

# FOUNDATION UNIVERSITY ISLAMABAD



**Bachelor of Computer Arts**  
**Department of Arts & Media**

# Road Map Bachelor of Computer Arts

<b>Duration:</b>	<b>08 Semesters (4 years)</b>
Courses	126 Credits
Projects/Thesis	03 Credits
Internship	03 Credit
<b>Total</b>	<b>132 Credits</b>

## Bachelor of Computer Arts Scheme of Study

Sr.No.	Courses Code	Course Title	Credit Hours
<b>I. Gen.Edu.: English Courses (6)</b>			
1.	GER-1200	Functional English	3
2.	GER-1201	Expository Writing	3
3.	GER-1202	English Composition	3
4.	GER-1203	Technical Report Writing	3
<b>II. Gen. Edu.: Quantitative Reasoning (6)</b>			
1.	GER-1300	Quantitative Reasoning - I	3
2.	GER-1301	Quantitative Reasoning – II	3
3.	GER-1302	Linear Algebra	3
4.	GER-1303	Discrete Structures	3
5.	GER-1304	Calculus & Analytical Geometry	3
6.	GER-1305	Probability & Statistics	3
<b>III. Islamic &amp; Pakistan Studies</b>			
1.	GER-2400	Islamic Studies	2
2.	GER-2401	Ideology and Constitution of Pakistan	2
3.	GER-2402	Civics and Community Engagement	2
<b>IV. Information Technology</b>			
1	GER-1100	Application of Information and communication Technologies (ICT)	2+1
<b>V. Management Science</b>			
1	GER-2800	Entrepreneurship	2
<b>VI. Gen.Edu.: Arts and Humanities (01 Course)</b> Courses will also be added from university list			
1.	GER-2700	Professional Practices	2
2.	GER-2701	Fundamentals of Fine Arts	2
3.	GER-2702	Anthropology	2

4.	GER-2703	History	2
5.	GER-2704	Archeology	2
6.	GER-2705	Heritage Conservation	2
7.	GER-2706	Philosophy	2
8.	GER-2707	Performing Arts	2
9.	GER-2708	Photography	2
10.	GER-2709	History of Art and Design	2
11.	GER-2710	Culture Studies	2
12.	GER-2711	Language and Literature	2
13.	GER-2712	Curatorial Studies	2
14.	GER-2715	Professional Ethics	2
<b>VII. Gen.Edu: Natural Science (01 Courses)</b>			
Courses will also be added from university list			
1.	GER-2600	Applied Physics	2+1
2.	GER-2601	Biology	2+1
3.	GER-2602	Fundamentals of Geography	2+1
4.	GER-2603	Environmental Sciences	2+1
5.	GER-2604	Differential Equations	2+1
6.	GER-2605	Multivariable Calculus	2+1
<b>VIII. Gen. Edu.: Social Sciences (02 Courses)</b>			
Courses will also be added from university list			
1.	GER-1500	Fundamentals of Management	2
2.	GER-1501	Fundamentals of Mass Communication	2
3.	GER-1502	Fundamentals of Philosophy	2
4.	GER-1503	Fundamentals of Psychology	2
5.	GER-1504	Fundamentals of Sociology	2
<b>Total Credit Hours</b>			<b>30 Credit Hours</b>

<b>2. Major Courses</b>			
<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
1.	CMA1101	Basic Drawing	3
2.	CMA1102	Basic Design	3
3.	CMA1103	Drafting	3
4.	CMA1104	Still life drawing	3
5.	CMA1201	History of Art in Ancient Civilizations	3
6.	CMA 1401	Graphics Design	3
7.	CMA 2105	Landscape Drawing	3
8.	CMA 2202	History of Western	3
9.	CMA 2301	Computer Graphics	3

10.	CMA 2701	Fundamentals of Photography	3
11.	CMA 2501	Basic Animation	3
12.	CMA 2601	Video Production	3
13.	CMA 2402	Communication Design	3
14.	CMA 3106	Portrait Drawing	3
15.	CMA 3602	Intro Web Design	3
16.	CMA 3109	Illustration	3
17.	CMA 3403	Typography	3
18.	CMA 3702	Digital Photography	3
19.	CMA 3603	Anatomy Drawing	3
20.	CMA 3802	Video Compositing	3
21.	CMA 3602	Idea Development and Script Writing	3
22.	CMA 4108	Research Methodology	3
23.	CMA 4605	Compositing and Effects	3
24.	CMA 4203	Ethics for Professional Practice	3
		<b>Total Credit Hours</b>	<b>72 Credit Hours</b>

### 3. Minor (Visual Communication, Digital Motion & Video Production)

\* 1 Minor required

#### Minor Option 1: Visual Communication

Sr.No.	Course Title	Credit Hours	
1	CMA 3404	Campaign Development	3
2	CMA 3405	Branding Techniques	3
3	CMA 4406	User Interface Design	3
4	CMA 4407	Desktop Publishing	3
5	CMA 4408	Advanced Campaign Development	3
		<b>Total Credit Hours (To be chosen from above list)</b>	<b>12 Credit Hours</b>

#### Minor Option 2: Digital Motion

Sr.No.	Course Title	Credit Hours	
1	CMA 3502	Introduction to 3d Modeling	3
2	CMA 3503	Stop Motion Animation	3
3	CMA 4504	Texturing and Lighting Techniques in 3D	3
4	CMA 4505	Character Design and Animation	3
5	CMA 4506	Animation and Production Techniques in 3D	3
6	CMA 4508	Digital Animation in 2D	3

