.4 Tripods, dollies, cranes,
- 2.5 camera mounts for Teleprompters

UNIT III 10

- 3.1 Recording sound on camera:
- 3.2 In-built microphones in a camera, adjusting audio channels.
- 3.3 Recording live sounds on camera:
- 3.4 Emphasizing different portraiture, Practice camera exercises
- 3.5 Composition, camera angles, camera movements (pan, tilt, zoom)

UNIT IV 13

- 4.1 Fundamentals of Composition:
- 4.2 Aspect ratio, TV picture cutoff,
- 4.3 Types of shots
- 4.4 Rule of thirds, Principle of lead rule, Shot angles.
- 4.5 Creating compositional emphasis

UNTT V LIGHTING TECHNIQUES

12

- 5.1 Psychology of light Human Vision, Light Sources Setting Mood through Lighting
- 5.2 Lighting as a Story Element
- 5.3 Visual Environment Dealing with Natural Lighting Directional Effect of Light.
- 5.4 Lighting design process controlling the Intensity of Light.
- 5.5 Role of reflectors Techniques

Total: 60 Hrs.

TEXT BOOKS:

1. Kris. Mickiewicz, “Cinematography”, Initial publication, Third edition, 2005
2. Paul Wheeler, “Digital Cinematography”, Focal press, 2002.

REFERENCE BOOKS:

1. Paul Wheeler, “High Definition Cinematography”, Focal press, 2007.
2. Rob Hummel, “American cinematographer manual”, ASC Press, 2001.

Web Link:

<https://veprit.com/photography-guide/basic-concepts/aperture-shutter-speed-iso>

<https://www.photographytalk.com/beginner-photography-tips/8747-learn-beginner-videography-techniques-in-this-tutorial-for-photographers>

Web Sources:

<https://passionpassport.com/videography-basics-tips-for-beginners/>

<https://iceland-photo-tours.com/articles/time-lapse-and-videography/the-beginner-s-guide-to-videography>

RIGGING & ANIMATION

0 1 4 3

Course objective:

- To develop the knowledge of Animation in 3D environment
- To develop knowledge on timing, Frames and Keys
- To understand a human model walk, run and jump in a path.
- To gain knowledge on how to lip sync with the dialogues with two or more characters.

To understand to create a proper Real-time animation

Detailed Course:

UNIT I	9
1.1 Concept of Rigging	
1.2 Ik and Fk Constraints	
1.3 A Simple Leg Example.	
1.4 Constraints Working with Locators	
1.5 Set Driven Key,	
UNIT II	9
2.1 INTRO TO IK SOLVER AND IK CHAIN	
2.2 Working with the IK Rotate Plane solver.	
2.3 Creating the arm joints and setting preferred angle,	
2.4 Setting up the IK Rotate Plane solver.	
2.5 Translating the end effector of the IK chain.	
UNIT III	9
3.1 BENDING AND TWISTING OF KNEE	
3.2 IK and FK combination foot,	
3.3 Skeleton set-up-Setting up Single Chain IK- Parenting the IK	
3.4 Orient constraints Parenting the IK - Bending toes and twisting the knee.	
3.5 Adding attributes	
UNIT IV	9
4.1 Animation Principles and Process,	
4.2 Basic Animation with types of Balls.	
4.3 Working with Animation Editor and Tools, Animation Basics	
4.4 Key frame Animation, NonlinearAnimation, Path Animation,	
4.5 Motion Capture Animation	
UNIT V	9
5.1 Advanced Character Animation with Two Leg Animation (walk, run, Jump, Weightlifting etc.).	
5.2 Four Leg Animation (walk, run, Jump) Lip sync Animation.	
5.3 Single Character Animation with Dialogues, 5.4 two or more character interacting animation with Dialogues.	
5.5 Workflow with Graph, Trax, Dope.	

Total Hours: 45

Course Outcome

At the end of the course, learners will be able to:

CO1: understand how to animate a model in 3D Viewport

CO2: will Gain key knowledge in Key frames and graph editor

CO3: will understand various types of constraints to constrain a character model

CO4: understand rigging human model and constrain the rig as per anatomy of the model
CO5: applying a real world motion to a 3D Created object

TEXT BOOK:

1. Susan JolliffeNapier, “Anime from Akira to Princess Mononoke: Experiencing Contemporary Japanese Animation” , Palgrave Macmillan Limited, 2007.

REFERENCE BOOK:

Richard Williams, “The Animator's Survival Kit”, Faber & Faber, Limited

Web Link:

- 1.<https://area.autodesk.com/tutorials/>
- 2.<https://3dtotal.com/tutorials/t/maya-rigging-introduction-to-rigging-jahirul-amin-animation-character-vehicle#article-so-what-exactly-is-rigging>

Web Sources:

- 1.<https://conceptartempire.com/what-is-rigging/>

SCRIPT WRITING

3 1 0 4

Course Objectives:

Intro to Elements of drama—such as plot, character, diction, theme, and spectacle
To understand the scripting elements, combine to create an art of writing.
Demonstrate the form of writing the content and structure in a script and

Use of Fictional elements in their writing.
To develop the skill for their own writing, that of their peers creativity
Knowledge of the limitations and opportunities particular to theatre and film and audience relations.

Detailed Course

Unit: 1 **12**

- 1.1 Script writing as a creative tool for thinking and imagination
- 1.2 Elements of script writing
- 1.3 The various stages in the craft of script writing
- 1.4 Script writing- basic story idea, Plot, narrative synopsis,
- 1.5 Create an outline. Rough Draft & Full-fledged script.

Unit: 2 **12**

- 2.1 The narrative structure – Beginning – middle – End
- 2.2 Conflict, development, climax and denouement
- 2.3 Storyline, plot, and treatment, Three Act Structure
- 2.4 The principles of suspense
- 2.5 The principles of surprise

Unit: 3 **12**

- 3.1 Understanding the narrative techniques, texture of various objects and surfaces
- 3.2 Point of attack, exposition
- 3.3 planting, point of view, pace
- 3.4 Tone, subject matter, title
- 3.5 Openings, contrast, coincidence, tension release laughter.

Unit: 4 **12**

- 4.1 Characterization is an important element of a film
- 4.2 To engage the audience in the narrative, with interesting characters
- 4.3 A brief on character biography
- 4.4 Stereotyping; two - dimensional versus three - dimensional characters
- 4.5 guiding principles for evolving effective and credible characters.

Unit: 5 **12**

- 5.1 Understanding the Script formats
- 5.2 Various types of script formats
- 5.3 Two, Three, Four Column Script
- 5.4 Techniques involved in developing scripts.
- 5.5 Concepts related to Script formats and developments

Total Hours : 60

Practical's / Assignments

Character development -At least 5 types of Characters (E.g.: Positive, Negative...)
Create a plot, outline story, Screenplay, Scene wise breakdown,
Write a short story for a short film for about 10 mins
Create a two column Production Script for a short film

Course outcome:

Students will understand about the script and its contents
Students will learn to write a script
Students will get the knowledge of scripting techniques
Students will get the theoretical and practical knowledge about the script formats, story development and content writing

TEXT BOOKS:

Cooper, Pat, and Ken Dancyger, "Writing the Short Film", USA: Focal Press, (2nd Edition). 1999.
Phillips, William, "Writing Short Scripts", USA: Syracuse University Press, 2nd Edition, 1999.

REFERENCE BOOK:

Zettle, Herbert, "Television Production Handbook", USA: Wordsworth, 10th Edition, 2010.

