| B. Design Studio III – Creative Explorations | | | |
|---|---|---|---|
| Course Code | 22BD31 | CIE Marks | 50 |
| Teaching Hours/Week (L:T:S:P) | 5 hrs (1:0:4:0) | Viva Marks | 50 |
| Total Hours of Pedagogy | 05 Hours/Week | Exam Hrs | |
| Credits | 05 | Total Marks | 100 |

**Course Learning objectives:**

The course will focus on creativity, ideation and generating several alternate solutions

| **Module-1** |
|---|
| Analysis of an existing problem in a given context<br><br>. Creativity and Ideation methods – Brain Storming, Synectics and Lateral thinking. |

| **Module-2** |
|---|
| Design Explorations for Alternate Concepts. Exposure to Design Synthesis. |

| **Module-3** |
|---|
| Design Conceptualization and Visualisation. |

| **Module-4** |
|---|
| Idea sketching for alternate creative solutions. Personas, Scenarios and Story Boarding. Rapid Visualisation and Quick Mock-ups.<br>Soft Prototyping the idea/concept |

| **Module-5** |
|---|
| Documentation, report making and presentations |

| **Design Tasks** | Design of a system requiring creative explorations (for example it could be creative explorations of Bamboo or corrugated sheets as a material to come out with several products) |
|---|---|

| Teaching-Learning Process | 1. Get a perspective on design throughout the globe: Various videos of designers of the design process from different parts of the world. |
|---|---|
| | 2. Screening documentaries, videos, films on various Designs in India and Asia. |
| | 3. The contents of the courses shall be taught in an application-oriented manner on a scientific and design basis. The course contents shall be taught and learned through the lectures, seminars, labs or workshops, studio exercises and design projects, etc. |
| | 4. Site/field visit to folklores areas |
| | 5. Submission will include Idea generation, Study models, Sketches and drawings to achieve the desired results. |

**Assessment Details (both CIE and SEE) for PCC**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are **50 marks**

**CIE for the** professional core course PCC

- **50 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects.
- The first internals will be at the end of 40-50% coverage of the syllabus for **25 marks** and the second internal evaluation will be after covering 85-90% of the syllabus for **25 marks**.
- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for **50 marks.**
- The student has to secure 50% of maximum marks- **20 marks** to qualify in the CIE of the professional core course PCC.

**SEE for the** professional core course PCC

- **50 SEE marks** will be viva based assessed by internal examiner and external examiner (appointed by the University. **Note**: Examiners will be from academia as well as industry experts.)
- Evaluation pattern will be based on Design portfolio presentations/ seminar/models. Split up marks will be decided by internal & external examiners based on the projects.
    The student must secure minimum of 35% of maximum marks- (**18 marks out of 50 marks)** to qualify in the SEE of the professional core course PCC.

**Suggested Learning Resources:**

**Books**

- Kelly Tom: The Art of Innovation, doubleday, NY , 2001 - Prahalad C.K : The Fortune at The Bottom of The Pyramid, Wharton School Publishing, 2005 - Baxter, Mike; Product Design - Practical Methods for the Systematic Development of New Products, Publisher: Chapman & Hall, 1995 - De Bono Edward, Lateral Thinking, Penguin (UK), 1972 - Sculley, John; Byrne, John A.; Odyssey: Pepsi to Apple... a Journey of Adventure, Ideas and the Future; Harpercollins; Reprint edition (1988) - Cagan, Jonathan; Vogel, Craig M.; Creating Breakthrough Products: Innovation from Product Planning to Program Approval, Publisher: Financial Times Prentice Hall; 2002 - Myerson, Jeremy; IDEO: Masters of Innovation, Publisher: te Neues Publishing Company 2001

**Web links and Video Lectures (e-Resources):**

**Skill Development Activities Suggested**
- Guest Lecture from expert.
- Case Studies :
  To choose relevant projects where scope of services to be  learnt is more.

**Course Outcome**

**The student will be able to:**

- Get an Introduction into the field of Design

- The student will be able to generate solutions to design constructs, understand the process of design and be able to find solutions to simple problems.

- Make responsible choices for design development.

- The focus is on being able to identify problems and finding needs.

| 2D Visual Studies I — Word and Image | | | |
|---|---|---|---|
| Course Code | **22BD32** | CIE Marks | 50 |
| Teaching Hours/Week (L:T:S:P) | 4 hrs (1:0: 3: 0) | Viva Marks | 50 |
| Total Hours of Pedagogy | 04 Hours/Week | Exam Hrs | |
| Credits | 04 | Total Marks | 100 |

**Course Learning objectives:**
To understand, experiment and explore the relationship between word and image

**Module-1**

To understand and experiment with word image hierarchies. What is an image. Image and Perception.

**Module-2**

Word and meaning, Word as image, Image in word, word in image. Word Image interaction.

**Module-3**

  Word Image juxtaposition (delete sounds the same as above?). Word/letter form transforming into image. Fusing word and image (cartoons)

**Module-4**

A diverse study of how words and pictures interact in comics to make messages

**Module-5**

Focusing an investigation on the word-and-image question

| **Design Tasks** | Design of visual narratives, posters, book covers, symbols, title graphics, etc. exploring and experimenting the relationship between word and image |
|---|---|
| **Teaching-Learning Process** | 1. Assign exercises in making different types of models using a variety of materials available in the market.<br><br>2. Studios to conduct hands on work with models, sheets, drawings in Basic Design<br><br>3. Sketching in various medium to explore visual arts |

| | 4. Discussions, presentations, and case studies to cover different typologies. |
| | 5. The portfolio covering all the assignments shall be presented for the Viva exam. |

**Assessment Details (both CIE and SEE) for PCC**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are **50 marks**

**CIE for the** professional core course PCC

- **50 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects.
- The first internals will be at the end of 40-50% coverage of the syllabus for **25 marks** and the second internal evaluation will be after covering 85-90% of the syllabus for **25 marks**.
- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for **50 marks.**
- The student has to secure 50% of maximum marks- **20 marks** to qualify in the CIE of the professional core course PCC.

**SEE for the** professional core course PCC

- **50 SEE marks** will be viva based assessed by internal examiner and external examiner (appointed by the University. **Note**: Examiners will be from academia as well as industry experts.)
- Evaluation pattern will be based on Design portfolio presentations/ seminar/models. Split up marks will be decided by internal & external examiners based on the projects.
  The student must secure minimum of 35% of maximum marks- (**18 marks out of 50 marks)** to qualify in the SEE of the professional core course PCC.

**Suggested Learning Resources:**

**Books**

- Varnum, Robin; The Language of Comics: Word and Image: University Press of Mississippi, 2002 :ISBN-10: 1578064147 ISBN-13: 978- 1578064144 - Constantine, Mildred; Word and Image: Posters from the Collection of the Museum of Modern Art, 1968 : MOMA ASIN: B000OK87I8 - Meggs, Philip B.; Type and Image: The Language of Graphic Design: Wiley, 1992: ISBN-10: 0471284920 ISBN-13: 978-0471284925

**Web links and Video Lectures (e-Resources):**

**Skill Development Activities Suggested**

- Guest Lecture from expert.
- Case Studies :
  To choose relevant projects where scope of services to be learnt is more.

**Course Outcome:**

The students will be equipped with graphical representation of how words and pictures interact in comics to make messages  which shall be useful in translating the ideas into technically appropriate images.

The students will be also be exposed to various sketching softwares.

| 3D Form Studies I — Aesthetics, Identity and Expressions | | | |
|---|---|---|---|
| Course Code | **22BD33** | CIE Marks | 50 |
| Teaching Hours/Week (L:T:S:P) | 4 hrs(1:0: 3: 0 ) | Viva Marks | 50 Term Work |
| Total Hours of Pedagogy | 04 Hours/Week | Exam Hrs | |
| Credits | 04 | Total Marks | 100 |

**Course Learning objectives:**
To understand, experiment and explore the form relationship in 3D

**Module-1**

Form Studies and Aesthetics . Identity and Form – creating a family of forms.

**Module-2**

Abstraction, Expression and Meaning in Product Form.

**Module-3**

Material Explorations using different materials. Advanced exposure and demonstration of 3D modelling software

**Module-4**

The series of exercises lead from the manipulation of simple forms to the creation of complex abstract three-dimensional designs.

**Module-5**

Process of creation of complex abstract three dimensional designs  can  be tested on an architectural project, graphic design, and art

| Design Tasks: | |
|---|---|
| | Exploration of 3D forms using different materials |
| **Teaching-Learning Process** | 1.  Various exercises to be designed for students, which helps them to learn symbolically, represent a system/ design etc.<br><br>2.  Various Case studies videos of designers of the design process from different parts of the world.<br><br>3.  Seminar by students on their learning.<br><br>4.  Exposure to various softwares and Hands-on experience of 1 or 2 softwares for Image making. |

**Assessment Details (both CIE and SEE) for PCC**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are **50 marks**

**CIE for the** professional core course PCC

- **50 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects.
- The first internals will be at the end of 40-50% coverage of the syllabus for **25 marks** and the second internal evaluation will be after covering 85-90% of the syllabus for **25 marks**.
- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for **50 marks.**
- The student has to secure 50% of maximum marks- **20 marks** to qualify in the CIE of the professional core course PCC.

**SEE for the** professional core course PCC

- **50 SEE marks** will be viva based assessed by internal examiner and external examiner (appointed by the University. **Note**: Examiners will be from academia as well as industry experts.)
- Evaluation pattern will be based on Design portfolio presentations/ seminar/models. Split up marks will be decided by internal & external examiners based on the projects.
    The student must secure minimum of 35% of maximum marks- (**18 marks out of 50 marks)** to qualify in the SEE of the professional core course PCC.

**Suggested Learning Resources:**

**Books**

H. G. Greet and R. R. Kostellow, Elements of Design and the Structure of Visual Relationships, Architectural Press, NY, 2002 - Livio, Mario; The Golden Ratio: The Story of PHI, the World's Most Astonishing Number, Publisher: Broadway, 2003 - Kimberly Elam, Geometry of Design: Studies in Proportion and Composition, Princeton Architectural Press, 2001

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**Web links and Video Lectures (e-Resources):**

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**Skill Development Activities Suggested**

- Guest Lecture from expert.
- Case Studies :
    To choose relevant projects where scope of services to be learnt is more.