7	CMA 3507	Character Design in 2D	3		
		<b>Total Credit Hours (To be chosen from above list)</b>	<b>12 Credit Hours</b>		
<b>Minor Option 3: Video Production</b>					
<b>Sr.No.</b>	<b>Course Title</b>		<b>Credit Hours</b>		
1	CMA 3604	Scenography	3		
2	CMA 3605	Advance Cinematography	3		
3	CMA 4304	Digital Audio Tools	3		
4	CMA 4609	Drama and Theatre	3		
5	CMA 4606	Post-production Effects	3		
6	CMA 3605	Light & Camera Techniques in Video Production	3		
7	CMA 3607	TV & Film Direction			
		<b>Total Credit Hours (To be Chosen from above list)</b>	<b>12 Credit Hours</b>		
	<b>Grand Total Credit Hours</b>		<b>Major + Minor</b>	<b>72+12</b>	
					<b>84 Cre Hours</b>
<b>4. Interdisciplinary/ Allied Courses</b>					
<b>Sr.No.</b>	<b>Course Title</b>		<b>Credit Hours</b>		
1	IND 4101	Web Development	3		
2	IND 4301	Media Studies	3		
3	IND 4302	Project Management and Marketing	3		
4	IND 4201	Public Relations	3		
5	IND 4202	Gender Studies	3		
6	IND 4203	Intro to Intentional Relations	3		
		<b>Total Credit Hours (To be Chosen from the above list)</b>	<b>12 Credit Hours</b>		
<b>5. Capstone Project- 3</b>					
<b>Sr.No.</b>	<b>Course Title</b>	<b>Credit Hours</b>			
1	CPJ 5101	Capstone Project	3		
		<b>Total Credit Hours</b>	<b>03 Credit Hours</b>		
<b>6.Field Experience - 3</b>					
1	INT 3101	Internship	3		
		<b>Total Credit Hours</b>	<b>03 Credit Hours</b>		

**Total Degree Credit Hours - 132**

## Semester Wise Course Offering BCA

<b>BCA Semester 1</b>			
Sr #	Course Code	Course Title	Credit Hrs
1	GER-1200	Functional English*	3
2	CMA1101	Basic Drawing	3
3	XXXXX	Gen. Edu. Natural Science **	2+1
4	CMA1102	Basic Design	3
5	GER-1100	Application of Information and Communication Technologies*	2+1
6	CMA1103	Drafting	3
		<b>Total Credits</b>	<b>18</b>
		**To be Chosen from Gen.Edu Natural Science list *General Education Course	
<b>BCA Semester 2</b>			
Sr #	Course Code	Course Title	Credit Hrs
1	CMA1104	Still life drawing	3
2	GER-1201	Expository Writing*	3
3	GER-2400	Islamic Studies*	2
4	CMA1201	History of Art in Ancient Civilizations	3
5	CMA 1401	Graphics Design	3
6	GER-1300	Gen. Edu. Quantitative Reasoning-I**	3
		<b>Total Credits Hours</b>	<b>17</b>
		**To be Chosen from Gen.Edu Quantitative Reasoning list *General Education Course	
<b>BCA Semester 3</b>			
Sr #	Course Code	Course Title	Credit Hrs
1	CMA 2105	Landscape Drawing	3
2	CMA 2202	History of Western Arts	3
3	CMA 2301	Computer Graphics	3
4	GER-2401	Ideology and Constitution of Pakistan*	2
5	XXXXX	Gen. Edu. Social Sciences**	2
6	GER-1301	Gen. Edu. Quantitative Reasoning-II**	3
		<b>Total Credits Hours</b>	<b>16</b>
		**To be Chosen from Gen.Edu Quantitative Reasoning and Social Sciences list *General Education Course	
<b>BCA Semester 4</b>			

Sr #	Course Code	Course Title	Credit Hrs
1	CMA 2701	Fundamentals of Photography	3
2	XXXXX	Gen. Edu. Arts and Humanities**	2
3	GER-2800	Entrepreneurship *	2
4	CMA 2501	Basic Animation	3
5	CMA 2501	Video Production	3
6	CMA 2501	Communication Design	3
7	GER-2402	Civics and Community Engagement*	2
		<b>Total Credits Hours</b>	<b>18</b>
		**To be Chosen from Gen.Edu Arts and Humanities list *General Education Course	

### BCA Semester 5

Sr #	Course Code	Course Title	Credit Hrs
1	CMA 3602	Intro Web Design	3
2	CMA 2501	Digital Illustration	3
3	CMA 3403	Typography	3
4	CMA 3702	Digital Photography	3
5	INT 3101	Internship	3
6	XXXXX	Minor Course 01	3
		<b>Total Credits Hours</b>	<b>18</b>

### BCA Semester 6

Sr #	Course Code	Course Title	Credit Hrs
1	CMA 3106	Portrait Drawing	3
2	CMA 3603	Video Compositing	3
3	CMA 3802	Research Methodology	3
4	CMA 3602	Idea Development and Script Writing	3
5	XXXXX	Minor Course 2	3
		<b>Total Credits Hours</b>	<b>15</b>

### BCA Semester 7

Sr #	Course Code	Course Title	Credit Hrs
1	CMA 4108	Anatomy Drawing	3
2	XXXXX	Interdisciplinary Course 1 ***	3
3	CMA 4605	Compositing and Effects	3
4	XXXXX	Interdisciplinary Course 2 ***	3
5	XXXXX	Minor Course 3	3
		<b>Total Credits Hours</b>	<b>15</b>
		**Course from Interdisciplinary List	

### BCA Semester 8

Sr #	Course Code	Course Title	Credit Hrs
1	CMA 4203	Capstone Project	3
2	CMA 4203	Ethics for Professional Practice	3
3	XXXXX	Interdisciplinary Course 3 ***	3
4	XXXXX	Interdisciplinary Course 4 ***	3
5	XXXXX	Minor Course 4	3
		<b>Total Credits Hours</b>	<b>15</b>
		**Course from Interdisciplinary List	

## **Bachelor of Computer Arts Course Outlines**

### **1. General Education Courses**

#### **1.1 English Courses**

##### **Course Profile**

##### **Course Information:**

Course Code:

Course Title: Functional English

Credit Hrs: 3

Pre-requisites: Nil

##### **Course Objective:**

This course is designed to meet the below objectives:

1. to equip students with the basic knowledge of English Grammar
2. to equip students with essential language skills for effective communication in diverse real-world scenarios
3. To grasp nuanced messages and tailor their communication effectively through the application of comprehension and analytical skills in listening and reading.
4. To enable them to navigate the globalized world with ease and efficacy, making a positive impact in their functional interactions.