Web Link:

1. <https://www.studiobinder.com/blog/what-is-script-writing/>
2. <https://industrialscripts.com/scriptwriting-guide/>

Web Sources:

<https://writersstore.com/blogs/news/how-to-write-a-screenplay-a-guide-to-scriptwriting>

<https://www.slideshare.net/JessWhiteMEDIA/script-format>

INTERNSHIP

0 0 4 2

For a period of two months (150 Hours of Work Experience), students will be attached to the media industry on an Internship basis, with the objective to expose them to actual situations and day to day functioning of the media industry. The interns will be exposed to the particular area of specialization already chosen. The faculty of the department in coordination will closely monitor progress of the interns with the guides in the media industry.

A report and a viva voce will complete the process of evaluation.

Project reviews will be conducted during the internship project on regular intervals which would consist of.

- Weekly Report
- Presentation
- Final Report
- Submission of the presentation and final Report Presentation with the Aids and with works of the students.

Viva through the presentation and subject knowledge

PROJECT

0 3 6 6

Course Objectives:

The main objective of Project is to inculcate specialization interest to the students, and give them an opportunity to explore innovation in various latest techniques in the field of media and communication studies.

COURSE OUTCOMES

CO1. At the end of the semester the students will create new media works.

CO2. Employ new techniques and tools to emphasize good output.

CO3. And students will gain confidence in working on a contemporary creative area independently under guidance.

I Submission:

The Students identify the area of specialization and to expertise themselves, they do new creative projects based on their interesting field. Art and Illustration, 2D/3D Animation and Graphics, Advertising, Photography, Audio / Video Production, Multimedia production, Web based production.

II PROJECT REVIEWS:

The students should present before the review committee to finalise the work,

First-review to present their Phase Creative ideation, scope and purpose of the work.

Second-Review to present the Phase II-Production stage.

Third- review to present their output after completion of Phase III.

III FINAL VIVA-VOCE EXAMINATION AND PROJECT SUBMISSION:

The final evaluation will be by the expert evaluation, where the students have to present their output

through a presentation and also by submitting the work. The students have to follow VITAS guidelines for the project preparation.

Total Hours: 90

Syllabus

Discipline Specific Elective Courses

STORYBOARD

0 1 4 3

Course objective:

1. This course will focus on storyboarding and developing ideas
2. Students will expand their own cinematic drawing techniques
3. Live-action and animated films and professional storyboards will be analyzed in class.

4. Students will develop their personal style storyboarding
5. Students will learn storyboarding techniques, terminology

Detailed Course

UNIT I **9**

- 1.1 Introduction to storyboarding
- 1.2 Preproduction process
- 1.3 Basic of Storyboards
- 1.4 Screenplay and picturing
- 1.5 Shots and storyboard panels

UNIT II **9**

- 2.1 Types of layouts
- 2.2 Concept and story developing
- 2.3 Idea, script Foreground, Middle Ground and Background
- 2.4 Developing Drawing Skills
- 2.5 Study of Classic Film Examples

UNIT III **9**

- 3.1 Shot types
- 3.2 Posing and staging
- 3.3 Camera movements
- 3.4 Camera Angles
- 3.5 Different perspectives

UNIT IV **9**

- 4.1 Cartoon storyboards
- 4.2 Color storyboard
- 4.3 Fantasy story board
- 4.4 Graphic novel storyboard
- 4.5 Manga storyboards

UNIT V **9**

- 5.1 Book illustration storyboards
- 5.2 Front page story boards
- 5.3 picture book storyboard
- 5.4 storyboards for poems
- 5.5 Advertising storyboard

Practical / Assignments

Students Will Have to Submit Storyboard Record Book
Assignments - storyboard artist history

Course Outcome:

- 1 Understand the basics in Storyboarding
- 2 Understanding the different types of Layouts
- 3 Students can learn the different types of camera angles and shots.
- 4 Student will understand the fundamentals Animatics
- 5 Get brief Knowledge on types of Storyboards

TEXT BOOKS:

1. Wendytumminello, “Exploring Storyboarding (Design Exploration Series)”,
Delmar Cengage Learning, 1st Edition, 2004.
2. John Hart, “The Art of the Storyboard A Filmmaker’s Introduction”, Focal Press; 2 edition
2013.

REFERENCE BOOK:

1. Giuseppe Cristiano “Storyboard Artist: A Guide to Freelancing in Film, TV, and Advertising”
Michael Wiese Productions, 2012.

Web Link:

- 1.<https://www.alexandercowan.com/storyboarding-tutorial/>
- 2.<https://www.skwigly.co.uk/storyboarding-tutorial-pt-1-the-dos-and-donts/>

Web Sources:

- 1.<https://www.slideshare.net/ciellauren/storyboarding-1412888>
- 2.<https://www.slideshare.net/MoiraZahra/storyboarding-7229015>

ARTIFICIAL INTELLIGENCE FOR GAMES

3 1 0 4

Course Objectives

1. To understand the AI Technology used for Game Development
2. To understand the working of Bot
3. To develop knowledge in AI Algorithms and Data structures
4. To understand the pre planning Steps in AI Game development
5. To inculcate the knowledge of AI usage in Games

Detailed Course

Unit I	12
1.1 Model of Game AI,	
1.2 Algorithms, Data Structures and Representations,	
1.3 Kinds OF AI in Games	
1.4 Speed and Memory-Processor issues	
1.5 The AI Engine-Structure of AI Engine	
Unit II	12
2.1 Basics of Movement Algorithm	
2.2 Steering Behaviors	
2.3 Variable matching Path following	
2.4 Jumping & Motor Control	
2.5 Movement in 3rd Dimension	
Unit III	12
3.1 Graphs	
3.2 Path smoothing	
3.3 Movement Planning	
3.4 Decision Trees	
3.5 Behavior trees – Fuzzy Logic, Markov Systems	
Unit IV	12
4.1 Goal Oriented	
4.2 Rule based systems	
4.3 Scripting, Board Game Theory, Minimaxing	
4.4 Transposition tables and memory	
4.5 Turn based strategy in board games	
Unit V	12
5.1 Scheduling execution.	
5.2 Level of Detail,	
5.3 The Design Shooters, Driving,	
5.4 Real-Time strategy	
5.5 AI Based Game Genres.	

Total Hours: 60

Practical / Assignments

- Students will create a model for Game engine
- Students will have to design an AI decision tree for a game
- Students will have to design an AI Behavior tree for a game

Course Outcome

By the end of the course, students can:

Co1: Identify aspects of computer games, which benefit from artificial intelligence.

Co2: Understand the Physics for gaming

Co3: Understand the software and its usage in Game development

Co4: Implement artificial intelligence and machine learning techniques for traditional and modern computer games.

Reference Books

Ian Millington and Morgan Kaufmann, “Artificial Intelligence for Games”, 2nd edition, Taylor & Francis, 2012.

Jeff Heaton, “Artificial Intelligence for Humans, Fundamental Algorithms”, 1 edition, Create Space Independent Publishing Platform, 2013.

Web Link:

<https://www.artificial-intelligence.blog/>

<https://aboveintelligent.com/top-10-artificial-intelligence-blogs-40f048bf8a70>

Web Sources:

<https://builtin.com/artificial-intelligence>

AUDIO VIDEO EDITING

0 1 4 3

Course Objectives:

1. Understanding the Audio & video file types & formats and Editing systems
2. To impart basic knowledge of DAW- Audio & NLE-Video Editing Systems
3. Incorporating the Basic Audio & Video techniques, Understanding the User Interfaces

4. Student study the basic tools, Create bins, Import/record media and Organize, create sequence, Insert Trim ,Edit ,compile, transitions , basic edits and titling
5. Understanding mixing & Color correction and preparing output, with effects and rendering a final output.

Detailed Course

Unit: 1 **9**

- 1.1 Fundamentals of Sound, Video Files & Formats
- 1.2 Introduction to NLE/DAW Systems, Creating and working in Sequences
- 1.3 Incorporating the various audio& video techniques.
- 1.4 User Interfaces &Tools, Recording Audio /Import media, organize Create bins
- 1.5 Analyzing Media Setting project parameters, Set, Insert, overwrite edits, transitions.