**Course Outcome**

- Sets an outline to  understand the structure of visual relationships and the life
- Students will be equipped in advanced Studies in Form, Studies in Space &Development)

| Creative Thinking Process and Methods | | | |
|---|---|---|---|
| Course Code | **22BD34** | CIE Marks | 100 |
| Teaching Hours/Week (L:T:S:P) | 3Hrs (1:0:2:0) | Viva Marks | - |
| Total Hours of Pedagogy | 03 Hours/Week | Exam Hrs | - |
| Credits | 03 | Total Marks | 100 |

**Course Learning objectives:**

Creative Design process is the sequence of different steps involved in the act of designing and creative design methods are the different techniques that can be used for the generating creative solutions. The course will give an overall understanding of this.

**Module-1**

Creative problem solving process and methods
. Introduction to Brain storming, syntectics, etc.

**Module-2**

Creative thinking experience in multiple modes of intelligence (visual, verbal, mathematical, musical, spatial (Theatrical)
. Creativity and personality growth. Reflective thinking and self- discovery
.

**Module-3**

Mappings, Affinities and Concept Maps
. Understanding Users, Environments and Artifacts

**Module-4**

Primary and secondary Research Methods (HCI techniques)
Clustering of ideas for concept development

**Module-5**

Participatory and collaborative design process

| | |
|---|---|
| **Design Tasks:** | The students will identify a problem to solve and take it through the different stages of the creative design process making use of different creativity methods. Exploring how to stimulate the mind in new and exciting ways, through a series of special techniques, in groups or working alone |

| Teaching-Learning Process | 1. The students need to do the various design assignments using creative design methods |
| --- | --- |
| | 2. Explore various webpages, videos, blogs in various websites for designs |
| | 3. Case studies of various inventions in media, which has made a difference in advanced design using latest soft wares and technology. |

**Assessment Details (both CIE and SEE) for PCC**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are **50 marks**

**CIE for the** professional core course PCC

- **100 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects.
- The first internals will be at the end of 40-50% coverage of the syllabus for **50 marks** and the second internal evaluation will be after covering 85-90% of the syllabus for **50 marks**.
- the sum of two internals and other assessment methods will be CIE marks for **100 marks.**
- The student has to secure 40% of the maximum marks- **40 marks** to qualify in the CIE of the professional core course PCC.


**Suggested Learning Resources:**

**Books**

De Bono Edward, Lateral Thinking, Penguin (UK), 1972

- Sculley, John; Byrne, John A.; Odyssey: Pepsi to Apple... a Journey of Adventure, Ideas and the Future; Harpercollins; Reprint edition (1988)


- Kelly Tom: The Art of Innovation, doubleday, NY , 2001


- Cagan, Jonathan; Vogel, Craig M.; Creating Breakthrough Products: Innovation from Product Planning to Program Approval, Publisher: Financial Times Prentice Hall; 2002


- Jones, J.C : Design methods: Seeds of human futures, Wiley inter science, London, 1992


- Ulrich, Karl T., Eppinger, Steven D.; Product Design and Development, McGraw-Hill, 2011


Masterthinker's Handbook: A Guide to Innovative Thinking Paperback –

by Edward de Bono (Author), Caspar de Bono Josiah de Bono, March 2022

- Karl Aspelund; The Design Process, Fairchild Pubns, 2011

**Web links and Video Lectures (e-Resources):**

**Skill Development Activities Suggested**
- Guest Lecture from expert.
- Case Studies :
- To choose relevant projects where scope of services to be learnt is more. Working on live projects.

**Course Outcome**

- Students are enabled to develop creative thinking: Finding Solutions "Out Of the Box"" allows the reader to learn how to break out of that mould and to wake up that creative side of their mind.
- Students also understand on the lateral thinking as a tool to freeing up their imagination.

| Design, Society, Culture and Environment | | | |
|---|---|---|---|
| Course Code | **22BD35** | CIE Marks | 50 |
| Teaching Hours/Week (L:T:S:P) | 2Hrs (2:0:0:0) | Marks Marks | 50 |
| Total Hours of Pedagogy | 02 Hours/Week | Exam Hrs | 3 |
| Credits | 02 | Total Marks | 100 |

Design practice does not happen in isolation. The environment, society and culture provide the context within which a designer lives and works. A student of Design needs to understand this at an experiential level. In India, the experience could vary from region to region even and design needs to be centred on social concern. The objective of the course would be to provide a sample experience by placing the student in an unfamiliar environment where s/he may learn to draw connections between the environment, cultural practices and problem solving by Design. They may also learn how communities solve problems in their own way.

**Module-1**

Culture and Society
. Design and Social Concern
. Urban/Rural context/needs/problems

**Module-2**

. Social Structure and Identity
. The Community, the Family and the Individual
. What is 'Indian' and how it has been defined over time

**Module-3**

. Gandhian thoughts, Khadi, Rabindranath Tagores thoughts-
Shilpa Sadan, Aurobindo and Mothers thoughts in auroville
. Calendrical events: festivals, rituals, rites of passage

**Module-4**

. Design in everyday objects
. Cultural artifacts, ritualistic artifacts, myths and legends
. Observation and immersion
.

**Module-5**

Clustering of ideas for concept development
Participatory and collaborative design process

Interacting with strangers, self-reflexivity
. Drawing as method of interaction, rapport building, observation and documentation
. Note-keeping, synthesizing observations

| Design Tasks: | A seminar paper presentation/submission on cultural and contextual mapping of concerns and issues in a rural environment. |
|---|---|
| Teaching-Learning Process | 4. The students need to do the various design assignments using creative design methods<br><br>5. Explore various webpages, videos, blogs in various websites for designs<br><br>6. Case studies of various inventions in media, which has made a difference in advanced design using latest soft wares and technology. |

- Papanek, Victor; *Design for the Real World: Human Ecology and Social Change*: Academy Chicago Publishers; 1985, 2 Revised edition ISBN-10: 0897331532 ISBN-13: 978-0897331531
- Whitely, Nigel; *Design for Society* Publisher: Reaktion Books, 1997, ISBN-10: 0948462655 ISBN-13: 978-0948462658

- Jain, Jyotindra; *India's Popular Culture: Iconic Spaces and Fluid Images:* Marg Publications, 2008, ISBN-10: 8185026815 ISBN-13: 978- 8185026817
- Basham, A.L; *The Wonder That Was India: A Survey of the History and Culture of the Indian Sub-Continent Before the Coming of the Muslims*: Taplinger Pub Co., 1968, ISBN-10: 0800884507 ISBN-13: 978- 0800884505

- Sparke, P; *Introduction to Design and Culture in the 20$^{th}$ Century*, Routledge, 1986
- Srinivas, M N; *The Remembered Village:* University of California Press, 1980
- Kosambi, D D; *The Culture and Civilization of Ancient India in Historical*

*Outline,* UBS Pubishers, 2007
- O'reilly, Karen; *Ethnograp*

**Web links and Video Lectures (e-Resources):**

**Skill Development Activities Suggested**
- Guest Lecture from expert.
- Case Studies :
- To choose relevant projects where scope of services to be learnt is more. Working on live projects.

**Course Outcome**

- Appreciate the importance of creativity in various aspects of life and work.
- Embrace a growth mindset and a willingness to experiment and take risks.
- Value open-mindedness, empathy, and a diverse range of perspectives in the creative process.

| Balake Kannada | | | |
|---|---|---|---|
| Course Code | BKBKK107-207 | CIE Marks | 50 |
| Teaching Hours/Week (L:T:S:P) | 2Hrs (1:0:0:0) | Theory Marks | 50 |
| Total Hours of Pedagogy | 01 Hours/Week | Exam Hrs | 01 |
| Credits | 01 | Total Marks | 100 |

Course Learning Objectives:
ಬಳಕೆ ಕನ್ನಡ ಪತ್ರ್ಯದ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು (Course Learning Objectives):

- To Create the awareness regarding the necessity of learning local language for comfortable and healthy life.
- To enable learners to Listen and understand the Kannada language properly.
- To speak, read and write Kannada language as per requirement.
- To train the learners for correct and polite conservation.

## Module-1

1. Introduction, Necessity of learning a local language. Methods to learn the Kannada language.
2. Easy learning of a Kannada Language: A few tips. Hints for correct and polite conservation, Listening and Speaking Activities
3. Key to Transcription.
4. ವೈಯಕ್ತಿಕ, ಸ್ವಾಮ್ಯಸೂಚಕ/ಸಂಬಂಧಿತ ಸಾರ್ವನಾಮಗಳು ಮತ್ತು ಪ್ರಶ್ನಾರ್ಥಕ ಪದಗಳು - **Personal Pronouns, Possessive Forms, Interrogative words**

| ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ | ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು. |
|---|---|

## Module-2

1. ನಾಮಪದಗಳ ಸಂಬಂಧಾರ್ಥಕ ರೂಪಗಳು, ಸಂದೇಹಾಸ್ಪದ ಪ್ರಶ್ನೆಗಳು ಮತ್ತು ಸಂಬಂಧವಾಚಕ ನಾಮಪದಗಳು - **Possessive forms of nouns, dubitive question and Relative nouns**

2. ಗುಣ, ಪರಿಮಾಣ ಮತ್ತು ವರ್ಣಬಣ್ಣ ವಿಶೇಷಣಗಳು, ಸಂಖ್ಯಾವಾಚಕಗಳು **Qualitative, Quantitative and Colour Adjectives, Numerals**

3. ಕಾರಕ ರೂಪಗಳು ಮತ್ತು ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು – ಸಪ್ತಮಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯ – (ಆ, ಅದು, ಆವು, ಆಲ್ಲಿ)
   **Predictive Forms, Locative Case**

| ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ | ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು. |
|---|---|