##### **Course Learning Outcomes (CLOs)**

Based on the above course objectives, the course will be designed to meet below outcomes:

1. Students will be able to apply enhanced English communication skills through effective use of word choices, grammar, and sentence structure.
2. Students will be able to comprehend a variety of literary/non-literary written and spoken texts in English.
3. Students will be able to effectively express information, ideas, and opinions in written and spoken English.

4. Students will be able to recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.

**Weekly Distribution of course contents:**

Week #	Topics	Status/Remarks	Problem Set/Assignments	Quizzes/Presentation	Discussions	Mapping with CLOs
1.	Word Classes: Noun, Pronouns, Verbs, Prepositions					2
2.	Word Classes: Adverbs, Articles, Adjectives, Modifiers, Conjunctions					2
3.	Sentence Structure: <ul style="list-style-type: none"> <li>• Types of Sentences</li> <li>• Kinds of Sentences</li> <li>• Conditional Sentences</li> </ul>			Quiz 1		1
4.	Tenses (Present, Past, Future)					1
5.	Sound & Pronunciation			Presentation 1		1
6.	Vocabulary Building (contextual usage, synonyms, antonyms and idiomatic expressions) & Word Formation (affixation, compounding, clipping, back information etc)					1
7.	Sentence Correction: Subject-verb agreement, Fragments, Run-ons		<b>Assign. 1:</b> Grammar Booklet			1
8.	Understanding purpose, audience and text Contextual interpretation (tones, biases, stereotypes, inferences etc)					3
9.	Reading strategies: Skimming, Scanning, SQ4R, Critical reading Active listening (overcoming listening barriers, focused listening etc)					3
10.	<b>Mid Term Examination</b>					
11.	Structuring documents: Introduction, body, conclusion, and formatting					3
12.	Professional Writing (business emails, Memos Reports and formal letters)		<b>Assign. 2:</b> Report Writing			3
13.	Inclusivity in Communication (gender-neutral language, stereotypes, cross-cultural communication) Informal communication (small-talk, networking and communications skills)					4
14.	Principles of communication			Quiz 2		4

15.	Public Speaking			Presentation 2		4
16.	Presentation Skills					4
17.	Final Project: Language skills					4
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

**Books**

- Azar, B. S. (2002). Understanding and using english grammar 3rd edition with answer key.
- Hashemi, L., & Murphy, R. (2004). English Grammar in Use. Supplementary exercises. Cambridge.
- Straus, J., Kaufman, L., & Stern, T. (2014). The blue book of grammar and punctuation: An easy-to-use guide with clear rules, real-world examples, and reproducible quizzes. John Wiley & Sons.
- Hutchinson, T., & Waters, A. (1987). English for specific purposes. Cambridge university press.
- Downes, C. (2008). Cambridge English for job-hunting.
- Swan, M. (2005). Practical english usage (Vol. 688). Oxford: Oxford university press.
- Fabb, N., Attridge, D., Durant, A., & MacCabe, C. (1987). The linguistics of writing: Arguments between language and literature. 80w70.
- Kintsch, W. (1998). Comprehension: A paradigm for cognition. Cambridge university press.
- Cenere, P., Gill, R., Lawson, C., & Lewis, M. (2015). Communication Skills for Business Professionals 7. Cambridge University Press.

**Course Profile**

**Course Information:**

Course Code:

Course Title: Expository Writing

Credit Hrs: 3

Pre-requisites: Nil

**Course Objective:**

This course is designed to meet the below objectives.

1. Analyze and critically evaluate passages through a systematic series of steps, including identifying main ideas, supporting details, and underlying arguments.

2. Demonstrate improved macro-level compositional skills, such as constructing well-organized paragraphs with clear topic sentences, coherent transitions, and logical development of ideas.
3. Create well-structured paragraphs and essays that utilize rhetorical modes to engage the reader, support arguments, and convey information persuasively.

### **Course Learning Outcomes (CLOs)**

On completing this course, the participants should be able to:

1. Develop their writing through a series of steps, the first of which is critical reading of passages.
2. Practice writing to refine their macro level as well as micro level compositional skills.
3. Imply various rhetorical modes like argument, cause and effect, narration, description, comparison and contrast exemplification and classification in their writings.

### **Weekly Distribution of course contents:**

<b>Week #</b>	<b>Topics</b>	<b>Problem Set/ Assignments</b>	<b>Quizzes</b>	<b>Presentations</b>	<b>Discussions</b>	<b>Mapping with CLOs</b>
1	Introduction to Expository Writing and Reading Skills	Assignment: Read a short passage and provide a summary highlighting the main ideas.		Presentation 1	Course introduction and overview. Importance of clear communication through writing. Understanding the goals and expectations of the course. Reading strategies: Skimming and scanning techniques.	1
2	Vocabulary and Contextual Understanding Introduction to paragraph writing	Assignment: Choose a passage, identify unfamiliar words, and provide their meanings based on context.			Effective use of dictionaries for word meanings and usage. Contextual cues for guessing word meanings. Differentiating between facts and opinions in writing.	1,2
3	<b>The Writing Process</b> Pre- Writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.) Drafting Revising and editing Proof-reading Peer review and feedback)	Assignment: Write a short paragraph using cohesive devices to enhance coherence.	Quiz 1		Introduction to cohesive devices (transitional words, pronouns, etc.). Recognizing cohesive elements in writing. Creating logical connections within a paragraph.	1,2
4	<b>Essay organization and structure</b> Introduction and hook Thesis statements Main Idea and Topic Sentences	Assignment: Analyze provided paragraphs and identify their topic sentences.			Identifying topic sentences and main ideas in paragraphs. Distinguishing between main ideas and supporting details.	2