Unit: 2 **9**

- 2.1 Analyzing Media Segregating NG and OK takes
- 2.2 Sequencing the scenes, Editing Continuity, adding transitions, effects and titling, Audio EFX
- 2.3 Editing types online editing & Off-line, NLE Editing Tools and Functions
- 2.4 Sound EFX, Ambient, Foley sound effects and segments, leveling & Tonal Equalization
- 2.5 planning the work in production concepts & Introduction to Mixing concepts

Unit: 3 **9**

- 3.1Creating and working in DAW, NLE, Ingesting& Dynamics,
- 3.2 Principles of editing, project management, effects, mixing techniques
- 3.3 Principles of editing- seamless editing, video/audio effects, applying filters
- 3.4 Concepts & tools used in audio editing & sound balancing modes.
- 3.5 Audio tracks- transitions, Video Rendering & Exporting / Multi channel of sounds.

Unit: 4 **9**

- 4.1 Understanding Acoustics, balancing **Sound**, voice, music & effects,
- 4.2 Titling techniques, compositing, alpha channel, color option, video effects and rendering
- 4.3 selections of shots, cut in, cut away Jump cut Aspect ratio, and parallel and cross cutting
- 4.4 Audio for Video tools, Voice accent & modulation, voice over editing, audio mixing
- 4.5 Study of Multitrack Sound, mixing concepts, Mono, Stereo, Surround sound files exporting

Unit: 5 **9**

- 5.1 Understand video formats and, keying and other special effects
- 5.2 Professional style of 3-way color correction, create high quality motion title graphics
- 5.3 color correction, incorporating, graphics and animation
- 5.4 Planning for sound, sound mixing process and the preview

5.5 methods of delivery and exporting project required for each industry

Total Hours: 45

Practical / Assignments

Listening Exercises & concept & consent preparation, music & voice genres
Exercises Voice Recording & photo Story, Rush videos, video sequencing
Student make a concept video, teaser video, blue matte shoot with CG work
Make a short audio voice with Bg
m& effects posted

Course outcome:

Students will learn about the Audio & Video tools & NLE, DAW software
Students will understand the Tools & Parameters of organizing, editing & mixing
Students will learn and understand the cuts, Transitions, Effects, Titling
Students will get the knowledge of video formats, Audio voice & music balancing,
Students will get practical knowledge about the Audio Video editing and mixing tools.

TEXT BOOKS:

Mike Senior, "Mixing Secrets for the Small Studio", Focal Press.2011,
https://www.ugex.ru/sound_books/mixing/mssfss.pdf
"Sound-Recording and reproducing" 2013. By [E.G.M. Alkin](#), [Glyn Alkin](#)
"The Complete Creative and Technical Guide" (Digital Video and Audio) by [Robert M. Goodman](#)

REFERENCE BOOKS:

[In the Blink of an Eye: A Perspective on Film Editing](#) -by Walter Murch

Web Link:

<https://www.borrowlenses.com/blog/how-to-edit-video-for-beginners/>
<https://www.udemy.com/course/audioediting/>

Web Sources:

<https://www.premiumbeat.com/blog/best-audio-editing-tutorials-for-video-editors/>

WEB DESIGN

0 1 4 3

Course Objective:

1. The objective is to learn the techniques of website creation through tools and utilize them.
2. Students will know the process of using the tools for various digital outputs like website layout creation,

3. Creating static and dynamic web pages, using scripts for delivering small animations and attractive web pages,
4. How to produce web hosting through servers and creating their own web pages.

Detailed Course

Unit: I	9
1.1 HTML Basics: Introduction to HTML elements	
1.2 Basic tags, Attributes, Creating HTML page- Formatting, HTML links,	
1.3 Creating HTML tables, Adding pictures, HTML and page accessibility, Colors and background	
1.4 Advance HTML, Use of Frames and Forms in web pages,	
1.5 Formatting web pages by using GIF- JPEG getting web and clip arts, Use of interlinks	
Unit: II	9
2.1 Working with Text, Formatting Web Pages with, Style Sheets	
2.2 Overall Site Design and Management, Web Authoring Tools	
2.3 Uploading/FTP, Flash Enhancements, Incorporating/Embedding Video, Accessibility	
2.4 Introduction to Dreamweaver, Properties Inspector and Panels- The Document Window, the Status Bar	
2.5 Creating a Website with Frames, Rollovers and Other Image Trick- Drawing Image Maps, Designing with Cascading Style Sheets	
Unit: III	9
3.1 Understanding the basics of dynamics web designing	
3.2 How to perform action scripts for small animations Action script 2.0	
3.3 Movie clip animation with script	
3.4 Web animation in action script, Basics of flash gaming script	
3.5 Advanced flash action script 3.0	
Unit: IV	9
4.1 Basic E-learning Theory -Basic Graphics Theory	
4.2 Basic graphics tools training using different software's	
4.3 Graphics Content creation-Media Rich Creation Techniques -Review Techniques	
4.4 Tips N Tricks of fast creations Clients Specification Study	
4.5 Analyzing Final QA /Testing -Packaging techniques -Industry overview -Industry Exposure Visits	
Unit: V	9
5.1 How to create Illustrations, Publishing website,	
5.2 Creating Flash for E-learning, Interface designs	
5.3 Hosting portals	
5.4 Maintenance of Management Information System through websites	
5.5 Creating ERP in Portals	

Practical / Assignments

- Create a basic website using Photoshop and execute scripts using HTML and CSS
- Submit content in DVD

Course outcome:

1. Students will learn about Basic tags, Attributes, Creating HTML page
2. Students will understand how to Creating HTML tables, Adding pictures, HTML and page accessibility
3. Students will learn and understand E-learning Theory and Graphics Content creation
4. Students will get the knowledge of how to do coding for websites and develop websites easily
5. Students will get the practical knowledge of how to host a website client/server interactions

TEXT BOOKS:

1. Modern Web Essentials Using JavaScript and HTML5, David Pitt, published May 2014.
2. Tablet Web Design Best Practices, Mobify, 2013

REFERENCE BOOKS:

1. “Losing Our Religion: The Liberal Media's Attack”, S. E. Cupp, Rupa Release, Edition I, 2001
2. “Media Planning and Buying – Principles and Practice in the Indian Context”, by Arpita Menon, MacMillan India Public Limited, First Edition, 2007
3. Spring Into HTML and CSS Author: Molly E. Holzschlag [Emeritus] Publisher: Addison-Wesley Professional

Web Link:

<https://www.computer-pdf.com/web-programming/css/387-tutorial-web-design-an-introduction.html>

<https://www.jotform.com/pdf-templates/web-design>

Web Sources:

<https://www.w3schools.com/whatis/>

CLAY MODELLING

0 2 4 4

Course Objectives

1. Prepare and handle materials for clay modelling.
2. To understand the tools usage of tools for modelling and measuring.