## Module-3

| | |
|---|---|
| **1.** ಚತುರ್ಥಿ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯದ ಬಳಕೆ ಮತ್ತು ಸಂಖ್ಯಾವಾಚಕಗಳು – Dative Cases, and Numerals<br><br>**4.** ಸಂಖ್ಯಾಗುಣವಾಚಕಗಳು ಮತ್ತು ಬಹುವಚನ ನಾಮರೂಪಗಳು – Ordinal numerals and Plural markers<br><br>**5.** ನ್ಯೂನ / ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾಪದಗಳು ಮತ್ತು ವರ್ಣ ಗುಣವಾಚಕಗಳು<br>     Defective / Negative Verbs and Colour Adjectives | |
| ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ | ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು. |

| **Module-4** |
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| **1** ಅಪ್ಪಣೆ / ಒಪ್ಪಿಗೆ, ನಿರ್ದೇಶನ, ಪ್ರೋತ್ಸಾಹ ಮತ್ತು ಒತ್ತಾಯ ಅರ್ಥರೂಪ ಪದಗಳು ಮತ್ತು ವಾಕ್ಯಗಳು<br>    Permission, Commands, encouraging and Urging words (Imperative words and sentences)<br>**2.** ಸಾಮಾನ್ಯ ಸಂಭಾಷಣೆಗಳಲ್ಲಿ ದ್ವಿತೀಯ ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು ಸಂಭವನೀಯ ಪ್ರಕಾರಗಳು<br>    Accusative Cases and Potential Forms used in General Communication<br>**3.** "ಇರು ಮತ್ತು ಇರಲ್ಲ" ಸಹಾಯಕ ಕ್ರಿಯಾಪದಗಳು, ಸಂಭಾವ್ಯಸೂಚಕ ಮತ್ತು ನಿಷೇಧಾರ್ಥಕ ಕ್ರಿಯಾ ಪದಗಳು - Helping Verbs "iru and iralla", Corresponding Future and Negation Verbs<br>**6.** ಹೋಲಿಕೆ (ತರತಮ) , ಸಂಬಂಧ ಸೂಚಕ ಮತ್ತು ವಸ್ತು ಸೂಚಕ ಪ್ರತ್ಯಯಗಳು ಮತ್ತು<br>    ನಿಷೇಧಾರ್ಥಕ ಪದಗಳ ಬಳಕೆ- Comparitive, Relationship, Identification and Negation Words |

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| ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ | ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು. |

| **Module-5** |
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| **1.** ಕಾಲ ಮತ್ತು ಸಮಯದ ಹಾಗೂ ಕ್ರಿಯಾಪದಗಳ ವಿವಿಧ ಪ್ರಕಾರಗಳು - ifferent types of forms of Tense, Time and Verbs<br>**2.** ದ್, -ತ್, - ತು, - ಇತು, - ಆಗಿ, - ಅಲ್ಲ, - ಗ್, -ಕ್, ಇದೆ, ಕ್ರಿಯಾ ಪ್ರತ್ಯಯಗಳೊಂದಿಗೆ ಭೂತ, ಭವಿಷ್ಯತ್ ಮತ್ತು ವರ್ತಮಾನ ಕಾಲ ವಾಕ್ಯ ರಚನೆ - Formation of Past, Future and Present Tense Sentences with Verb Forms<br>**3. Kannada Vocabulary List :** ಸಂಭಾಷಣೆಯಲ್ಲಿ ದಿನೋಪಯೋಗಿ ಕನ್ನಡ ಪದಗಳು - **Kannada Words in Conversation** |

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| ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ | ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು. |

ಬಳಕೆ ಕನ್ನಡ ಪಠ್ಯದ ಕಲಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಗುವ ಅನುಕೂಲಗಳು ಮತ್ತು ಫಲಿತಾಂಶಗಳು: course Outcomes (Course Skill Set): At the end of the Course, The Students will be able

1. To understand the necessity of learning of local language for comfortable life.
2. To Listen and understand the Kannada language properly.
3. To speak, read and write Kannada language as per requirement.
4. To communicate (converse) in Kannada language in their daily life with kannada speakers.
5. To speak in polite conservation.

## Assessment Details (both CIE and SEE)

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% ( 18 Marks out of 50)in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together

**Continuous Internal Evaluation:**

Three Tests each of 20 Marks (duration 01 hour)

a. First test at the end of 5th week of the semester
b. Second test at the end of the 10th week of the semester
c. Third test at the end of the 15th week of the semester

Two assignments each of 10 Marks : 1. First assignment at the end of 4th week of the semester

7. Second assignment at the end of 9th week of the semester

Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for 20 Marks (duration 01 hours)

8. At the end of the 13th week of the semester

The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be scaled down to 50 marks

CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಯು ಈ ಕೆಳಗಿನಂತಿರುತ್ತದೆ - Semester End Exam (SEE):

SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject.

2. The question paper will have 50 questions. Each question is set for 01 mark.
3. SEE Pattern will be in MCQ Model for 50 marks. Duration of the exam is 01 Hour.

# Textbook :

ಬಳಕೆ ಕನ್ನಡ

ಲೇಖಕರು : ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ

ಪ್ರಸಾರಾಂಗ, ವಿಶ್ವೇಶ್ವರಯ್ಯ ತಾಂತ್ರಿಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ.

**III – SEMESTER**

| Samskrutika Kannada | | | |
|---|---|---|---|
| Course Code | BKSKK107-207 | CIE Marks | 50 |
| Teaching Hours/Week (L:T:S:P) | 1Hrs (1:0:0:0) | Theory Marks | 50 |
| Total Hours of Pedagogy | 01 Hours/Week | Exam Hrs | 01 |
| Credits | 01 | Total Marks | 100 |

**Course Learning Objectives**

ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ ಪಠ್ಯದ ಕಲಿಕೆಯ ಉದ್ದೇಶಗಳು:

1. ವೃತ್ತಿಪರ ಪದವಿ ವಿದ್ಯಾರ್ಥಿಗಳಾಗಿರುವುದರಿಂದ ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಕನ್ನಡದ ಸಂಸ್ಕೃತಿಯ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು.

2. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಧಾನ ಭಾಗವಾದ ಆಧುನಿಕ ಪೂರ್ವ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯಗಳನ್ನು ಸಾಂಕೇತಿಕವಾಗಿ ಪರಿಚಯಿಸಿ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯ ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ಬಗ್ಗೆ ಅರಿವು ಹಾಗೂ ಆಸಕ್ತಿಯನ್ನು ಮೂಡಿಸುವುದು.

3. ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯವನ್ನು ಹಾಗೂ ಅವರುಗಳ ಸಾಧಿಸಿದ ವಿಷಯಗಳನ್ನು ಪರಿಚಯಿಸುವುದು.

4. ಕನ್ನಡ ಶಬ್ದಸಂಪತ್ತಿನ ಪರಿಚಯ ಮತ್ತು ಕನ್ನಡ ಭಾಷೆಯ ಬಳಕೆ ಹಾಗೂ ಕನ್ನಡದಲ್ಲಿ ಪತ್ರ ವ್ಯವಹಾರವನ್ನು ತಿಳಿಸಿಕೊಡುವುದು.

ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವ್ಯವಸ್ಥೆ (Teaching-Learning Process - General Instructions) :

These are sample Strategies, which teacher can use to accelerate the attainment of the course outcomes.

1. ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡವನ್ನು ಬೋಧಿಸಲು ತರಗತಿಯಲ್ಲಿ ಶಿಕ್ಷಕರು ಪ್ರಸ್ತುತ ಪುಸ್ತಕ ಆಧರಿಸಿ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನವನ್ನು ಅನುಸರಿಸುವುದು. ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ತಯಾರಿಸಲು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪ್ರೇರೇಪಿಸುವುದು ಮತ್ತು ತರಗತಿಯಲ್ಲಿ ಅವುಗಳನ್ನು ಚರ್ಚಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುವುದು.

2. ಇತ್ತೀಚಿನ ತಂತ್ರಜ್ಞಾನದ ಅನುಕೂಲಗಳನ್ನು ಬಳಸಿಕೊಳ್ಳುವುದು - ಅಂದರೆ ಕವಿ-ಕಾವ್ಯ ಪರಿಚಯದಲ್ಲಿ ಕವಿಗಳ ಚಿತ್ರಣ ಮತ್ತು ಲೇಖನಗಳು ಮತ್ತು ಕಥೆ ಕಾವ್ಯಗಳ ಮೂಲ ಅಂಶಗಳಿಗೆ ಸಂಬಂಧಪಟ್ಟ ಧ್ವನಿ ಚಿತ್ರಗಳು, ಸಂಭಾಷಣೆಗಳು, ಈಗಾಗಲೇ ಇತರ ವಿಮರ್ಶಕರು ಬರೆದಿರುವ ವಿಮರ್ಶಾತ್ಮಕ ವಿಷಯಗಳನ್ನು ಟಿಪಿಟಿ, ಡಿಜಿಟಲ್ ಮಾಧ್ಯಮಗಳ ಮುಖಾಂತರ ವಿಶ್ಲೇಡಿಸುವುದು.

3. ನವೀನ ಮಾದರಿಯ ಸಾಹಿತ್ಯ ಬೋಧನೆಗೆ ಸಂಬಂಧಪಟ್ಟ ವಿಧಾನಗಳನ್ನು ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅನುಕೂಲವಾಗುವ ರೀತಿಯಲ್ಲಿ ಅಳವಡಿಸಿಕೊಳ್ಳಬಹುದು.

| Module-1 |
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ಫಟಕ -1   ಲೇಖನಗಳು

1. ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ - ಹಂಪ ನಾಗರಾಜಯ್ಯ

2. ಕರ್ನಾಟಕದ ಏಕೀಕರಣ : ಒಂದು ಅಪೂರ್ವ ಚರಿತ್ರೆ - ಜಿ. ವೆಂಕಟಸುಬ್ಬಯ್ಯ

3. ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ - ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ ಮತ್ತು ಪ್ರೊ. ವಿ. ಕೇಶವಮೂರ್ತಿ

| ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ | ಪುಸ್ತಕ ಆಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು. |
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| Module-2 |
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| ಘಟಕ -2  ಆಧುನಿಕ ಪೂರ್ವದ ಕಾವ್ಯ ಭಾಗ | |
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| 1. ವಚನಗಳು :  ಬಸವಣ್ಣ, ಅಕ್ಕಮಹಾದೇವಿ, ಅಲ್ಲಮಪ್ರಭು, ಆಯ್ದಕ್ಕಿ ಮಾರಯ್ಯ, ಜೇಡರದಾಸಿಮಯ್ಯ, ಆಯ್ದಕ್ಕಿ ಲಕ್ಕಮ್ಮ. | |
| 2. ಕೀರ್ತನೆಗಳು : ಅದರಿಂದೇನು ಫಲ ಇದರಿಂದೇನು ಫಲ – ಪುರಂದರದಾಸರು | |
| ತಲ್ಲಣಿಸದಿರು ಕಂಡ್ಯ ತಾಳು ಮನವೇ – ಕನಕದಾಸರು | |
| 3. ತತ್ವಪದಗಳು : ಸಾವಿರ ಕೊಡಗಳ ಸುಟ್ಟು – ಶಿಶುನಾಳ ಶರೀಫ | |
| ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ | ಪುಸ್ತಕ ಅಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು. |