					Crafting effective topic sentences.	
5	Sentence Structure and Types Body paragraphs( topic sentences, supporting evidences and transitional devices) Conclusion Ensuring cohesion and coherence	Assignment: Write a narrative paragraph based on a given prompt.			Understanding simple, compound, and complex sentence structures. Writing well-structured paragraphs with clear topic sentences. Introduction to narrative paragraphs.	2
6	<b>Different types of expository writing</b> Description illustration	Assignment: Write a descriptive paragraph describing a place or scene.			Review of sentence structures. Introduction to 2descriptive paragraphs. Crafting descriptive paragraphs with sensory details.	2
7	<b>Different types of expository writing</b> Classification Cause & effect	Assignment: Write an argumentative paragraph on a relevant topic.	Quiz 2		Review of sentence structures. Introduction to argumentative paragraphs. Structuring arguments with evidence and reasoning.	2
8	<b>Different types of expository writing</b> Process analysis Comparative analysis	Assignment: Write a cause-and-effect paragraph explaining a specific scenario.		Presentation 2	Review of sentence structures. Comparative analysis of different paragraph types. Introduction to cause-and-effect paragraphs.	2,3
9	<b>Midterm</b>					
10	<b>Writing for specific purposes and audiences</b> Different types of purpose Writing for academic audiences Writing for public audiences Different tones and styles	Assignment: Write a comparison and contrast paragraph on two related topics.			Review of sentence structures. Introduction to comparison and contrast paragraphs. Analyzing the organization of comparison and contrast writing.	2,3
11	Revision and editing	Assignment: Edit a provided passage for sentence structure and grammatical accuracy.	Quiz 3		Importance of revising and editing in the writing process. Peer review and providing constructive feedback. Identifying and rectifying common grammatical errors.	3

12	Rhetorical Modes	Assignment: Write an exemplification paragraph using relevant examples. Assignment: Write a narrative paragraph based on a personal experience.			Introduction to exemplification and classification paragraphs. Analyzing examples of exemplification and classification writing. Choosing appropriate rhetorical modes for different writing tasks.	3
13	Finalizing Essays Conclusion	Assignment: Begin working on the final expository essay.			Review of all learned skills and concepts. Strategies for effective essay planning and organization. Writing a comprehensive expository essay.	2,3
14	Peer Review and Feedback	Assignment: Revise and finalize the expository essay for submission.		Presentation 3	Peer review sessions for the final expository essays. Providing constructive feedback on peers' essays. Revising and improving the essays based on feedback.	2,3
15	<b>Ethical Considerations</b> Ensuring original writing Proper citation and referencing					3
16	<b>Ethical Considerations</b> Integrating quotes and evidences Avoiding plagiarism					3
17	Course Conclusion and Presentations	Assignment: Submit the final expository essay and a self-reflection on the writing journey.			Presenting final expository essays to the class. Reflecting on personal writing growth and improvements. Course summary and key takeaways.	1,2,3
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations

- Projects

**Reference Materials:**

**Books**

- Graff, G., & Birkenstein, C. (2018). They Say / I Say: The Moves That Matter in Academic Writing. W. W. Norton & Company.
- Williams, J. M., & Bizup, J. (2017). Style: Lessons in Clarity and Grace (12th ed.). Pearson.
- Gopen, G. D., & Swan, J. A. (2018). The Science of Scientific Writing. American Scientist, 78(6), 550-558.
- Bean, J. C. (2016). Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom (3rd ed.). Jossey-Bass.
- Elbow, P. (2017). Writing without Teachers (2nd ed.). Oxford University Press.
- Graff, G., Birkenstein, C., & Maxwell, C. (2014). They say, I say: The moves that matter in academic writing (p. 245). Gildan Audio.
- Rosenwasser, D., & Stephen, J. (2011). Writing analytically. Cengage Learning.
- Williams, J. M., & Bizup, J. (2014). Lessons in clarity and grace. Pearson.

**1.2 Quantitative Reasoning**

**Course Profile**

**Course Information:**

Course code:  
 Title: **Mathematics**  
 Credit Hrs. :3  
 Pre-requisites: Nil

**Course Objective:**

This course is designed to meet the below objectives.

1. Use concepts and apply techniques to the solution of problems in algebra and modeling, measurement, financial mathematics, data and statistics, and probability.
2. Use mathematical skills and techniques, aided by appropriate technology, to organize information and interpret practical situations.
3. Interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and statistical graphs.

**Course Learning Outcomes:**

1. Work effectively in a multi-disciplinary environment.
2. Accept comments and feedback and learn from them.
3. Explain fundamental mathematical or statistical concepts to non-experts.
4. Justify choices made during problem solving and interpretation of results.

**Weekly Distribution of course contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentat ions	Discussions	Mapping with CLOs
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1	<b>Whole Numbers:</b> Reading and writing whole numbers, addition of whole numbers, subtraction of whole numbers, multiplication of whole numbers, division of whole numbers, long division, rounding whole numbers, roots and order of operations, Solving application problems.				Introduction to number system	1
2	<b>Multiplying and Dividing Fractions:</b> Basics of fractions, mixed numbers, factors, multiplication of fractions, applications of multiplication, dividing fractions, multiplication and division of mixed numbers				Lecture /Discussion	1
3	<b>Adding and Subtracting Fractions:</b> Adding and subtracting like fractions, least common multiples, adding and subtracting unlike fractions, adding and subtracting mixed numbers, order relations and the order of operations	Assignment Exercise	Quiz 1			1
4	<b>Decimals:</b> Reading and writing decimal, rounding decimals, adding decimals, subtracting decimals, multiplying decimals, dividing decimals, writing fractions as decimals					2
5	<b>Ratio:</b> Ratios, rates, proportions, and applications of proportions. Basics of percent, percents and fractions,					2
6	<b>Proportion and Percent:</b> The percent proportion, Identifying the parts in a percent problem, using proportions to solve percent problems, The percent equation, applications of percent, compound Interest.	Class Exercise	Quiz 2			2
7	<b>Measurement:</b> The English system, The metric system— length, The metric system--capacity and weight (mass),					2
8	<b>Applications of metric</b> measurement, metric-English conversions and temperature		Quiz 3			2
9	<b>Mid Terms</b>					
10	<b>Geometry:</b> Basic geometric terms, angles and their relationships, Rectangles and squares, Parallelograms and trapezoids, triangles, circles, volume, Pythagorean theorem, similar triangles					3
11	<b>Notations Understandings</b> The percent equation, applications of percent, compound Interest	Exercise				3
12	Equations and inequalities					3
13	Functions and graphs				Domain and range of a function. Examples: polynomial, rational, piecewise	4

					defined functions, absolute value	
14	Lines and systems of equations:				Equation of a straight line, slope and intercept of a line, parallel and perpendicular lines	4
15	<b>Basic Algebra:</b> Signed numbers, addition and subtraction of signed numbers, order of operations,		Quiz 4			4
16	<b>Basic Algebra</b> Evaluating expressions and formulas, solving equations, solving equations with several steps, applications.					4
17	Software excel implementation		Exercise		Class work	4
18	<b>Final exam</b>					