3. Studying different methods of modelling style.
4. Make armature and miniature modelling.
5. Create own character and creature modelling in clay

UNIT I	12
1.1 Introduction to Clay Modelling.	
1.2 Drawing for sculpture	
1.3 concept development armature.	
1.4 concepts and comprehension of 3D space	
1.5 making basic human forms, animal forms.	
UNIT II	12
2.1 Techniques and tools	
2.2 Eye, Nose, Lips modelling.	
2.3 modelling tools, wire tools, wooden tools.	
2.4 Adding technique, carving technique.	
2.5 Repositioning and Detailing.	
UNIT III	12
3.1 Pinch pot, coiling and slab techniques.	
3.2 Slab Method, modelling with armature.	
3.3 Relief modelling.	
3.4 low relief and high relief modelling.	
3.5 terracotta modelling,	
UNIT IV	12
4.1 Drawing for modelling.	
4.2 measurement of sculpture.	
4.3 armature design, pedestal design.	
4.4 choosing pose or movement.	
4.5 adding muscles forms and finishing	
UNIT V	12
5.1 Idea, concept, scribble drawing.	
5.2 Drawing for modelling.	
5.3 creating new textures.	
5.4 measurement of sculpture.	
5.5 flowing anatomy, detailing, finishing.	
Total Hours: 60	

Practicals / Assignments

- Students will have to submit clay modeling work photo files in different angle
- Assignments for clay modelling and its techniques (written 20 pages)

Course Outcomes

1. Students Would Be Able to Understand the Art and Master the Techniques of clay modelling
2. Students Would Be Able to acquire knowledge to express ideas in the form of 3D.
3. Students would be able to create different clay modelling designs.
4. Students can develop the knowledge of 3D understanding.
5. Students would be able to enhance their knowledge through practicing art in clay modelling.

TEXT BOOKS:

1. Bruno Lucchesi, “Modeling the Figure in Clay”, Watson-Guptill Publications, 30th Edition, April 1, 1996.
2. Katherine Dewey “Creating Life-Like Figures in Polymer Clay”, Potter Craft, 29 April 2008.
3. Daisy Grubbs, “Modeling a Likeness in Clay Hardcover”, Watson-Guptill, August 1, 1982.
4. Susanna Oroyan, “Fantastic Figures: Ideas and Techniques”, C&T Publishing, January 1, 1995.

Web Link:

1. <https://artshow.com/resources/sculpture.html>
2. <https://www.nma.art/courses/a-beginners-guide-to-modeling-in-clay-with-eric-wilson/>

Web Sources:

<https://www.scribd.com/s/Clay%20sculpting>
https://www.researchgate.net/publication/23973434_Clay_Modeling_as_a_Method_to_Learn_Human_Muscles_A_Community_College_Study

Course Objectives:

1. To impart basic knowledge of design and layout
2. To understand the typography, type groups, and type measurements
3. To understand the basic principles of page design, graphics, animation, colors, etc.,
4. To inculcate the knowledge of page layout for magazine, newspapers, etc.,

5. Gain knowledge about proofreading, printing, and software

Detailed Course

Unit: I	9
1.1 Introduction to graphic design	
1.2 Introduction to design elements	
1.3 Principles of design	
1.4 Layout and its various stages	
1.5 visualization and final layout	
Unit: II	9
2.1 Introduction to typography and typesetting	
2.2 Type groups and its classifications	
2.3 Type measurement methods and units	
2.4 Principles of typography	
2.5 Logos and trademarks	
Unit: III	9
3.1 Understanding the basic principles of page design	
3.2 Graphics and its importance in design	
3.3 Pictures, photographs, drawings, animations in page design	
3.4 Color theory and color wheel	
3.5 Understanding the importance of color and color temperature in the printing process	
Unit: IV	9
4.1 Understanding newspaper and books' page layout	
4.2 Comparative study of page design of different newspapers	
4.3 Handling originals/photo - cropping, scaling and skewing.	
4.4 Designing stages of page layout of different media formats	
4.5 Recent trends in Pagination	
Unit: V	9
5.1 Designing of other printed products – brochure, leaflet, visiting card,	
5.2 Dummy preparations, proofreading, proofreading marks and printer's mark	
5.3 Graphic designing and pagination software	
5.4 Understanding file formats - TIFF, JPEG, PDF, GIF, EPS and PNG	
5.5 Critical analysis of design elements in designs	

Total Hours: 45

Practical / Assignments

- The students should submit a page layout for a magazine, brochure, and advertisement.
- To understand the printing technology the students should undergo an internship in a printing company and they have to submit the proof.

Course outcome:

1. Students will learn about the basics of design and layout
2. Students will understand the typography and type groups
3. Students will learn and understand the principles of page design and graphics
4. Students will get the knowledge of newspaper paper page design
5. Students will get the practical knowledge about printing and its process

Text Book / Reference Book:

1. Fundamentals of copy and layout (third edition): National textbook company, Illinois, USA
2. Exploring Publication design: by Poppy Evans – Publisher: Thomson – Delmar learning; UK
3. Exploring Typography: by Tova Rabinowitz – Publisher: Thomson – Delmar learning; UK
4. Making digital type look good-Bob Gordon-Thames and Hudson
5. Typography and typesetting- van Nostrand Reinhold, New York
6. Magazine Design-Stacey king-Rockport Publishers.

Web Link:

1. https://www.w3schools.com/bootstrap/bootstrap_pager.asp
2. <https://mdbootstrap.com/docs/standard/navigation/pagination/>

Web Sources:

1. <http://www.guru99.com/codeigniter-pagination.html>

2D & 3D Compositing**0143****Objective:**

Students are expected to submit the projects on any one of the following

1. 2D- Compositing
 - a. Basic Concepts of VFX 2d (for 1 Minute)

Or

2. 3D- Compositing (minimum 2 minutes).

Detailed Course

Unit-I	9
1.1 One line process of discussing	
1.2 Overcome Creative Mind blocks	
1.3 Concept Creation	
1.4 Finding Inspiration	
1.5 Tools knowledge	
Unit-II	9
2.1 Personal Note	
2.2 Essential Parameters	
2.3 Pre-production	
2.4 Writing the Script	
2.5 Storyboard	
Unit-III	9
3.1 The Post Production Plan	
3.2 Project Deadline	
3.3 Scene Creation	
3.4 Character Creation	
3.5 about 2d and 3d pipeline	
Unit-IV	9
4.1 Background Creation	
4.2 2D Layer Compositing	
4.3 Importance of Pre-Compositing	
4.4 color management	
4.5 Scene Management	
Unit-V	9
5.1 Concepts involved in Compositing	
5.2 3D Compositing	
5.3 Adding Effects	
5.4 Creating Splines and other techniques	
5.5 Final Rendering	

Total Hours: 45

Practical / Assignments

- The students should submit a project. On the specified date

- To understand the 2d and 3d compositing the students should undergo an internship in a printing company and they have to submit the proof.

Course outcome:

1. Students will learn about the basics of 2D and 3D
2. Students will understand the animation process
3. Students will learn and understand the principles of animation
4. Students will get the knowledge of 2D animation and 3D

Text Book / Reference Book:

1. The Animator's Survival Kit richard willams
2. 3D Animation Essentials
3. 3D Art Essentials am chopne

Web Link:

1. <https://dreamfarmstudios.com/blog/compositing-in-animation-what-it-is-and-how-its-done/>
2. <https://www.cgspectrum.com/blog/what-is-compositing>

Web Sources:

<https://www.videocopilot.net/tutorials/>

DYNAMICS AND VISUAL EFFECTS**0 2 4 4****Course objectives:**

1. To Develop Skills and Techniques to Create Special

2. To understand to create effects in 3D environment
3. To develop knowledge on Collisions and simulations
4. To understand different types of 3D fluids
5. To inculcate the knowledge of creating simulations for Motion Graphics

Detailed Course

UNIT I 12

- 1.1 Introduction to dynamics
- 1.2 Rules of physics to simulate natural forces
- 1.3 Using different types of emitters
- 1.4 Animating particle by using different types of fields
- 1.5 2D and 3D grid particle

UNIT II 12

- 2.1 Understanding the behavior of soft body and rigid body
- 2.2 Rigid body Constraints
- 2.3 Nail, pin, hinge, barrier and spring using different types of emitters
- 2.4 Painting the soft body weights tool
- 2.5 Creating Rigid animation series

UNIT III 12

- 3.1 Hardware rendered particles
- 3.2 Rig use the particle cloud shader
- 3.3 particle sampler info node
- 3.4 Static attributes, dynamic attributes
- 3.5 Advance hardware render techniques.