| **Module-3** | |
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| ಘಟಕ -3 ಆಧುನಿಕ ಕಾವ್ಯಭಾಗ | |
| 1. ಡಿವಿಜಿ ರವರ ಮಂಕುತಿಮ್ಮನ ಕಗ್ಗದಿಂದ ಅಯ್ದ ಕೆಲವು ಭಾಗಗಳು | |
| 2. ಕುರುಡು ಕಾಂಚಾಣ : ದಾ.ರಾ. ಬೇಂದ್ರೆ | |
| 3. ಹೊಸಬಾಳಿನ ಗೀತೆ : ಕುವೆಂಪು | |
| ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ | ಪುಸ್ತಕ ಅಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು. |

| **Module-4** | |
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| ಘಟಕ -4 ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯ | |
| 1. ಡಾ. ಸರ್. ಎಂ. ವಿಶ್ವೇಶ್ವರಯ್ಯ : ವ್ಯಕ್ತಿ ಮತ್ತು ಐತಿಹ್ಯ – ಎ ಎನ್ ಮೂರ್ತಿರಾವ್ | |
| 2. ಕರಕುಶಲ ಕಲೆಗಳು ಮತ್ತು ಪರಂಪರೆಯ ವಿಜ್ಞಾನ : ಕರೀಗೌಡ ಬೀಚನಹಳ್ಳಿ | |
| ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ | ಪುಸ್ತಕ ಅಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು. |

| **Module-5** | |
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| ಘಟಕ -5  ಕಥೆ ಮತ್ತು ಪ್ರವಾಸ ಕಥನ | |
| 1. ಯುಗಾದಿ : ವಸುದೇಂದ್ರ | |
| 2. ಮೇಗಾನೆ ಎಂಬ ಗಿರಿಜನ ಪರ್ವತ : ಹಿ.ಟಿ. ಬೋರಲಿಂಗಯ್ಯ | |
| ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ವಿಧಾನ | ಪುಸ್ತಕ ಅಧಾರಿತ ಬ್ಲಾಕ್ ಬೋರ್ಡ್ ವಿಧಾನ, ಪ್ರಮುಖ ಅಂಶಗಳ ಚಾರ್ಟ್ ಗಳನ್ನು ಬಳಸುವುದು, ಪಿಪಿಟಿ ಮತ್ತು ದೃಶ್ಯ ಮಾಧ್ಯಮದ ವಿಡಿಯೋಗಳನ್ನು ಬಳಸುವುದು, ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ಚಟುವಟಿಕೆಗಳ ಮುಖಾಂತರ ಚರ್ಚಿಸುವುದು. |

ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ ಕಲಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಗುವ ಪರಿಣಾಮಗಳು (course Outcomes):

1. ಕನ್ನಡ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಕನ್ನಡದ ಸಂಸ್ಕೃತಿಯ ಪರಿಚಯವಾಗುತ್ತದೆ.

2. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಆಧುನಿಕ ಪೂರ್ವ ಮತ್ತು ಆಧುನಿಕ ಕಾವ್ಯಗಳು ಮತ್ತು ಸಂಸ್ಕೃತಿಯ ಬಗ್ಗೆ ಆಸಕ್ತಿಯು ಮೂಡುತ್ತದೆ.

3. ತಾಂತ್ರಿಕ ವ್ಯಕ್ತಿಗಳ ಪರಿಚಯವಾಗುತ್ತದೆ.

4. ಕನ್ನಡ ಭಾಷಾಭ್ಯಾಸ, ಸಾಮಾನ್ಯ ಕನ್ನಡ ಹಾಗೂ ಆಡಳಿತ ಕನ್ನಡದ ಪದಗಳ ಪರಿಚಯವಾಗುತ್ತದೆ.

ಮೌಲ್ಯಮಾಪನದ ವಿಧಾನ (Assessment Details- both CIE and SEE) :

(methods of CIE - MCQ, Quizzes, Open book test, Seminar or micro project)
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The student has to obtain a minimum of 40% marks individually both in CIE and 35% marks in SEE to pass. Theory Semester End Exam (SEE) is conducted for 50 marks (01 hour duration). Based on this grading will be awarded.

**Continuous Internal Evaluation:**
Three Tests each of 20 Marks (duration 01 hour)
  a.  First test at the end of 5th week of the semester
  b.  Second test at the end of the 10th week of the semester
  c.  Third test at the end of the 15th week of the semester
Two assignments each of 10 Marks : 1. First assignment at the end of 4th week of the semester
  2.  Second assignment at the end of 9th week of the semester
Group discussion/Seminar/quiz any one of three suitably planned to attain the COs and POs for 20 Marks (duration 01 hours)
  3.  At the end of the 13th week of the semester
The sum of three tests, two assignments, and quiz/seminar/group discussion will be out of 100 marks and will be scaled down to 50 marks
CIE methods /question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course.

ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಯು ಈ ಕೆಳಗಿನಂತಿರುತ್ತದೆ - Semester End Exam (SEE):

SEE will be conducted by University as per the scheduled timetable, with common question papers for the subject.
  1.  The question paper will have 50 questions. Each question is set for 01 mark.

SEE Pattern will be in MCQ Model for 50 marks. Duration of the exam is 01 Hour.


ಪಠ್ಯಪುಸ್ತಕ :

ಸಾಂಸ್ಕೃತಿಕ ಕನ್ನಡ

ಡಾ. ಹಿ.ಚಿ.ಬೋರಲಿಂಗಯ್ಯ ಮತ್ತು ಡಾ. ಎಲ್. ತಿಮ್ಮೇಶ,
ಪ್ರಸಾರಾಂಗ, ವಿಶ್ವೇಶ್ವರಯ್ಯ ತಾಂತ್ರಿಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಳಗಾವಿ.

| Social Connect & Responsibility | | | |
|---|---|---|---|
| Course Code | BSCK307 | CIE Marks | 50 |
| Teaching Hours/Week (L:T:S:P) | 1Hrs (1:0:0:0) | Theory Marks | 50 |
| Total Hours of Pedagogy | 01hours /Week | Exam Hrs | 1 |
| Credits | 01 | Total Marks | 100 |
| For CIE Assessment - Activities Report Evaluation by College NSS Officer / HOD / Sports Dept / Any Dept | | | |

**Course Learning Objectives:** The course will enable the students to:

1. Provide a formal platform for students to communicate and connect to the surrounding.

2. Create a responsible connection with the society.

3. Understand the community in general in which they work.

4. Identify the needs and problems of the community and involve them in problem –solving. 5. Develop among themselves a sense of social & civic responsibility & utilize their knowledge in finding practical solutions to individual and community problems.

6. Develop competence required for group-living and sharing of responsibilities & gain skills in mobilizing community participation to acquire leadership qualities and democratic attitudes

**General Instructions -** Pedagogy: These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.

1. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the activities will develop students' theoretical and applied social and cultural skills.
2. State the need for activities and its present relevance in the society and Provide real-life examples.
3. Support and guide the students for self-planned activities.
4. You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress in real activities in the field.
5. Encourage the students for group work to improve their creative and analytical skills

Contents : The course is mainly activity-based that will offer a set of activities for the student that enables them to connect with fellow human beings, nature, society, and the world at large. The course will engage students for interactive sessions, open mic, reading group, storytelling sessions, and semester-long activities conducted by faculty mentors. In the following a set of activities planned for the course have been listed:

| Social Connect & Responsibility - Contents |
|---|
| **Part I:** Plantation and adoption of a tree: Plantation of a tree that will be adopted for four years by a group of BE / B.Tech students. (ONE STUDENT ONE TREE) They will also make an excerpt either as a documentary or a photo blog describing the plant's origin, its usage in daily life, its appearance in folklore and literature - – Objectives, Visit, case study, report, outcomes. |
| **Part II :** Heritage walk and crafts corner: Heritage tour, knowing the history and culture of the city, connecting to people around through their history, knowing the city and its craftsman, photo blog and documentary on evolution and practice of various craft forms - – Objectives, Visit, case study, report, outcomes. |

**Part III** : Organic farming and waste management: Usefulness of organic farming, wet waste management in neighbouring villages, and implementation in the campus – BSCK307 – Social Connect & Responsibility 2022 Scheme & syllabus 3rd sem 2 Objectives, Visit, case study, report, outcomes.

**Part IV:** Water conservation: Knowing the present practices in the surrounding villages and implementation in the campus, documentary or photo blog presenting the current practices – Objectives, Visit, case study, report, outcomes.

**Part V** : Food walk: City's culinary practices, food lore, and indigenous materials of the region used in cooking – Objectives, Visit, case study, report, outcomes

**Course outcomes (Course Skill Set):**

At the end of the course, the student will be able to:
 CO1: Communicate and connect to
 the surrounding. CO2: Create a
 responsible connection with the
 society.
 CO3: Involve in the community in general in which they work.
 CO4: Notice the needs and problems of the community and involve them in problem –solving.
 CO5: Develop among themselves a sense of social & civic responsibility &
        utilize their knowledgein finding practical solutions to individual and
        community problems.
CO6:  Develop competence required for group-living and sharing of responsibilities & gain skills
        in mobilizing community participation to acquire leadership qualities and democratic attitudes.
**Activities:**

Jamming session, open mic, and poetry: Platform to connect to others. Share the
stories withothers. Share the experience of Social Connect. Exhibit the talent like
playing instruments, singing, one-act play, art-painting, and fine art.

**PEDAGOGY:**
The pedagogy will include interactive lectures, inspiring guest talks, field visits, social
immersion, and a course project. Applying and synthesizing information from these
sources to define the social problem to address and take up the solution as the course
project, with your group. Social immersionwith NGOs/social sections will be a key part of
the course. Will all leadto the course project that will address the needs of the social
sector?

**COURSE TOPICS:**
The course will introduce social context and various players in the social space, and
present approaches to discovering and understanding social needs. Social immersion and
inspiring conversional will culminate in developing an actual, idea for problem-based

intervention, basedon an in-depth understanding of a key social problem.

**Duration :**

A total of 40 - 50 hrs engagement per semester is required for the 3rd semester of the B.E. /B.Tech. Program. The students will be divided into groups. Each group will be handled by faculty mentor. Faculty mentor will design the activities (particularly Jamming sessions open mic ,and poetry) Faculty mentors has to design the evaluation system as per VTU guidelines ofscheme & syllabus.