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Attendance – 5 Marks
- Sessional – 20 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books:

1. Stewart, J., Clegg, D. K., & Watson, S. (2020). *Calculus: early transcendentals*. Cengage Learning.
2. Anton, H., Knoll, C. A., Shaw, M. L., Johnson, J., Evans, B., & Wolfram Research, Inc. (1997). *Calculus with Analytic Geometry Fifth Edition and Discovering Calculus with Mathematica and Mathematica IBM Student Version*. Wiley.
3. Budnick, F. S. (1988). *Applied Mathematics for Business, Economics, and the Social Sciences*. McGraw-Hill Companies.
4. Earl Kenneth Bowen, Prichett, G. D., & Saber, J. C. (1987). *Mathematics with applications in management and economics*. Irwin.
5. STEWART, J. (2023). Ebook Essential calculus-Early transcendentals: Part 2.

## **Course Profile**

### **Course Information:**

Course Code: MCO 1001

Title: **Statistics**

Credit Hours: 03

Pre-requisites: Nil

**Course Objective:**

This course is designed to meet the objectives given below:

5. To provide an understanding of key statistical terms, concepts and
6. To elaborate the application of statistics used in social science.
7. To equip students with the basic knowledge for interpreting descriptive statistics and graphical representations.

**Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet the learning outcomes given below:

1. Define and explain key statistical terms and concepts,
2. Evaluate and interpret basic descriptive statistics and graphical representations.
3. Demonstrate an understanding for statistical tests used for analyzing data in social sciences.
4. Demonstrate a preliminary understanding of using SPSS for data analysis.

**Weekly Distribution of course contents**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Introduction to Statistics in Social Sciences Part I <ul style="list-style-type: none"><li>• Definition of statistics</li><li>• The nature and scope of the Statistics</li></ul>				Elaborate of Statistics	1
2	Introduction to Statistics in Social Sciences Part II <ul style="list-style-type: none"><li>• Primary and secondary data</li><li>• Application in Social Sciences</li></ul>					1
3	Dispersion and types of dispersion in social Sciences Part I <ul style="list-style-type: none"><li>• Dispersion and types of dispersion</li><li>• Computations of different types of measures of dispersion</li><li>• (range, mean, mode, median, deviation)</li></ul>		Quiz 1		Manual calculations of dispersions in statistics	1,2
4	Dispersion and types of dispersion in social Sciences Part II <ul style="list-style-type: none"><li>• variance</li><li>• Standard deviations</li></ul>				Manual calculations of variance and standard deviation	1,2
5	Dispersion and types of dispersion in social Sciences Part III <ul style="list-style-type: none"><li>• Standard error of mean</li><li>• Standard error of std. deviation</li><li>• Skewness and Kurtosis</li></ul>				Manual calculations of standard errors	1,2

6	Classifying variables by level of measurement <ul style="list-style-type: none"> <li>• Diff. b/w Categorical and Numerical variables</li> <li>• Diff. b/w Nominal and Ordinal variables</li> </ul>		Quiz 2			1,3
7	Measures of Central Tendency Part I <ul style="list-style-type: none"> <li>• Measures of central tendency</li> <li>• Use of measures of central tendency</li> </ul>				Definitions of central tendency  Purpose of central tendency in social sciences	1,3
8	Measures of Central Tendency Part II <ul style="list-style-type: none"> <li>• What is frequency distribution</li> <li>• Characteristics of frequency distribution</li> </ul>				Definitions of central tendency  Purpose of frequency distribution in social sciences	1,2
9	<b>Midterm</b>					
10	Introduction to SPSS <ul style="list-style-type: none"> <li>• Naming the variable</li> <li>• Level of measurement</li> <li>• Coding variable categories</li> </ul> Assigning missing data	Practical Workshop on Introducing SPSS				4
11	Introduction to SPSS <ul style="list-style-type: none"> <li>• Entering data in SPSS manually</li> <li>• Entering data in SPSS using MS Excel file</li> </ul>	Practical Workshop on Introducing SPSS				4
12	Univariate descriptive statistics on Social Sciences <ul style="list-style-type: none"> <li>• Exploring frequencies</li> <li>• Histogram and Normal Curve</li> <li>• Application of descriptive statistics in social sciences</li> </ul>	Running Frequencies in SPSS <ul style="list-style-type: none"> <li>• Mean</li> <li>• Mode</li> <li>• Median</li> <li>• Range</li> <li>• Maximum</li> <li>• Minimum</li> <li>• Std. Deviation</li> <li>• Std. error</li> <li>• Kurtosis</li> <li>• Skewness</li> </ul>				1,4
13	Interpretation and reporting of graphical representations in Social Sciences <ul style="list-style-type: none"> <li>• Histogram</li> <li>• Pie graphs</li> <li>• Bars</li> </ul>					1,2,3
14	Statistical tests used in Social Sciences					1,2,3

	<ul style="list-style-type: none"> <li>• The function of a test</li> <li>• The conditions (under what conditions we can use it)</li> <li>• How the hypothesis should be stated?</li> </ul> <p>How the test is reported for a research paper or thesis</p>					
15	<p>Analytical tests in Social Science using SPSS</p> <ul style="list-style-type: none"> <li>• T-Test</li> <li>• Chi-Square</li> </ul>	Practical Workshop on t-Test/Chi-square				3,4
16	<p>Analytical tests in Social Science using SPSS</p> <ul style="list-style-type: none"> <li>• Correlation</li> <li>• Partial correlation</li> </ul>	Practical Workshop on Correlation/partial correlation				3,4
17	Interpretation and reporting of statistical data in Social Sciences			Presentation on reporting on statistical data in social sciences		1,2,3,4
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Attendance – 5 Marks
- Sessional – 20 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Asthana, H. S., & Bhushan, B. (2016). *Statistics for social sciences (with SPSS applications)*. PHI Learning Pvt. Ltd.
2. Champion, D. J. (1970). *Basic statistics for social research*. Scranton: Chandler Publishing Company.
3. Kendrick Jr, J. R. (2005). *Social statistics: an introduction using SPSS for Windows*. McGraw-Hill
4. Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. McGraw-Hill education (UK).
5. Rajaretnam, T. (2015). *Statistics for social sciences*. SAGE Publishing India.