UNIT IV 12

- 4.1 Introduction to Fluid Effects
- 4.2 Coloring the fluids
- 4.3 Designing Clouds Background
- 4.4 Explosion Effects and Fire Effects
- 4.5 Space Effects and designs

UNIT V 12

- 5.1 Designing Special Effects
- 5.2 Designing effects of Fur and shape
- 5.3 Designing Cloth & Clothes and effects
- 5.4 Conversion from 2D to 3D Pictures
- 5.5 Differentiation 2D effects and 3D effects

Total Hours: 60

Practical / Assignments

- Students will create a 30sec rigid body animation
- Students will create special effects like explosions, fire effects etc.
- Students will create a simulating cloth for a dancing character

- Students will create a simulation and render with real time character

Course Outcome

At the end of the course, learners will be able to:

CO1: Understanding particles and animating them to create effects with the understanding of the difference between Hardware render and software render

CO2: Working with soft body and rigid body

CO3: Learning to render the particles with advance hardware rendering techniques

CO4: Handling Fluid effects to create various effects like fog, fire, etc.

CO5: Creating cloth fur effects with the understanding of 2D effects and 3D effects

TEXT BOOKS:

1. Doug Kelly, "Digital Compositing in Depth", Coriolis Publication, 2003.
2. Angie Taylor, "Creative After Effects 5.0", Focal Press, 2002.

REFERENCE BOOKS:

1. Ron Brinkmann, "The Art and Science of Digital Compositing: Techniques for Visual Effects, Animation and Motion, Morgan Kaufmann Publishers, 2008.
2. Steve Wright, "Digital Compositing for Film and Video", Focal Press, 2010.
3. Lee Lanier, "Professional Digital Compositing: Essential Tools and Techniques", Wiley Publishing Inc., 2010.

Web Link:

1. <https://www.fogcoastproductions.com/19-fantastic-tutorial-youtube-channels-for-animation-visual-effects-and-motion-graphics/>
2. <https://area.autodesk.com/tutorials/>

Web Sources:

1. <https://www.pulldownit.com/tutorials.php>

RENDERING, MOTION TRACKING AND CAMERA TECHNIQUES 0 1 4 3

Course objectives:

1. To Develop Skills and Techniques to Create Special effect
2. To understand to create effects in 3D environment
3. To develop knowledge on motion tracking with live action footage
4. To understand work green matte footages

5. To inculcate the knowledge Camera angle and techniques

UNIT I 9

- 1.1 Introduction to rendering
- 1.2 Work with multipass rendering
- 1.3 using different types of shots and angle
- 1.4 various type file format
- 1.5 rendering alpha channel.

UNIT II 9

- 2.1 Understanding green matte shooting techniques
- 2.2 Lighting technique during green matte shooting
- 2.3 Create tracking points
- 2.4 Capturing live action
- 2.5 Video capturing methods and techniques

UNIT III 9

- 3.1 Working with 2D tracking
- 3.2 Working with 3D tracking
- 3.3 Type of tracking option
- 3.4 Match moving
- 3.5 Export match move camera in 3D

UNIT IV 9

- 4.1 Basic of Green matte remove
- 4.2 Garbage matte
- 4.3 Primatte and keying techniques
- 4.4 Work with mask effects
- 4.5 Spill adjustments

UNIT V 9

- 5.1 HD, 4K resolutions
- 5.2 Shots and angles
- 5.3 Depth of field
- 5.4 Camera motion path
- 5.5 Exporting methods

Total Hours: 45

Practical / Assignments

- Students will shoot green matte and live action footages

- Students will match the 3D and live action with camera movements
- Students will create a show reel tracking and match move

Course Outcome:

Briefly, the course's objectives are to help you:

CO1: Understand difference between Special effects

CO2: Understand Composition and its usage

CO3: Understand Tracking and its working

CO4: Understand live footage interaction

CO5: get knowledge on 3D in 2D environment.

TEXT BOOKS:

1. Doug Kelly, "Digital Compositing in Depth", Coriolis Publication, 2003.

2. Angie Taylor, "Creative After Effects 5.0", Focal Press, 2002.

REFERENCE BOOKS:

1. Ron Brinkmann, "The Art and Science of Digital Compositing: Techniques for Visual Effects, Animation and Motion", Morgan Kaufmann Publishers, 2008.

2. Steve Wright, "Digital Compositing for Film and Video", Focal Press, 2010.

3. Lee Lanier, "Professional Digital Compositing: Essential Tools and Techniques", Wiley Publishing Inc., 2010.

Web Link:

<https://www.blenderguru.com/tutorials/introduction-to-camera-tracking>

<https://www.schoolofmotion.com/blog/motion-tracking-in-after-effects>

Web Sources:

<https://youtu.be/OX3UVdRpviE>

ANIMATION PRODUCTION MANAGEMENT

4105

Course Objectives:

1. To impart basic knowledge of design and animation
2. To understand the typography, type groups, and type measurements
3. To understand the basic principles of page design, graphics, animation, colors, etc.,

Detailed Course

Unit-I	15
1.1 What is Animation?	
1.2 History of Animation	
1.3 Fundamentals of Animation	
1.4 Types of Animation	
1.5 Importance of Animation	
Unit-II	15
2.1 2D Production Pipeline	
2.2 12 Principles of Animation	
2.3 Essential parameters	
2.4 How to initiate creativity in animation production	
2.5 Tools and Techniques	
Unit-III	15
3.1 Introduction to Typography	
3.2 Fundamentals of Key frame Animation	
3.3 Intro's and Outro's	
3.4 Kinetic Typography	
3.5 Attributes, Colors and Styles of Typography	
Unit-IV	15
4.1 Character Creation	
4.2 Background Creation	
4.3 Applying the 12 Principles in Animation	
4.4 Working with different Types of Animation	
4.5 Importance of Framing and Angles	
Unit-V	15
5.1 Concepts involved in Compositing	
5.2 Importance of Pre-Compositing	
5.3 Basics of Colors and Lighting	
5.4 Audio Video Editing	
5.5 Rendering	

Total Hours: 75

Practical / Assignments

- The students should submit a key frame animation in 2d.
- To understand the production pipeline the students should undergo an internship and they have to submit the proof.

Course outcome:

1. Students will learn about the basics of design and animation
2. Students will understand the typography and type groups

3. Students will learn and understand the principles of animation and graphics
4. Students will get the knowledge of 2d and 3d animation

Text Book / Reference Book:

1. The Art of Animation Production Management Paperback – 1 January 2012
by Ranjit Singh (Author)
2. Your Career in Animation (2nd Edition): How to Survive and Thrive Paperback– March 2, 2021
by David B. Levy (Author)
3. Producing Animation 2nd Edition
by Catherine Winder (Author), Zahra Dowlatabadi (Author), Tracey Miller-Zarneke (Editor)

WebLink:

<https://www.artella.com/index.php/2017/09/21/animation-production-step-step-guide-making-3d-animated-movie/>

<https://usv.edu/blog/what-is-an-animation-production-pipeline/>

Web Sources:

<https://www.slideshare.net/BenT1990/animation-production-presentation>

ANIMATION ART DIRECTION

0143

Course Objective:

1. To develop the knowledge of basic drawing
2. Understand the perspective drawing
3. To understand and apply lighting and shadows
4. To increase knowledge in the study of cartoons.
5. To understand the process animation art direction

Detailed Course

UNIT I	9
1.1 Free hand practice	
1.2 shading techniques	
1.3 geometrical forms with Shading	
1.4 Still Life drawing	
1.5 Creating textures	
UNIT II	9
2.1 Introduction of Perspective	
2.2 One point perspective	
2.3 Two point perspective	
2.4 Three point perspective	
2.5 Bird's view, Worm's view	
UNIT III	9
3.1 Line of Action and Balance (different possess)	
3.2 Male & female anatomy	
3.3 Forms and Volume	
3.4 Quick sketches	
3.5 Study form live figure	
UNIT IV	9
4.1 Cartoon study basics	
4.2 Head types, Cartoon eyes, noses, mouths, ears, hands and feet	
4.3 Body types and proportions,	
4.4 Developing a cartoon character	
4.5 Various action poses of cartoon characters.	
UNIT V	9
5.1 2D background design,	
5.2 Landscape, cityscape and seascape,	
5.3 Colorful Background design –	
5.4 Creating shots for scene,	
5.5 Storyboard	

Total Hours: 45

Practical / Assignments

- The students should submit a Record book.
- The students should submit two set modeling
- Students are expected to submit the assignment about best art direction animation films.