Guideline for Assessment Process:

**Continuous Internal Evaluation (CIE):**

After completion of the course, the student shall prepare, with daily diary as reference, a comprehesive report in consultation with the mentor/s to indicate what he has observed and learned in the social connect period. The report should be signed by the mentor. The report shall

be evaluated on the basis of the following criteria and/or other relevant criteria pertaining to the activity completed. Marks allotted for the diary are out of 50. Planning and scheduling the social connect Information/Data collected during the social connect Analysis of the information/data and report writing Considering all above points allotting the marks as mentioned below

| | |
|---|---|
| **Excellent** | **: 80 to 100** |
| **Good** | **: 60 to 79** |
| **Satisfactory** | **: 40 to 59Unsatisfactory and fail: <39** |

**Special Note:**

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**NO SEE – Semester End Exam – Completely Practical and activities based evaluation**

**Pedagogy – Guidelines :**

**It may differ depending on local resources available for the study as well as environment andclimatic differences, location and time of execution.**

| Sl N o | Topic | Grou psize | Location | Activity executio n | Reporting | Evaluation Of the Topic |
|---|---|---|---|---|---|---|
| 1. | **Plantation and adoption of a tree:** | May be individu alor team | Farmers land/ parks / Villages / roadside/ community area / College campus etc….. | Site selection /proper consultation/Cont in uous monitoring/ Information board | Report should be submitted by individual to the concerned evaluation authority | Evaluation as per the rubricsOf scheme and syllabus by Faculty |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2. | **Heritage walk and crafts corner:** | May be individu alor team | Temples / monumental places / Villages/ City Areas / Grama panchayat/ public associations/Gover nme nt Schemes officers/ campus etc….. | Site selection /proper consultation/Cont in uous monitoring/ Information board | Report should be submitted by individual to the concerned evaluation authority | Evaluation as per the rubricsOf scheme and syllabus by Faculty |
| 3. | **Organic farming and waste management:** | May be individu alor team | Farmers land / parks /Villages visits / roadside/ communityarea / College campus etc….. | Group selection / proper consultation / Continuous monitoring / Information board | Report should be submitted by individual to the concerned evaluation authority | Evaluation as per the rubricsOf scheme and syllabus by Faculty |
| 4. | **Water conservation:** & conservation techniques | May be individu alor team | Villages/ City Areas /Grama panchayat/ public associations/Gover nme nt Schemes officers / campus etc….. | site selection / proper consultation/Con tin uous monitoring/ Information board | Report should be submitted by individual to the concerned evaluation authority | Evaluation as per the rubricsOf scheme and syllabus by Faculty |
| 5. | **Food walk: Practices in society** | May be individu alor team | Villages/ City Areas /Grama panchayat/ public associations/Gover nme nt Schemes officers/ campus etc….. | Group selection / proper consultation / Continuous monitoring / Information board | Report should be submitted by individual to the concerned evaluation authority | Evaluation as per the rubricsOf scheme and syllabus by Faculty |

**Plan of Action (Execution of Activities)**

| Sl.NO | Practice Session Description |
|---|---|
| **1** | **Lecture session in field to start activities** |
| **2** | **Students Presentation on Ideas** |
| **3** | **Commencement of activity and its progress** |
| **4** | **Execution of Activity** |

| 5 | Execution of Activity |
|---|---|
| 6 | Execution of Activity |
| 7 | Execution of Activity |
| 8 | Case study based Assessment, Individual performance |
| 9 | Sector/ Team wise study and its consolidation |
| 10 | Video based seminar for 10 minutes by each student At the end of semester with Report. |

- Each student should do activities according to the scheme and syllabus.
- At the end of semester student performance has to be evaluated by the faculty for the assigned activity progress and its completion.
- At last consolidated report of all activities from 1st to 5th, compiled report should be submitted asper the instructions and scheme.

**Assessment Details for CIE (both CIE and SEE)**

| Weightage | CIE – 100% | |
|---|---|---|
| Field Visit, Plan, Discussion | 10 Marks | • Implementation strategies of the project (NSS work). |
| Commencement of activities and its progress | 20 Marks | • The last report should be signed by NSS Officer, the HOD and principal. |
| Case study based Assessment Individual performance with report | 20 Marks | |
| Sector wise study & its consolidation 5*5 = 25 | 25 Marks | • At last report should be evaluated by the NSSofficer of the institute. |
| Video based seminar for 10 minutes by eachstudent At the end of semester with Report. **Activities 1 to 5, 5*5 = 25** | 25 Marks | • Finally the consolidated marks sheet should be sent to the university and also to be madeavailable at LIC visit. |
| **Total marks for the course in each semester** | **100 Marks** | |

**For each activity, 20 marks CIE will be evaluated for IA marks at the end of semester, Report and assessment copy should be made available in the department.**

Students should present the progress of the activities as per the schedule in the prescribed practical session in the field.

There should be positive progress in the vertical order for the benefit of society in general through activities.

## Design Studio IV - Prototyping & Evaluation

| Course Code | **22 BD41** | CIE Marks | 50 |
|---|---|---|---|
| Teaching Hours/Week (L:T:S:P) | 5 hrs (1:0:4:0) | Viva Marks | 50 |
| Total Hours of Pedagogy | 05 Hours/Week | Exam Hrs | |
| Credits | 05 | Total Marks | 100 |

**Course Learning objectives:**

By the end of this course, you will be able to:

Apply different prototyping techniques for various design stages (low-fidelity, mid-fidelity, high-fidelity).

- Select appropriate prototyping tools and materials based on design needs and functionalities.
- Develop user-centered evaluation plans to gather meaningful feedback on prototypes.
- Conduct user testing sessions and effectively analyze the collected data.
- Refine and iterate on design solutions based on user feedback.
- Communicate design concepts and evaluation results effectively through presentations and reports.

### Module-1

**Prototyping Techniques:**

- Low-fidelity prototyping (paper sketching, cardboards, etc.)
- Mid-fidelity prototyping (digital mockups, basic 3D models)
- High-fidelity prototyping (functional prototypes, advanced 3D models)
- Rapid prototyping techniques (3D printing, laser cutting)

### Module-2

**User-Centered Evaluation Methods:**

User testing (individual and group sessions)

- Usability testing
- A/B testing

### Module-3

⬜ Surveys and interviews
⬜ User observation techniques (ethnography)
⬜ Data analysis and interpretation

### Module-4

**Iterative Design Process:**

- The importance of feedback in design

| | |
|---|---|
| • Techniques for effective design iteration | |

| Module-5 |
|---|
| Documenting design decisions and rationale |

| Design Tasks | **Weekly Studio Projects:** Throughout the semester, you will work on individual and group projects that focus on specific prototyping and evaluation techniques. Each project will involve:<br><br>• **Concept development:** Defining the design challenge and user needs.<br>• **Prototyping:** Creating prototypes at different fidelity levels.<br>• **User testing:** Conducting user testing sessions with recruited participants.<br>• **Data analysis:** Analyzing user feedback and drawing insights.<br>• **Iteration and refinement:** Refining your design based on user feedback.<br>• **Documentation:** Creating comprehensive documentation of the design process. |
|---|---|
| **Teaching-Learning Process** | 1. Get a perspective on design throughout the globe: Various videos of designers of the design process from different parts of the world.<br><br>2. Screening documentaries, videos, films on various Designs in India and Asia.<br><br>3. The contents of the courses shall be taught in an application-oriented manner on a scientific and design basis. The course contents shall be taught and learned through the lectures, seminars, labs or workshops, studio exercises and design projects, etc.<br><br>4. Site/field visit to folklores areas<br><br>5. Submission will include Idea generation, Study models, Sketches and drawings to achieve the desired results. |

**Assessment Details (both CIE and SEE) for PCC**
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.
The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are **50 marks**
**CIE for the** professional core course PCC
  • **50 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects.

- The first internals will be at the end of 40-50% coverage of the syllabus for **25 marks** and the second internal evaluation will be after covering 85-90% of the syllabus for **25 marks**.
- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for **50 marks.**
- The student has to secure 50% of maximum marks- **20 marks** to qualify in the CIE of the professional core course PCC.

**SEE for the** professional core course PCC
- **50 SEE marks** will be viva based assessed by internal examiner and external examiner (appointed by the University. **Note**: Examiners will be from academia as well as industry experts.)
- Evaluation pattern will be based on Design portfolio presentations/ seminar/models. Split up marks will be decided by internal & external examiners based on the projects.
    The student must secure minimum of 35% of maximum marks- (**18 marks out of 50 marks)** to qualify in the SEE of the professional core course PCC.

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**Suggested Learning Resources:**

**Books** Prototyping: The Art of Making Things by Bjørn Hartmann, Matias Johnsen

IDEO Design Thinking for Educators: The Stanford d.school's Revolutionary Approach to Unlocking Creativity and Solving Problems by Diana Laurilla

Don't Make Me Think: A Field Guide to Web Usability by Steve Krug

Testing Things: A User-Centered Guide to Quality Software by Jared Spool, William Lidwell, Christina Guo

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**Web links and Video Lectures (e-Resources):**

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Skill Development Activities Suggested
Guest Lecture from expert.
Case Studies :
To choose relevant projects where scope of services to be learnt is more.

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**Course Outcome**
**The student will be able to:**
Building on the foundation from previous design studios, Design Studio IV focuses on equipping you with the skills to bridge the gap between design concepts and real-world application. Here's what you can expect to achieve by the end of this course:
Skills Development:-
Hands-on prototyping ,User-cantered evaluation, Data analysis and interpretation, Iterative design, Communication
Knowledge Acquisition:
Prototyping techniques, User-centred evaluation methods, The importance of feedback

**IV - SEMESTER**

| Communication Theories, Visual Perception and Semiotics | | | |
|---|---|---|---|
| Course Code | **22 BD42** | CIE Marks | 50 |
| Teaching Hours/Week (L:T:S:P) | 5 hrs (1:0: 4: 0) | Viva Marks | 50 |
| Total Hours of Pedagogy | 05 Hours/Week | Exam Hrs | |
| Credits | 05 | Total Marks | 100 |

**Course Category:**

This course explores the fascinating intersection of communication theories, visual perception, and semiotics. We will delve into how humans communicate through visual elements, how we perceive and interpret those visuals, and how the study of signs and symbols (semiotics) helps us understand visual communication in greater depth.