#### Web URL's

1. Maravelakis, P. (2019). *The use of statistics in social sciences*. Journal of Humanities and Applied Social Sciences, 1(2), 87-97.

## **1.3 Islamic Studies**

### **Course Profile**

#### **Course Information:**

Course Code: HUM 1001

Course Title: Islamic Studies

Credit Hrs: 3

Pre-requisites: Nil

#### **Course Objectives:**

This course is designed to meet the below objectives.

1. To provide basic information about Islamic studies. And interpret Islamic texts, including the Quran and Hadith, to gain insights into Islamic teachings and values.
2. To enhance the understanding of the students regarding Islamic civilization and diversity within the Islamic world, including different sects, schools of thought and cultural practices.
3. To impart an understanding of the fundamental principles/ teachings of Islam through the study of the Holy Qur'an and sayings of the Holy Prophet (SAAW).

#### **Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Demonstrate a comprehensive understanding of the fundamental beliefs, principles, and practices of Islam.
2. Describe basic sources of Islamic law and their application in daily life Evaluate the historical development and contributions of Islamic civilization, including its impact on art, science, and philosophy.
3. Identify and discuss contemporary issues and challenges faced by Muslims globally, such as religious pluralism, social justice, and gender roles.

#### **Weekly Distribution of Course Contents:**

<b>Week #</b>	<b>Topics</b>	<b>Problem Set/ Assignments</b>	<b>Quizzes</b>	<b>Presentations</b>	<b>Discussions</b>	<b>Mapping with CLOs</b>
1	<b><u>Introduction to Islam:</u></b> Definition of Islam and its core beliefs. The Holy Quran (introduction, revelation and compilation)				Greatness of the Holy Book will be discussed	1
2	Hadith and Sunnah (compilation, classification and significance) Key theological concepts and themes (Tawhid, Prophethood, Akhirah etc)				Discussion will be focused on importance of Hadith	1,2
3	Sirah of the Holy Prophet (Peace Be Upon Him) as Uswa-i-Hasana: Life and legacy of the Holy Prophet PBUH.		Quiz of 5 marks			1,2

4	<u>Seerat Un Nabi (Module # 3)</u> b. Causes of Migration and steps taken for establishment of a new state	Assignment	Quiz of 5 marks		Life of the Holy Prophet (SAW) will be discussed	
5	<u>Seerat Un Nabi (Module # 3)</u> c. Selected battles (Ghazwat)					1,2
6	Diverse roles of the Holy Prophet PBUH (as an individual, educator, peace maker, leader etc)					1,2
7	Islamic History and Civilization: World before Islam The Rashidun Caliphate and expansion of Islamic rule.					2,3
8	Contribution of Muslim scientists and philosophers in shaping world civilization.					
9	<b>Midterm</b>					
10	Islamic jurisprudence (Fiqh): Fundamental sources of Islamic jurisprudence				Discussion will be focused on importance Islamic jurisprudence	2,3
11	Pillars of Islam and their significance Major schools of Islamic jurisprudence Significance and principles of Ijtihad					2,3
12	Family and Society in Islam: Status and rights of women in Islamic teachings					2,3
13	Marriage, family and gender roles in Muslim society					2,3
14	Islam and modern world Relevance of Islam in the modern world (globalization, challenges and prospects) Islamic Political system				Various Islamic systems will be discussed	2,3
15	Islamophobia, interfaith dialogue and multiculturalism Islamic viewpoint towards socio-cultural and technological changes					1,2,3
16	Islamic systems (Module # 4) Islamic values Islamic systems (Module # 4) Islamic Economic system				Islamic economic system will be discussed	1,2,3
17	Islamic systems (Module # 4) Islamic Social system					1,2,3
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments

- Presentations
- Projects

**Reference Materials:**

**Books**

1. Bravmann, M. M. (2009). *The spiritual background of early Islam: studies in ancient Arab concepts* (Vol. 4). Brill.
2. Findlow, S. (2000). *The United Arab Emirates: Nationalism and Arab-Islamic Identity* (Vol. 39). Emirates Center for Strategic Studies and Research.
3. Julhadi, J., Hidayatul, D., Aldi, G. C., Robi, R., & Fuspita, A. (2023). THE DEVELOPMENT OF ISLAMIC STUDIES IN THE WESTERN WORLD. *At-Tahsin*, 3(1), 44-54.

**Course Information:**

Course Code:

Course Title: Ideology & Constitution of Pakistan

Credit Hrs:2

Pre-requisites: Nil

**Course Objectives:**

This course is designed to meet the below objectives.

1. This course introduces students to the historical background of the creation of Pakistan. It focuses on major historical events both national and international and their impact.
2. The existing knowledge of government and politics in Pakistan. It will take a more analytical and critical approach to the study of politics and the structure and functions in the light of Constitution of Pakistan 1973.
3. Explain the demographic structure of Pakistan’s population and analyze the implications of the growth of population on the resources of Pakistan.

**Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Students will understand the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.
2. Demonstrate fundamental knowledge about the constitution of Pakistan 1973 and its evolution with special reference to state structure.
3. Explain about the guiding principles on rights and responsibilities of Pakistani citizens as enshrined in the Constitution of Pakistan 1973 and students will be able to identify issues with respect to the structure and functions of the government of Pakistan.

**Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentation s	Discussions	Mapping with CLOs

1	Introduction to the Ideology of Pakistan: Definition and significance of ideology. What is the ideological Sprit of Pakistan and implementation of Constitution.				Class Discussion	1
2	Historical context of the creation of Pakistan (with emphasis on socio- political,religious, and cultural dynamics of british India between 1857 till 1947 The War of Independence of 1857 and its impact		Quiz 1		Class Discussion	1,2
3	Contributions of founding fathers of Pakistan in the freedom movement including but not limited to Allam Muhammad Iqbal, Muhammad ALI Jinnah etc					1,2
4	Contributions of women and students in the freedom movement for separate homeland for Muslims of British India.			Presentation		1,2
5	Two Nation Theory: Evolution of the Two-Nation Theory (Urdu-Hindi controversy, Partition of Bengal, Simla Deputation and foundation of Muslim League and Lucknow Pact (1916).		Quiz 2		Class Discussion	1,2
6	Allama Iqbal's presidential Address 1930, Cogress Ministries 1937 Lahore Resolution 1940) Role of communalism and religious differences				Class Discussion	1,2,3
7	Introduction to the Constitution of Pakistan: Definition and importance of a constitution. Ideological factors that shaped the Constitution(s) of Pakistan (objective Resolution 1949) Overview of constitutional developments in Pakistan.					1,2,3
8	Constitution and State Structure: Structure of Government (executive, legislature and judiciary)					1,2,3
9	<b>Midterm</b>					
10,11	Distribution of powers between federal and provincial governments 18 <sup>th</sup> amendment and its impact on federalism.				Class Discussion	2,3
11	Fundamental rights, Principles of Policy and Responsibilities: Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan 1973 (Articles 8-28)		Quiz 3			3
12	Overview of Principles of Policy (Articles 29-40)				Class Discussion	3

	Responsibilities of the Pakistani citizens (Article 5)					
13	Culture The concept of culture: Meaning, key components (language, religion, dress, values etc)	Key concepts: Cultural norms and values, subcultures, Cultural diversity, Cultural adaptation, cultural change, Ethnocentrism and cultural relativism			Class Discussion	2
14	Characteristics of the People of Pakistan: number, age, gender, education, occupation. Demographic structure Population density and distribution Population growth and related problems					2
15	<ul style="list-style-type: none"> <li>• Politics</li> <li>• Government</li> </ul> The importance of and rationale for government	Definitions of politics Definition of government		Project	Class Discussion	2,3
16	Constitutional amendments: Procedures for amending the Constitution. Notable constitutional amendments and implications on power allocations within government				Class Discussion	2,3
17	Origin of Cities & States Constitution and judicial system of Pakistan				Class Discussion	2,3
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Jabeen, S., & Shehzad, W. (2018). Interface between national ideologies and the Constitution of Pakistan. *International Journal of English Linguistics*, 8(5), 106-116.
2. Arif, M. (2021). Impact and Challenge Assessment of the Eighteenth Constitution Amendment on Pakistan. *Journal of the Research Society of Pakistan*, 58(4), 54.

3. Munir, K., & Khalid, P. D. I. (2020). Judicial Activism in Pakistan: A Case Study of Supreme Court Judgments 2008-13. *South Asian Studies*, 33(2).
4. Qasmi, A. U. (2019). A master narrative for the history of Pakistan: Tracing the origins of an ideological agenda. *Modern Asian Studies*, 53(4), 1066-1105.
5. Syed, H. M. Y. (2019). Correlation of Urduization in Pakistani English (PAKE): A Cultural Integrant. *Journal of English Language, Literature and Education*, 1(01), 69-82.

### **Course Profile**

#### **Course Information:**

Code: 03

Title: INFORMATION AND COMMUNICATION TECHNOLOGIES

Pre-requisites: Nil

Credit Hrs. 3

#### **Instructor Information:**

Name:

Email:

*Office Location: Faculty Room -*

*Office Phone:                      Ext-*

*Office Meeting Hrs.*

#### **Course Objective:**

This course is designed to meet the below objectives.

8. Understand Fundamental ICT Concepts
9. Master ICT Tools and Technologies:
10. Apply ICT Skills to Real-World Scenarios

#### **Course Outcomes**

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

1. Explain the fundamental concepts, components, and scope of Information and Communication Technologies (ICT).
2. Identify uses of various ICT platforms and tools for different purposes.
3. Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life.
4. Understand the ethical and legal considerations in use of ICT platforms and tools.

#### **Weekly Distribution of course contents:**

Week #	Topics	Status/ Remarks	Problem Set/ Assignments / Presentations	Quizzes/ Present	Discussions	Outcomes
1	<p><b>Introduction to Information and Communication Technologies:</b></p> <ol style="list-style-type: none"> <li>1. Components of Information and Communication Technologies (basics of hardware, software, ICT platforms, networks, local and cloud data storage etc.).</li> <li>2. Scope of Information and Communication Technologies (use of ICT in education, business, governance, healthcare, digital media and entertainment, etc.).</li> <li>3. Emerging technologies and future trends.</li> </ol>					1
2	<p><b>Basic ICT Productivity Tools:</b></p> <ol style="list-style-type: none"> <li>1. Effective use of popular search engines (e.g., Google, Bing, etc.) to explore World Wide Web.</li> <li>2. Formal communication tools and etiquettes (Gmail, Microsoft Outlook, etc.).</li> <li>3. Microsoft Office Suites (Word, Excel, PowerPoint).</li> <li>4. Google Workspace (Google Docs, Sheets, Slides).</li> </ol>		Assignment 01			1
3	<p><b>Basic ICT Productivity Tools Cont.:</b></p> <ol style="list-style-type: none"> <li>1. Dropbox (Cloud storage and file sharing), Google Drive (Cloud storage with Google Docs integration) and Microsoft OneDrive (Cloud storage with Microsoft Office integration).</li> <li>2. Evernote (Note-taking and organization applications) and OneNote (Microsoft's digital notebook for capturing and organizing ideas).</li> <li>3. notebook for capturing and organizing ideas).</li> </ol>			Quiz01		1