Course Outcome:

1. Student will learn the human anatomy
2. Student can understand the various types drawing Practice
3. Student will get understanding on difference of human modelling and cartoon character modelling
4. Understanding on Environment designing
5. Student will get understanding Timeline animation

TEXT BOOKS:

1. Bert Dodson, “Keys to drawing”, Published by North Light Books Fw Media, Reprint edition 2013
2. Ron Tiner, “Drawing from Your Imagination”, David & Charles Publications, 2008.

REFERENCE BOOKS:

1. Bob Godfery and Anna Jackson The Do It, Yourself Film Animation Book, , BBC Publications, Edition I, 1974
2. Thomas, Frank and Johnston, “Disney Animation: The Illusion of Life”, Ollie Abbeville Publications, 1997

Web Link:

- 1.<https://www.creativebloq.com/career/art-director-11121180>
- 2.<https://magazine.artstation.com/2020/02/art-director-okeefe/>

Web Sources:

<https://conceptartempire.com/art-director/>

MATTE PAINTING**0 1 4 3****Course Objective:**

1. To develop the knowledge of Perspective
2. To Understand and create digital painting
3. To understand and apply lighting and shadows

4. To develop the knowledge Painting Techniques
5. To understand the process in matte painting.

UNIT I

- 1.1 Understanding the Art of Lighting.
- 1.2 Understanding the Color and Composition,
- 1.3 Understanding Lighting with the Basics of Color and Composition.
- 1.4 Rule of Third and Perspective
- 1.5 Color Mixing and Color Gradients

UNIT II

- 2.1 Layer Concepts
- 2.2 Brushes and Presets.
- 2.3 Smudge and Burn Tools
- 2.4 Filters
- 2.5 Color Correction

UNIT III

- 3.1 Working with Canvas
- 3.2 Image Adjustment
- 3.3 Matching Light and Proportion
- 3.4 Adding Details
- 3.4 Adding and Image

UNIT IV

- 4.1-Layer Mask
- 4.2 Adjusting Light and Shadow
- 4.3 Working Alpha Channel
- 4.4 Depth of Field
- 4.5 Added Fog Effects

UNIT V

- 5.1 Plate Making
- 5.2 Layer Separation
- 5.3 Importing in Compositing Software
- 5.4 Working Camera
- 5.5 Final Output

Practical / Assignments

- Students will create a digital painting
- Students will have to create landscape by images
- Students will work with 2D & 3D compositing.

Course Outcome

1. Understanding the difference between Concept Art and Fantasy Art with converting from paper to digital format.
2. Understanding the detail of brush strokes and difference between smudge, blur, Overlays, texture, mask and layer adjustments.
3. Knowledge about types of perspective with one point, two points and three points and with atmospheric perspective.
4. Understanding the color composition tone, shadow, hue and saturation, creating canvas, color tone and proportion.
5. Understanding the depth of field, Multi-plane set up in compositing, matte layers extractions matching with 3d objects or live action.

TEXT BOOKS:

1. Brian Sum, Shaddy Safadi, Levi Hopkins, "Digital Painting Techniques: Volume 5", 3D Total Publishing, 2013.
2. John Montague, "Basic Perspective Drawing: A Visual Approach", John Wiley publication, 6th Edition, 2013.

REFERENCE BOOKS:

1. David B. Mattingly, "The Digital Matte Painting Handbook", Sybex publications, 1986
2. David Luong, Damien Mace, Milan Schere, "d'artiste Matte Painting 3", Ballistic, 2013

Web Link:

<https://www.digitalartsonline.co.uk/tutorials/photoshop/create-an-epic-digital-matte-painting/#3>
<https://www.photoshoptutorials.ws/photoshop-tutorials/photo-manipulation/photoshop-matte-painting-easy-steps/>

Web Sources

<https://tutsplus.com/tutorials/search/matte+painting>

After completing this course, students will have:

1. To understand UV Texturing
2. To understand the Shader Networks
3. To develop Photo Realistic Materials
4. To understand the Texturing Techniques
5. To inculcate the knowledge Hi-res Texturing techniques

UNIT I

- 1.1 Understanding PBR Texturing
- 1.2 Shader Network Essentials
- 1.3 Color and Compositing
- 1.4 Non Photo real Materials
- 1.5 Exporting Maya maps with Convert to File Texture

UNIT II

- 2.1 Understanding UV workflows
- 2.2 Rules of UV Layouts
- 2.3 To Uv or not to UV
- 2.4 Understanding on mapping types
- 2.5 Applying multiple map coordinates with UV sets

UNIT III

- 3.1 Textures in Maya and Photoshop
- 3.2 Review reference materials
- 3.3 Remove shadows from the base texture
- 3.4 Texture scale
- 3.5 Create a Texture using Photoshop

UNIT IV

- 4.1 Textures in Substance Painter
- 4.2 Prep your models
- 4.3 Bake maps at base level
- 4.4 Understanding Substance Layers
- 4.5 Understand Smart materials

UNIT V

- 5.1 Types of Masking in Substance painter
- 5.2 Designing 3d Textures
- 5.3 Using Filters and brushes
- 5.4 Exporting and Importing Textures to 3D Application
- 5.5 Understanding rendering Settings

Practical / Assignments

- Students will create a Texture in Photoshop
- Students will create Non-Photo realistic Textures for cartoon character
- Students will create Photo realistic Textures for a human model

Course Outcome

At the end of the course, learners will be able to:

CO1: Achieved a working understanding of tools related to texturing.

CO2: Understand workflow of substance painter to create photo realistic Texturing.

CO3: Be able to create compelling compositions.

CO4: Be able to create accurate, balanced UVW coordinates & layout

CO5: Be able to create descriptive, detailed and interesting textures & normal maps.