**Module-1**

**Introduction**

What is communication?
An overview of communication theories (e.g., source-receiver model, social semiotics)
Introduction to visual communication and its importance

**Module-2**

**Visual Perception**

The human visual system

Physiological processes of vision (light, color, depth perception)
Psychological factors influencing visual perception (attention, expectation)

**Module-3**

 **Communication through Visual Elements**

Color theory and its impact on communication
Composition and layout principles
The power of imagery and symbols
Using typography for effective communication

**Module-4**

**Introduction to Semiotics**

What are signs and symbols?
Ferdinand de Saussure and the sign system
Charles Peirce and his semiotic triangle
Denotation and connotation

| Module-5 |
|---|
| **Applying Semiotics to Visual Communication** <br><br> Analyzing advertisements through a semiotic lens <br> Decoding film and television visuals <br> Understanding art and design from a semiotic perspective |

| **Design Tasks** | **Public Service Announcement (PSA):** <br> **Website Redesign/Packaging Design/** <br> **Exhibition Design/ Social Media Campaign** |
|---|---|
| **Teaching-Learning Process** | **Communication Theories:** Start by introducing core communication theories. Explore models like the Shannon-Weaver model, transactional model, or social presence theory. Discuss how communication involves sending, receiving, and interpreting messages. <br> **Visual Perception:** Explain how we see and how visual information gets processed by the brain. Explore concepts like depth perception, color theory, and Gestalt psychology. Discuss how these factors influence how people interpret visuals. <br> **Semiotics:** Introduce the concept of signs and how they create meaning. Explore different types of signs (icons, symbols, indexes) and how they function within a system. Discuss how cultural background influences interpretation. <br> **Interactive Activities: Case Studies, Visual Storytelling, Deconstructing Visuals, Role-playing Simulations** <br> The portfolio covering all the assignments shall be presented for the Viva exam. |

Assessment Details (both CIE and SEE) for PCC

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are 50 marks

CIE for the professional core course PCC

50 CIE marks will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects.

The first internals will be at the end of 40-50% coverage of the syllabus for 25 marks and the second internal evaluation will be after covering 85-90% of the syllabus for 25 marks.

Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for 50 marks.

The student has to secure 50% of maximum marks- 20 marks to qualify in the CIE of the professional core course PCC.

SEE for the professional core course PCC

50 SEE marks will be viva based assessed by internal examiner and external examiner (appointed by the University. Note: Examiners will be from academia as well as industry experts.)

Evaluation pattern will be based on Design portfolio presentations/ seminar/models. Split up marks will be decided by internal & external examiners based on the projects.

The student must secure minimum of 35% of maximum marks- (18 marks out of 50 marks) to qualify in the SEE of the professional core course PCC.

**Suggested Learning Resources:**

**Books**

**Communication Theories**

- *Theories of Communication* by Ithiel de Sola Pool (1967): This classic text provides a comprehensive overview of the major communication theories that have emerged over the years.
- *Communication as Culture* by Richard Ericson, Patricia M. Hayes, and Robert A. Montgomery (1989): This book explores the relationship between communication and culture, looking at how communication shapes and is shaped by cultural norms and values.
- *Media Effects: Theories and Research* by Joseph R. Dominick (2000): This book provides a comprehensive overview of the major theories of media effects, looking at how the media can influence our thoughts, attitudes, and behaviors.
- *Seeing and Believing* by Richard Gregory (1990): This book explores the psychology of visual perception, looking at how our brains process visual information and create our perception of the world.
- *Visual Illusions* by Richard Gregory (1997): This book explores the phenomenon of visual illusions, looking at how our brains can be fooled by certain visual stimuli.
- *The Cambridge Handbook of Vision and Action* edited by Michael A. Goodrich and Anthony G.

**Web links and Video Lectures (e-Resources):**

Skill Development Activities Suggested

**Analyze Existing Communication:** Choose a recent advertisement, political speech, or social media post. Analyze it using a specific communication theory (e.g., Social Cognitive Theory, Agenda Setting Theory). Identify how the message is constructed to influence the audience.

**Debate Club:** Join or form a debate club. This will help you hone your argumentation skills, understand different perspectives, and deliver clear and concise messages.

**Visual Perception: Optical Illusions:** Research and explore different optical illusions. Explain how these illusions work and what they reveal about how our brains process visual information.

**Photo Deconstruction:** Analyze photographs in magazines or advertisements. Discuss how elements like composition, color, lighting, and perspective are used to create a specific mood or influence the viewer.

**Blind Contour Drawing:** This exercise helps develop your hand-eye coordination and observation skills. Choose an object and focus solely on its outline, drawing what you see without looking at the paper.

**Semiotics:**

**Symbol Analysis:** Choose a common symbol (e.g., stop sign, dove, thumbs up) and investigate its origin and evolution. Discuss how its meaning has been constructed and interpreted over time.

**Brand Analysis:** Analyze the logo and brand identity of a company. Discuss how the logo uses signs and symbols to communicate the brand's message and values.

**Course Outcome:**

**Understand communication theories**

**Analyze visual perception**

**Decipher signs and symbols**

**IV - SEMESTER**

| Design, Storytelling and Narratives | | | |
|---|---|---|---|
| Course Code | **22 BD 43** | CIE Marks | 50 |
| Teaching Hours/Week (L:T:S:P) | 4 hrs(1:0: 3: 0 ) | Viva Marks | 50 - Term Work |
| Total Hours of Pedagogy | 04 Hours/Week | Exam Hrs | |
| Credits | 04 | Total Marks | 100 |

**Course Category:**

**Communication Design, Narrative Design, Visual, Communication, Interdisciplinary Studies**

| Module-1 |
|---|

**Introduction to Storytelling and Design**

What is storytelling?
Why is storytelling important in design?
The human connection: How stories resonate with us.
Different types of narratives (linear, non-linear, episodic, etc.)
Case studies: Examples of successful storytelling in design.

| Module-2 |
|---|

**Narrative Structure and Elements**

Building a narrative arc: Plot, characters, setting, conflict, resolution.
The Hero's Journey and other narrative frameworks.
Developing compelling characters: Archetypes and audience connection.
Creating a strong emotional core: Exploring different emotions in narratives.
The power of visuals in storytelling.

| Module-3 |
|---|

**Storytelling for User Experience (UX) Design**

Understanding the user journey: Mapping narratives into UX design.
Information architecture and narrative flow.
Creating emotional engagement through UX storytelling.
Designing micro-narratives for different touch points.
Case studies: UX design with a narrative focus

| Module-4 |
|---|

**Storytelling Applications in Design Disciplines**

**Product Design:** Crafting product stories and user on boarding narratives.

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| **Graphic Design:** Using visuals and typography to tell stories.<br>**Communication Design:** Designing compelling messages with narrative elements.<br>**Service Design:** Building narratives into service experiences.<br>**Environmental Design:** Creating stories through spatial elements | |

| **Module-5** |
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| **Developing Your Storytelling Skills**<br><br>Brainstorming and generating narrative ideas.<br>Scriptwriting and storyboarding for design projects.<br>Integrating storytelling into design presentations.<br>Evaluating the effectiveness of narrative in design.<br>**Optional:** Exploring interactive storytelling techniques |

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| **Design Tasks:** | **Challenge:** Create a public park that uses storytelling and narrative elements to engage visitors.<br>**Here are some aspects to consider for your design**<br>**Theme,**<br>**Elements** This could include: **Landscaping, Sculptures and Installations, Interactive elements, Target Audience** |
| **Teaching-Learning Process** | **Design with Narratives:**<br><br>**Curricular Integration:** Weave a narrative throughout a learning unit, or use historical or fictional stories to illustrate concepts.<br>**Character Development:** Create relatable characters that learners can connect with.<br>**Interactive Storytelling:** Incorporate activities or simulations that allow learners to participate in the narrative.<br>**Digital Storytelling:** Utilize multimedia tools like videos, podcasts, or interactive presentations to create engaging narratives. |

**Assessment Details (both CIE and SEE) for PCC**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The PCC means the professional core course. Project-based/ Assignment based/Viva-based outcome CIE marks for this component are **50 marks**

**CIE for the** professional core course PCC

- **50 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects.
- The first internals will be at the end of 40-50% coverage of the syllabus for **25 marks** and the second internal evaluation will be after covering 85-90% of the syllabus for **25 marks**.
- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for **50 marks.**
- The student has to secure 50% of maximum marks- **20 marks** to qualify in the CIE of the professional

core course PCC.

**SEE for the** professional core course PCC
- **50 SEE marks** will be viva based assessed by internal examiner and external examiner (appointed by the University. **Note**: Examiners will be from academia as well as industry experts.)
- Evaluation pattern will be based on Design portfolio presentations/ seminar/models. Split up marks will be decided by internal & external examiners based on the projects.

  The student must secure minimum of 35% of maximum marks- (**18 marks out of 50 marks)** to qualify in the SEE of the professional core course PCC.

**Suggested Learning Resources:**

**Books**

Design as Storytelling" by Joshua Glenn

"The Storytelling Animal: How Stories Make Us Human" by Jonathan Gottschall

"Storycraft" by Jack Hart

Made to Stick" by Chip Heath and Dan Heath

**Web links and Video Lectures (e-Resources):**

**Skill Development Activities Suggested**

Six-Word Stories, One Sentence at a Time, Show, Don't Tell" Exercise, Genre Mashup

**Course Outcome**

For a course focused on user experience (UX) design:
Outcome: Design user interfaces that leverage narrative elements to guide users through the product or service.
For a course focused on branding: Outcome: Develop brand narratives that resonate with the target audience and build emotional connection.