Recommended Texts:

Advanced Maya Texturing and Lighting - By Lee Lanier
John Wiley & Sons Inc. SBN: 0- 471- 79404- X

Digital Lighting & Rendering - by Jeremy Birn
New Riders; ISBN: 1562059548

The Visual Story - by Bruce Block
Focal Press; ISBN: 978- 0- 240- 80779- 9
Comment: Excellent overview of Cinematography

Web Link:

1. <https://academy.substance3d.com/>
2. <https://www.cginspiringartist.com/substance-painter-tutorials/>

Web Sources:

<https://youtu.be/uXtyI9ChIN4>

SYLLABUS

SKILL ENHANCEMENT ELECTIVE COURSES (SEC)

SOFT SKILLS I

2002

Course Objective:

- To enable participants Business Communication Skills
- To enhance participants Email writing skills
- To impart Leadership and Team Bonding skills

Credit Hours

UNIT I: EFFECTIVE COMMUNICATION SKILLS

06

- Talking about your company – Making Polite requests – Introducing yourself and others–
- Socialising with others – Talking about work activities – Talking about your job –
- Communication practice – Role plays

UNIT II: WRITTEN BUSINESS COMMUNICATION

06

- Essential Email writing skills – Formal and Informal Emails – Usage of formal language
- Report Writing – Writing project reports – Extended writing practice – Email Etiquette –
- Understanding Business Emails

UNIT III: TELEPHONE ETIQUETTE

06

- The basics of Telephone Etiquette – Customer Service – Being courteous – Making
- arrangements – Giving clear and concise information – Tone and Rate of speech –
- Pronunciations – Summarisation – Mock Telephonic Conversations

UNIT IV: LEADERSHIP SKILLS

06

- Essential Leadership Skills – Interpersonal Skills – Team Building – Teamwork – Do's
- and Don'ts of Leadership skills – Importance of communication in Leadership – Delegating
- and Handling of Projects

UNIT V: LISTENING AND ANSWERING QUESTION

06

- Listening for the main ideas – Listening for details – Listening for specific information –
- Predicting and listening for opinions – Recognising context – Listening for sequence –
- Understanding Pronunciation – Listening practice

Total

30 Hours

Course Outcome:

- CO1 To enhance participant's Business Communication Skills
- CO2 To enhance the participant's Reading, Speaking, Listening and Writing capabilities
- CO3 To engage in a conversation with others to exchange ideas
- CO4 To impart leadership qualities among the participants
- CO5 To express opinions to enhance their social skills

Books Prescribed

1. Raman, M. & Sangeeta Sharma. Technical Communication.OUP.2008
- Taylor, Grant. English Conversation Practice. Tata McGraw Hill Education Pvt. Ltd. 2005

2.Tiko, Champa & Jaya Sasikumar. Writing with a Purpose.OUP. New Delhi. 1979

Web Sources:

<https://www.skillsyouneed.com/ips/communication-skills.html>

<https://blog.smarp.com/top-5-communication-skills-and-how-to-improve-them>

<https://blog.hubspot.com/service/phone-etiquette>

SOFT SKILLS II

2002

Course Objective:

- To enable students to develop their communication skills effectively
- To enhance students Reading, Writing, Listening and speaking skills
- To develop their self-confidence through communication

Credit Hours

UNIT I: READING COMPREHENSION AND VOCABULARY

06

Reading Techniques – Types of Reading – Skimming – Scanning – Reading for detail – Identifying key words – Underlining unfamiliar key words – Vocabulary Building – Reading Comprehension practice

UNIT II: PRESENTATION SKILLS

06

Presentation Methods – Preparation and Practice – Organizing content – Do's and Don'ts of a Presentation – Presentation Techniques – Mock Presentation

UNIT III: GROUP DISCUSSION

06

Introduction to Group Discussion – Preparation for GD – Structure of GD's – Do's and Don'ts – Tips and Strategies – Etiquette and Practice – Body Language and Posture – Sharing Ideas with respect – Understanding Opinions – Mock GD Practice

UNIT IV: CONVERSATIONAL SKILLS

06

Introduction to Small talk – How to start and end a conversation – Exchanging ideas – Expressing Interests – Giving Opinions – Social skills and Etiquette – Informal Conversations – Formal Meetings – Group Practice

UNIT V: SELF – INTRODUCTION AND ROLE PLAY

06

Introducing oneself – Exchange of Greetings – Appropriate Greetings – Usage of Vocabulary – Rapport Building – Handshakes and First Impressions – Basic Etiquette

Total

30 Hours

Course Outcome:

- | | |
|-----|--|
| CO1 | To get students to understand the importance of communicating in English |
| CO2 | To understand effective communication techniques |
| CO3 | To increase self-confidence through regular practice |
| CO4 | To encourage active participation in their regular class |
| CO5 | To enable participants to face large group of audience with confidence |

Books Prescribed

- English for Competitive Examinations by R.P.Bhatnagar&Rajul BhargavaMacmillan India ltd. Delhi.
- Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York: Pocket Books, 1977.
- Kalish, Karen.How to Give a Terrific Presentation. New York: AMACOM, 1996

Web Sources:

<https://www.skillsyouneed.com/ips/communication-skills.html>

<https://venngage.com/blog/presentation-skills/>

<https://gdpi.hitbullseye.com/Group-Discussion.php>

SOFT SKILLS III

2002

Course Objective:

- To enable students to develop their soft skills and Body Language
- To enhance students Reading, Writing, Listening and speaking skills
- To develop their self-confidence to excel at Interviews

Credit Hours

UNIT I: SKILL ENHANCEMENT

06

Time Management – Planning and Organization – Scheduling – Prioritization –
Delegation – Task Management – Stress Management – Overcoming anxiety – Confidence
Building – Body Language

UNIT II: RESUME / COVER LETTER WRITING

06

SWOT Analysis – Details and Resume Writing – Resume Examples – Building Resume
using SWOT – Writing Resume – Writing Cover Letter – Resume Correction – Resume
Feedback

UNIT III: INTERVIEW SKILLS

06

Interview Do's and Don'ts – First Impression – Grooming – Body Language –
Frequently asked questions – Useful Language – Mock Interview

UNIT IV: QUANTITATIVE ABILITY

06

Permutation & Combinations – Probability – Profit & Loss – Ratio Proportions &
Variations – Cubes – Venn Diagrams – Logical Reasoning – Critical Reasoning

UNIT V: REVISIONARY MODULES

06

Group Discussions – HR Process – Interview Process – Mock Group Discussions

Total

30 Hours

Course Outcome:

- CO1 To develop participant's social and professional skills
- CO2 To help participants manage time effectively
- CO3 To build a strong resume to suit corporate requirements
- CO4 To face interviews confidently
- CO5 To enhance their aptitude abilities

Books Prescribed

- Meena. K and V.Ayothi (2013) A Book on Development of Soft Skills (Soft Skills: A Road Map to Success) P.R. Publishers & Distributors.
- Soft Skills – Know Yourself & Know the World, S.Chand & Company LTD, Ram Nagar, NewDelhi
- Prasad, H. M. How to Prepare for Group Discussion and Interview. NewDelhi: Tata McGraw-Hill Publishing Company Limited, 2001.
- Pease, Allan. Body Language. Delhi: Sudha Publications, 1998.

Web Sources:

<https://www.skillsyouneed.com/ips/communication-skills.html>

<https://www.businessnewsdaily.com/5836-top-interviewing-skills.html>

<https://gdpi.hitbullseye.com/Group-Discussion.php>

NATIONAL SERVICE SCHEME

3 0 0 2

Course Objective: To create awareness among the students why the social services are important to the society.

UNIT I ENVIRONMENT ISSUES 6

Environment conservation, enrichment and Sustainability - Climate change - Waste management - Natural resource management - (Rain water harvesting, energy conservation, waste land development, soil conservations and a forestation)

UNIT II DISASTER MANAGEMENT 6

Introduction to Disaster Management, classification of disasters - Role of youth in Disaster Management

UNIT III PROJECT CYCLE MANAGEMENT 6

Project planning - Project implementation - Project monitoring - Project evaluation: impact assessment

UNIT IV DOCUMENTATION AND REPORTING 6

Collection and analysis of data - Preparation of documentation/reports - Dissemination of documents/reports

UNIT V PROJECT WORK/ PRACTICAL 6

Workshops/seminars on personality development and improvement of communication skills.

Total: 30Hours

Course Outcomes

- CO I To understand the community needs, problems and develop social responsibilities
- CO II Students acquire leadership quality in group living
- CO III To understand disaster management and its role of youth in disaster management
- CO IV Develop competence in documentation and report writing
- CO V Students are able to develop leadership skills to organize seminar, workshop and other personality programme

Text book:

1. Dr. S. Baskaran, "Social Work and Development", Himalaya Publication, 1998.

Syllabus

Ability Enhancement Compulsory Courses

COMMUNICATION SKILLS

1 0 2 2

Course Objective:

This course is to subject the students to practice the components in various units.
To make students ready for placement interviews within campus.
To infuse confidence to face job situations.

	Credit Hours
UNIT I	06
Resume and CV Writing	
Complaint Letter	
Social Correspondence	
Letter of Enquiry	
UNIT II	06
Short Essay Writing	
UNIT III	06
Explaining Proverbs	
UNIT IV	06
Use of Prepositions	
UNIT V	06
Synonymous Words	
Total	30 Hours

Course Outcome:

- | | |
|-----|--|
| CO1 | To enhance learners' confidence level. |
| CO2 | To make learners' feel the assimilation of skills. |
| CO3 | To engage in a conversation with others to exchange ideas. |
| CO4 | To impart leadership qualities among the participants. |
| CO5 | To express opinions to enhance their social skills. |

Books Prescribed

For Unit I – V Effective Communication For You – V. Syamala
Emerald Publishers, Chennai.
Cameron, David. Mastering Modern English, Hyderabad: Orient Blackswan, 1978 (rpt. 1989, 1993, 1995, 1998).
Freeman, Sarah. Written Communication in English, Hyderabad: Orient Blackswan, 1977 (21st Impression, 2007).
Singh, Vandana R. The Written Word. New Delhi: Oxford university Press, 2003 (3rd Impression, 2007)

Seely, John. Oxford Guide to Effective Writing and Speaking. New Delhi: Oxford University Press, 2000 (4th Impression, 2008)

Web Sources:

<https://www.myperfectresume.com/career-center/resumes/how-to/write>

<https://www.englishgrammar.org/>

<https://www.thesaurus.com/browse/>

Course Objective

To inculcate the importance of environmental pollution, preservation of nature and environmental management for human welfare.

Unit-I Multidisciplinary nature of environmental studies, Natural Resources**6**

Definition, scope and importance, need for public awareness.

Renewable and non-renewable resources - Natural resources and associated problems. a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies. f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification - Role of an individual in conservation of natural resources- Equitable use of resources for sustainable lifestyles.

Unit-II Ecosystems, Biodiversity and its conservation**6**

Concept of an ecosystem. - Structure and function of an ecosystem Producers, consumers and decomposers. -Energy flow in the ecosystem. Ecological succession. - Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the following ecosystem: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Introduction-Definition,genetic, species and ecosystem diversity. Biogeographical classification of India, Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values - Biodiversity at global, National and local levels. India as a mega-diversity nation. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Unit-III Environmental Pollution**6**

Definition, Cause, effects and control measures of a) Air pollution b) Water pollution c) Soil pollution d) Marine pollution e) Noise pollution f) Thermal pollution g) Nuclear hazards. Solid waste Management. Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management- floods, earthquake, cyclone and landslides.

Unit-IV Social Issues and the Environment

6

From Unsustainable to Sustainable development, Urban problems related to energy - Water conservation, rain water harvesting, watershed management- Resettlement and rehabilitation of people; its problems and concerns. Case Studies - Environmental ethics: Issues and possible solutions. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies. Wasteland reclamation. Consumerism and waste products. Environment Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act - Issues involved in enforcement of environmental legislation. Public awareness.

Unit-V Human Population and the Environment

6

Population growth, variation among nations. Population explosion – Family Welfare Programme. Environment and human health. Human Rights. Value Education. HIV/AIDS. Women and Child Welfare. Role of Information Technology in Environment and human health. Case Studies. Field work - Visit to a local area to document environmental assetsriver/forest/grassland/hill/mountain, Visit to a local polluted site-Urban/Rural/Industrial/Agricultural, Study of common plants, insects, birds, Study of simple ecosystems-pond, river, hill slopes, etc.

Total: 30 hrs

Course Outcome

1. To understand the nature and facts about environment.
2. To find and implement scientific, technological, economic solutions to environmental problems.
3. To know about the interrelationship between living organisms and environment.
4. To understand the integrated themes and biodiversity, natural resources, pollution control and waste management.
5. To appreciate the importance of environment by assessing its impact on the human world.

Text Books

1. De AK, Environmental Chemistry, Wiley Eastern Ltd.
2. Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, India.
3. Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480pgs.
4. Clark RS, Marine Pollution, Clanderson Press, Oxofrd (TB).

Reference Books

1. Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
2. Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press, 473pgs.
3. Heywood VH, and Watson RT, 1995. global Biodiversity Assessment. Cambridge University Press 1140pgs.
4. Jadhav H and Bhosale VM, 1995. Environmental Protection and Laws. Himalaya Publishing House, Delhi 284pgs.
5. Miller TG, Jr. Environmental Science, Wadsworth Publishing CO. (TB)

Website:

<https://lecturenotes.in/subject/559/environmental-studies>

COURSE OBJECTIVE:

To develop and strengthen entrepreneurial quality and motivation in students
To impart basic entrepreneurial skills and understanding to run a business efficiently and effectively.
To understand the concept and process of entrepreneurship and its contribution in and role in the growth and development of individuals and the nation.

UNIT I ENTREPRENEURSHIP

6

Entrepreneur – Personality characteristics of successful entrepreneur – Types of Entrepreneurs – Knowledge and skills required for an entrepreneur – Difference between Entrepreneur and Intrapreneur

UNIT II BUSINESS

6

Definition, Classification – Characteristics, Ownership Structures – Project Formulation – Steps involved in setting up a Business – Market Survey and Research – Techno Economic Feasibility Assessment

UNIT III BUSINESS PLAN PREPARATION

6

Sources of product for business – Pre-feasibility study – Criteria for selection of product – Ownership – Capital – Budgeting project profile preparation – Matching entrepreneur with the project – Feasibility report preparation and evaluation criteria.

UNIT IV SUPPORT TO ENTREPRENEURS

6

Sickness in small Business – Concept, Magnitude, Causes and Consequences, Corrective Measures – Business Incubators – Government Policy for Small Scale Enterprises – Growth Strategies in small industry.

UNIT V ENTREPRENEURSHIP DEVELOPMENT PROGRAMME

6

Meaning, Objectives – Phases of EDP – steps in EDP – Strategies for Entrepreneurship development – Institutions in aid of Entrepreneurship Development Programme – Use of IT enabled services in entrepreneurship - E Licensing, E filing.

Total 30: hrs.

COURSE OUTCOMES:

At the end of the course, a student will be able to

CO – 1: Understand the concept of Entrepreneurship

CO – 2: Identify, create and analyze entrepreneurial opportunities.

CO – 3: Assess techno economic feasibility of a Business Plan

CO- 4 - Create Business Plans

CO-5: State various statutory institutions involved in the process of Entrepreneurship development

TEXT BOOKS: Hisrich R D, Peters M P, “Entrepreneurship” 8th Edition, Tata McGraw-Hill, 2016

Khanka S.S., “Entrepreneurial Development” S Chand & Company; edition, 2016

REFERENCE BOOKS: Sharma, “Entrepreneurship Development”, PHI LEARNING PVT LTD, (2017)

Abhinav Ganpule&Aditya Dhobale, “Entrepreneurship Development”, Kindle Edition, Jatayu Publication; 1 edition ,2018.

Sangeeta Sharma, “Entrepreneurship Development”, 10th Edition, Kindle Edition PHI Learning, 2018

WEBSITES:<http://www.simplynotes.in/e-notes/mbabba/entrepreneurship-development/>

<https://openpress.usask.ca/entrepreneurshipandinnovationtoolkit/chapter/chapter-1-introduction-to-entrepreneurship/>

WEBSOURCES:<https://articles.bplans.com/10-great-websites-for-entrepreneurs/>

<https://www.entrepreneur.com/article/272185>