**IV - SEMESTER**

| Design, Media and Technology | | | |
|---|---|---|---|
| Course Code | **22 BD 44** | CIE Marks | 50 |
| Teaching Hours/Week (L:T:S:P) | 2 Hrs (2:0:1:0) | Theory Marks | 50 |
| Total Hours of Pedagogy | 02 Hours/Week | Exam Hrs | 3 |
| Credits | 02 | Total Marks | 100 |

**Course Category:**

**Digital Media Design, Interactive Media, Media Production & Technology, Emerging Media Technologies**

**Module 1: Introduction to Design Thinking & Visual Communication**

What is design thinking?
Design principles (hierarchy, balance, contrast, etc.)
Elements of visual communication (color, typography, imagery)
Design software introduction (e.g., Adobe Creative Suite)

**Module 2: Exploring Media Formats**

Photography: Composition, lighting, editing
Videography: Scriptwriting, storyboarding, filming, editing techniques
Audio Storytelling: Podcasting, sound design, narrative elements
Interactive Design: User interface (UI) and user experience (UX) principles

**Module 3: Design & Technology Integration**

Graphic design for web and mobile applications
Data visualization: Communicating information effectively with visuals
Social media design: Creating engaging content for different platforms
Emerging technologies in design and media (e.g., virtual reality, augmented reality)

**Module 4: Storytelling Across Media**

The power of storytelling in design
Narrative structures and techniques
Applying storytelling to different media formats
Developing user personas and user journeys with storytelling elements

**Module 5: Ethics and Responsibility in Design & Media**

Copyright and fair use
Data privacy and security
Accessibility and inclusive design
The social impact of technology

| **Design Tasks:** | **Focus: Interactive Media:-** |
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| | • **Task (:** Design an interactive website or app that tells a story. This could be a choose-your-own-adventure style narrative, an educational website with interactive elements, or a game with a rich storyline. |

| | |
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| | **Focus: Social Impact:-**<br><br>• **Task:** Design a social media campaign to raise awareness about a specific issue. This could involve creating info graphics, short videos, or interactive experiences to engage the target audience.<br><br>**Focus: Product Design:-**<br><br>• **Task:** Design a new media device or technology product that solves a specific problem. This could be a physical product with integrated technology or a purely software-based solution.<br><br>**Focus: Accessibility:-**<br><br>• **Task:** Redesign an existing media platform or technology tool to be more accessible for people with disabilities. This could involve improving the user interface, adding alternative text descriptions for images, or incorporating features like closed captions for videos.<br><br>**Considerations: Consider the target audience, Set clear goals, Combine different media, Prototype and test** |
| **Teaching-Learning Process** | **Interactive lectures:** Combining lectures with discussions, activities, and demonstrations to keep students engaged.<br>**Hands-on workshops:** Providing opportunities for students to practice using design software and technology tools.<br>**Guest speakers:** Inviting industry professionals to share their experiences and insights.<br>**Critique and feedback:** Incorporating peer review and instructor feedback to help students refine their work.<br>**Case studies:** Analysing real-world examples of effective design and media use<br>**Flipped classroom:** Students learn foundational concepts outside of class through videos, tutorials, or readings, and class time is dedicated to applying that knowledge through activities and projects. |

**Assessment Details (both CIE and SEE) for PCC**
The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.
The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are **50 marks**
**CIE for the** professional core course PCC
   • **50 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects.
   • The first internals will be at the end of 40-50% coverage of the syllabus for **25 marks** and the second internal evaluation will be after covering 85-90% of the syllabus for **25 marks**.

- Scaled-down marks of the sum of two internals and other assessment methods will be CIE marks for **50 marks.**
- The student has to secure 50% of maximum marks- **20 marks** to qualify in the CIE of the professional core course PCC.

**SEE for the** professional core course PCC
- **50 SEE marks** will be viva based assessed by internal examiner and external examiner (appointed by the University. **Note**: Examiners will be from academia as well as industry experts.)
- Evaluation pattern will be based on Design portfolio presentations/ seminar/models. Split up marks will be decided by internal & external examiners based on the projects.

  The student must secure minimum of 35% of maximum marks- (**18 marks out of 50 marks)** to qualify in the SEE of the professional core course PCC.

**Suggested Learning Resources:**
**Books**

**The Design of Everyday Things** by Donald Norman (2013)

**Don't Make Me Think: A Guide to Usability for Web Designers**by Steve Krug

**Designing for the Digital Age: Participation, Complexity, and Change** by Kim Goodwin (2009)
**Remix: Making Music and Culture Through Sampling, Synthesis, and Collaboration** by Lawrence Lessig (2008)
**Grown Up Digital: How the Net Generation is Changing Our World**by Don Tapscott (2009)

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**Web links and Video Lectures (e-Resources):**

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**Skill Development Activities Suggested**
**Creativity and Design Thinking:**
**Remix Challenge:** Provide participants with a set of existing media (images, audio clips, text snippets) and have them create something entirely new using design thinking principles.
**Media Literacy and Critical Thinking:**
**Deconstructing Media Messages:** Analyze advertisements, news articles, or social media posts to identify the target audience, persuasive techniques used, and potential biases.
**Technical Skills:**
**Software Tutorials:** Offer workshops or online tutorials on specific design and media creation software (e.g., Adobe Creative Suite, video editing software).
**Communication and Collaboration:**
**Storytelling Competition:** Challenge participants to develop a short video or multimedia presentation around a specific theme, judged on audience

Course Outcome

**Focus on a specific media format:**

**Outcome:** Design and produce compelling content (e.g., infographics, animations, social media posts) for a specific platform.

**Focus on user experience (UX) design:**

**Outcome:** Integrate media elements into user interfaces to enhance usability and user engagement.

**Focus on a specific industry:**

**Outcome:** Apply design and media principles to create effective communication materials for a particular industry (e.g., healthcare, marketing, education).

| Design focus on Social Concerns | | | |
|---|---|---|---|
| Course Code | **22 BD 45** | CIE Marks | 100 |
| Teaching Hours/Week (L:T:S:P) | 2 hrs(1:0: 2: 0 ) | Viva Marks | - |
| Total Hours of Pedagogy | 03 Hours/Week | Exam Hrs | - |
| Credits | 03 | Total Marks | 100 |

**Course Objective :** This course aims to equip students with the skills and knowledge to use design as a tool for addressing social issues and creating positive change. Here are some potential course objectives:

**Identify and define social concerns** across various domains

▢ **Analyze the role of design** in addressing social concerns and promoting social good.

▢ **Understand the principles of human-centered design (HCD)** and its application to social impact projects.

▢ **Explore different design methodologies** used in social innovation (e.g., co-design, participatory design, design thinking for social impact).

| Module-1 |
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- **Introduction to Design for Social Impact**
- **Defining Design for Social Impact:**
    - o Explore the concept of design as a tool for social change.
    - o Discuss the ethical considerations and potential of design activism.
- **Identifying Social Concerns:**
    - o Analyze current social issues and their impact on different communities.
    - o Discuss how design thinking can be applied to these challenges.
- **Case Studies:**
    - o Analyze successful examples of design interventions for social good across various fields (e.g., healthcare, education, sustainability).
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| Module-2 |
|---|

User Research and Empathy for Social Design

- **Understanding User Needs:**
    - o Explore user-centered design principles for social impact projects.
    - o Learn techniques for conducting research within vulnerable communities.
- **Developing Empathy:**
    - o Practice techniques to build empathy and understanding of the lived experiences of those affected by social issues.
    - o Discuss the importance of co-creation with stakeholders.
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| Module-3 |
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Design Thinking for Social Change

- **Design Thinking Framework:**
    - o Introduce the design thinking framework as a problem-solving approach for social impact.
    - o Practice applying the various stages (empathize, define, ideate, prototype, test) to social design challenges.

- **Design for Accessibility:**
  - Explore accessibility principles in design to ensure inclusivity and address the needs of diverse communities.
- **Low-Cost and Sustainable Design:**
  - Discuss strategies for creating cost-effective and sustainable design solutions for social good.
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| Module-4 |
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| **Design Communication and Advocacy**<br><br>• **Storytelling for Social Impact:**<br>    o Learn how to craft compelling narratives that raise awareness about social issues<br>    o Practice visual communication techniques for social design projects.<br>• **Prototyping and User Testing:**<br>    o Develop prototypes of design solutions and conduct user testing with target communities.<br>    o Learn how to gather feedback and iterate on designs.<br>• **Social Design Advocacy:**<br>    o Explore strategies for communicating design solutions to stakeholders and policymakers.<br>    o Discuss methods for advocating for change and scaling up social impact.<br>• |

| Module-5 |
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| **The Future of Design for Social Good**<br><br>**Emerging Technologies:**<br>Explore how emerging technologies like AI and big data can be used for social good.<br>**Social Design Careers:**<br>Discuss career paths in design for social impact and explore opportunities in various sectors (e.g., NGOs, social enterprises). |

| Design Tasks: | **Choose a Social Concern, Define the Scope, Identify Your Target Audience, Design Approach**<br><br>Choose a design approach based on the problem you're tackling.<br>Here are some ideas:<br>**Product design:** Create a physical product or service that directly addresses the issue.<br>**Communication design:** Design campaigns, posters, or infographics to raise awareness.<br>**Service design:** Develop a system or process to improve the situation.<br>**UX/UI design:** Design a user experience or interface for a related application or platform. |
|---|---|
| Teaching-Learning Process | **Teaching Methods:**<br><br>• **Project-based learning:** Students will work on real-world design challenges related to social concerns.<br>• **Guest lectures:** Experts from social impact organizations, NGOs, and design fields can share their experiences.<br>• **Fieldwork and user research:** Students will conduct research and gather insights from the target communities.<br>• **Collaborative workshops:** Students will work together to brainstorm, prototype, and refine their design solutions. |

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| | • **Peer review and feedback:** Students will provide constructive feedback on each other's work.<br>• **Presentations and critiques:** Students will present their final design solutions to the class and receive feedback.<br>• |

**Assessment Details (both CIE and SEE) for PCC**

The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50) and for the SEE minimum passing mark is 35% of the maximum marks (18 out of 50 marks). The student is declared as a pass in the course if he/she secures a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together.

The PCC means the professional core course. Project based/ Assignment based/Viva based outcome CIE marks for this component are **50 marks**

**CIE for the** professional core course PCC

- **100 CIE marks** will be for the Design portfolio presentations/viva/ seminar/models. Split up marks will be decided by the internal examiner based on the projects.
- The first internals will be at the end of 40-50% coverage of the syllabus for **50 marks** and the second internal evaluation will be after covering 85-90% of the syllabus for  50 **marks**.
- The sum of two internals and other assessment methods will be CIE marks for 100 **marks.**
- The student has to secure 40% of maximum marks- **40 marks** to qualify in the CIE of the professional core course PCC.


**Suggested Learning Resources:**

**Books**

- **This Changes Everything: Design Thinking and the Rise of Social Innovation** by Debbie Millman

 **Design for Social Change**by David Gauntlett

- *The Art of Community: Building the World We Dream Of* by Jamie Holmes
- *Design Justice: Community-Engaged Design Thinking for a Just World* by Sasha Costanza-Chock.
- *Change by Design: How Design Thinking Transforms Social Movements*by Tim Brown


**Web links and Video Lectures (e-Resources):**

**Skill Development Activities Suggested**

 **Empathy Building:**

 **User Research with a Twist: Photovoice Project, Role-Playing Exercises.**

 **Problem-Solving and Ideation:**

 **Design Thinking Challenge,Social Innovation Canvas,Rapid Prototyping for Social Good.**

**Course Outcome**

    **Knowledge and Understanding:**

        **Identify social concerns, Design Thinking for Social Good, User-centered Design for Social Impact, Ethical Considerations,**

        **Skills: Research and Empathy, Ideation and Prototyping, Communication and Advocacy, Collaboration and Teamwork**

**IV - SEMESTER**

| Course Code: BICOK107-207 | **Indian Constitution** | CIE Marks | 50 |
|---|---|---|---|
| Teaching Hours/Week (L:T:S:P) | 1:0:0:0 | Theory Marks | 50 |
| Total Hours of Pedagogy | 15 hours | Exam Hrs | 01 Theory |
| Credits | 01 | Total Marks | 100 |

**Course objectives :**

 The course INDIAN CONSTITUTION (22ICO17 / 27) will enable the students, 1. To know about the basic structure of Indian Constitution. 2. To know the Fundamental Rights (FR's), DPSP's and Fundamental Duties (FD's) of our constitution. 3. To know about our Union Government, political structure & codes, procedures. 4. To know the State Executive & Elections system of India. 5. To learn the Amendments and Emergency Provisions, other important provisions given by the constitution.

**Module-1** (03 hours of pedagogy)

Indian Constitution: Necessity of the Constitution, Societies before and after the Constitution adoption. Introduction to the Indian constitution, Making of the Constitution, Role of the Constituent Assembly.

**Module-2** (03 hours of pedagogy)

Salient features of India Constitution. Preamble of Indian Constitution & Key concepts of the Preamble. Fundamental Rights (FR's) and its Restriction and limitations in different Complex Situations. building.

**Module-3** (03 hours of pedagogy)

Directive Principles of State Policy (DPSP's) and its present relevance in Indian society. Fundamental Duties and its Scope and significance in Nation, Union Executive : Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet.

**Module-4** (03 hours of pedagogy)

 Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Judicial System of India, Supreme Court of India and other Courts, Judicial Reviews and Judicial Activism.

**Module-5** (03 hours of pedagogy)

State Executive and Governer, CM, State Cabinet, Legislature - VS & VP, Election Commission, Elections & Electoral Process. Amendment to Constitution, and Important Constitutional Amendments till today. Emergency Provisions.

| **Teaching-Learning Process** | Teaching-Learning Process These are sample Strategies, which teacher can use to accelerate the attainment of the various course outcomes and make Teaching –Learning more effective: Teachers shall adopt suitable pedagogy for effective teaching - learning process. The pedagogy shall involve the combination of different methodologies which suit modern technological tools. (i) Direct instructional method ( Low/Old Technology), (ii) Flipped classrooms (High/advanced Technological tools), (iii) Blended learning (Combination of both), (iv) Enquiry and evaluation based learning, (v) Personalized learning, (vi) Problems based learning through discussion. (ii) Apart from conventional lecture methods, various types of innovative teaching techniques through videos, animation films may be adapted so that the delivered lesson can progress the students In theoretical applied and practical skills. |
|---|---|

**Assessment Details :-**
(both CIE and SEE) The weightage of Continuous Internal Evaluation (CIE) is 50% and for Semester End Exam (SEE) is 50%. The minimum passing mark for the CIE is 40% of the maximum marks (20 marks out of 50). The minimum passing mark for the SEE is 35% of the maximum marks (18 marks out of 50). A student shall be deemed to have satisfied the academic requirements and earned the credits allotted to each subject/ course if the student secures not less than 35% (18 Marks out of 50) in the semester-end examination(SEE), and a minimum of 40% (40 marks out of 100) in the sum total of the CIE (Continuous Internal Evaluation) and SEE (Semester End Examination) taken together. Continuous Internal Evaluation(CIE): Two Unit Tests each of 30 Marks (duration 01 hour) • First test after the completion of 30-40 % of the syllabus • Second test after completion of 80-90% of the syllabus One Improvement test before the closing of the academic term may be conducted if necessary. However best two tests out of three shall be taken into consideration Two assignments each of 20 Marks The teacher has to plan the assignments and get them completed by the students well before the closing of the term so that marks entry in the examination portal shall be done in time. Formative (Successive) Assessments include Assignments/Quizzes/Seminars/ Course projects/Field surveys/ Case studies/ Hands-on practice (experiments)/Group Discussions/ others.. The Teachers shall choose the types of assignments depending on the requirement of the course and plan to attain the Cos and POs. (to have a less stressed CIE, the portion of the syllabus should not be common /repeated for any of the methods of the CIE. Each method of CIE should have a different syllabus portion of the course). CIE methods /test question paper is designed to attain the different levels of Bloom's taxonomy as per the outcome defined for the course. The sum of two tests, two assignments, will be out of 100 marks and will be scaled down to 50 marks Semester End Examinations (SEE) SEE paper shall be set for 50 questions, each of the 01 mark. The pattern of the question paper is MCQ (multiple choice questions). The time allotted for SEE is 01 hour. The student must secure a minimum of 35% of the maximum marks for SEE.

**Suggested Learning Resources:**
Textbook:
 1. "Constitution of India" (for Competitive Exams) - Published by Naidhruva Edutech Learning Solutions, Bengaluru. – 2022.
"Introduction to the Constitution of India", (Students Edition.) by Durga Das Basu (DD Basu): Prentice –Hall, 2008.
Reference Books:
 1. "Constitution of India, Professional Ethics and Human Rights" by Shubham Singles, Charles E. Haries, and et al: published by Cengage Learning India, Latest Edition – 2019.
2. "The Constitution of India" by Merunandan K B: published by Merugu Publication, Second Edition, Bengaluru.
3. "Samvidhana Odu" - for Students & Youths by Justice HN Nagamohan Dhas, Sahayana, kerekon.
4. M.Govindarajan, S.Natarajan, V.S.Senthilkumar, "Engineering Ethics", Prentice –Hall, 2004.

Activity Based Learning (Suggested Activities in Class)/ Practical Based learning :
 Contents related activities (Activity-based discussions)
 For active participation of students instruct the students to prepare Flowcharts and Hand-outs Organising Group wise discussions Connecting to placement activities
 Quizzes and Discussions
 Seminars and assignments.
**Course Outcome:** (Course Skill Set)

At the end of the course 22ICO17/27 the student will be able to: CO1 Analyse the basic structure of Indian Constitution. CO2 Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution. CO3 know about our Union Government, political structure & codes, procedures. CO4 Understand our State Executive & Elections system of India. CO5 Remember the Amendments and Emergency Provisions, other important provisions given by the constitution.

| Universal Human Values (UHV) | | Semester | **IV** |
|---|---|---|---|
| Course Code | **BUHK408** | CIE Marks | 50 |
| Teaching Hours/Week (L: T:P: S) | 1:0:0:1 | Theory Marks | 50 |
| Total Hours of Pedagogy | 15 hour Theory Session +15 hour Self study | Total Marks | 100 |
| Credits | 01 | Exam Hours | 01 Hour |
| Examination type (SEE) | SEE paper shall be set for 50 questions, each of the 01 mark. The pattern of the question paper is **MCQ (multiple choice questions).** | | |

Course objectives:

This course is intended to:

To help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

This course is intended to provide a much-needed orientation input in value education to the young enquiring minds.

**Teaching-Learning Process (General Instructions)**

1. These are sample Strategies, which teachers can use to accelerate the attainment of the various course outcomes.
2. The methodology of this course is explorational and thus universally adaptable. It involves a systematic and rational study of the human being vis-à-vis the rest of existence.
3. In addition to the traditional lecture method, different types of innovative teaching methods may be adopted so that the activities will develop students' theoretical and applied skills.
4. State the need for UHV activities and its present relevance in the society and Provide real-life examples.
5. Support and guide the students for self-study activities.
6. You will also be responsible for assigning homework, grading assignments and quizzes, and documenting students' progress in real activities in the field.
7. This process of self-exploration takes the form of a dialogue between the teacher and the students to begin with, and then to continue within the student in every activity, leading to continuous selfevolution.
8. Encourage the students for group work to improve their creative and analytical skills.

**Module-1**

**Introduction to Value Education (3 hours)**

Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education) Understanding Value Education, Self-exploration as the Process for Value Education, Continuous Happiness and Prosperity – the Basic Human Aspirations, Happiness and Prosperity – Current Scenario, Method to Fulfil the Basic Human Aspirations

**Module-2**

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|---|
| **Harmony in the Human Being : (3 hours)**<br>Understanding Human being as the Co-existence of the Self and the Body, Distinguishing between the Needs of the Self and the Body, The Body as an Instrument of the Self, Understanding Harmony in the Self, Harmony of the Self with the Body, Programme to ensure self-regulation and Health |
| **Module-3** |
| **Harmony in the Family and Society : (3 hours)** Harmony in the Family – the Basic Unit of Human Interaction, 'Trust' – the Foundational Value in Relationship, 'Respect' – as the Right Evaluation, Other Feelings, Justice in Human-to- Human Relationship, Understanding Harmony in the Society, Vision for the Universal Human Order |
| **Module-4** |
| **Harmony in the Nature/Existence : (3 hours)**<br>Understanding Harmony in the Nature, Interconnectedness, self-regulation and Mutual Fulfilment among the Four Orders of Nature, Realizing Existence as Co-existence at All Levels, The Holistic Perception of Harmony in Existence |
| **Module-5** |
| **Implications of the Holistic Understanding – a Look at Professional Ethics : (3 hours)** Natural Acceptance of Human Values, Definitiveness of (Ethical) Human Conduct, A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order, Competence in Professional Ethics Holistic Technologies, Production Systems and Management Models-Typical<br>Case Studies, Strategies for Transition towards Value-based Life and Profession |
| **Course outcome (Course Skill Set)**<br>At the end of the course, students are expected to become more aware of themselves, and their surroundings (family, society, nature);<br>&bull; They would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.<br>&bull; They would have better critical ability.<br>&bull; They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society).<br>&bull; It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.<br>Expected to positively impact common graduate attributes like:<br>1. Ethical human conduct<br>2. Socially responsible behaviour<br>3. Holistic vision of life .<br>4. Environmentally responsible work<br>5. Having Competence and Capabilities for Maintaining Health and Hygiene<br>6. Appreciation and aspiration for excellence (merit) and gratitude for all |