	<ul style="list-style-type: none"> <li>4. Video conferencing (google Meet, Microsoft Teams, Zoom, etc.).</li> <li>5. Social media applications (LinkedIn, Facebook, Instagram, etc.).</li> </ul>					
4	<b>ICT in Education:</b> <ul style="list-style-type: none"> <li>1. Working with learning management systems (Moodle, Canvas, Google Classrooms, etc.).</li> </ul>			Quiz 2		1,2
5	<b>ICT in Education Cont.:</b> <ul style="list-style-type: none"> <li>1. Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.).</li> <li>2. Interactive multimedia and virtual classrooms.</li> </ul>					1,2
6	<b>ICT in Health</b> <ul style="list-style-type: none"> <li>1. Health and fitness tracking devices and applications (Google Fit, Samsung Health, Apple Health, Xiaomi Mi Band, Runkeeper, etc.).</li> </ul>		Assignment0 2			2
7	<b>Well-being</b> <ul style="list-style-type: none"> <li>1. Telemedicine and online health consultations (OLADOC, Sehat Kahani, Marham, etc.).</li> </ul>			Quiz03		2
8	<b>ICT in Personal Finance:</b> <ul style="list-style-type: none"> <li>1. Online banking and financial management tools (JazzCash, Easypaisa, Zong PayMax, I LINK and MNET, Keenu Wallet, etc.).</li> </ul>					2
9	<b>Midterm</b>					
10	<b>ICT in Personal Shopping:</b> <ul style="list-style-type: none"> <li>1. E-commerce platforms (Daraz.pk, Telemart, Shophive, etc.)</li> </ul>					2
11	<b>Digital Citizenship</b> <ul style="list-style-type: none"> <li>1. Digital identify and online reputation.</li> </ul>		Assignment0 4			2,3
12	<b>Online Etiquette:</b> <ul style="list-style-type: none"> <li>2. Netiquette and respectful online communication.</li> <li>3. Cyberbullying and online harassment.</li> </ul>		Assignment0 4	Quiz 4:		2,3
13	<b>Ethical Considerations in Use of ICT Platforms and Tools:</b> <ul style="list-style-type: none"> <li>1. Intellectual property and copyright issues.</li> </ul>					2,3,4

	2. Ensuring originality in content creation by avoiding plagiarism and unauthorized use of information sources.					
14	<b>Ethical Considerations in Use of ICT Platforms and Tools Cont.:</b> 1. Content accuracy and integrity (ensuring that the content shared through ICT platforms is free from misinformation, fake news, and manipulation).					3,4
15	<b>Future trends in ICT</b>					1,2,3,4
16	<b>Future trends in ICT</b>					1,2,3,4
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

- Brookshear, J. G. (1991). *Computer science: An overview*. Benjamin-Cummings Publishing Co., Inc..
- Gould, H., Tobochnik, J., & Christian, W. (2007). An introduction to computer simulation methods. *Comput. Phys*, 10, 652-653.
- Foley, J. D., Van Dam, A., Feiner, S. K., Hughes, J. F., & Phillips, R. L. (1994). *Introduction to computer graphics* (Vol. 55). Reading: Addison-Wesley.
- Cohen, D. I. (1996). *Introduction to computer theory*. John Wiley & Sons.

**Course Profile**

**Course Information:**

Code:

Title: **Entrepreneurship**

Credit Hrs. :2

Pre-requisites Course: Nil

### **Course Description:**

This course is designed to promote entrepreneurial spirit and outlook among students, encouraging them to think critically, identify opportunities, and transform their ideas into successful ventures. It aims at imparting them with the requisite knowledge; skills and abilities, enabling them to seize the identified opportunities for initiating ventures and successfully navigating the challenges that come with starting a business and managing it. The course covers topics relevant to entrepreneurship including setting up and initiation of business (including requirements for registration and incorporation with regulators such as SECP and others), market research, and opportunity identification. Business planning, financial literacy for managing finances and securing funding, marketing and sales. Team building and innovation. Overall, the course is geared towards personal growth and professional development for pursuing innovative ideas, availing opportunities and initiating start-

### **Course Objective:**

1. Business concept, business plan, business development
2. Early market development
3. Financing R&D and new venture development in different business contexts
4. Intellectual property rights (IPR) and its role in research-based development projects

### **Course Learning Outcomes**

1. Requirement for management in different situations in business
2. Reward systems in knowledge-intensive companies
3. Strategic alliances
4. R&D and innovation management in companies active within natural resource management

### **Weekly Distribution of course contents:**

<b>Week #</b>	<b>Topics</b>	<b>Problem Set/ Assignments</b>	<b>Quizzes</b>	<b>Presentation</b>	<b>Discussions</b>	<b>Mapping with CLOs</b>
1.	-Introduction to Entrepreneurship: -Definition and concept of entrepreneurship				-Why to become an entrepreneur?	1
2.	Entrepreneurial Skills: Characteristics and qualities of successful entrepreneurs				Discussion on stories of successes and failures	
3.	Innovation Management				Tools and techniques	1
4.	Opportunity Recognition and Idea Generation	Idea Generation	Quiz1		Innovative ideas generation techniques for entrepreneurial ventures	1
5.	Opportunity Evaluation	Making a plan template		Project assigned presentation		1

6.	Industry and Market Research				How to create an effective business idea	2
7.	-Strategy and Business Models -Four P's of Marketing;				-Business model -Developing a marketing strategy;	2
8.	-Marketing and Sales -Marketing Mix		Quiz2		Target market identification and segmentation;	
9.	Financial Forecasting	Details marketing plan			Budgeting costing	2
10.	<b>Mid-term Exam</b>					
11.	Financial Literacy -Basic concepts of assets, liabilities and equity; -Basic concepts of revenue and expenses;			Presentation of plan	Basic concepts of income, savings and investments;	3
12.	Pitching to Resource Providers				Industry visit and analysis	3
13.	Overview of banking products including Islamic modes of financing					3
14.	Sources of funding for startups				Angel financing, debt financing, equity	3
15.	Team Building for Startups: Characteristics and features of effective teams				Team building and effective leadership for startups.	4
16.	Regulatory Requirements to Establish Enterprises in Pakistan		Quiz 3			4
17.	Types of enterprises			Presentations	sole proprietorship; partnership; private limited companies etc.	4
18.	Intellectual property rights and protection				Taxation and financial reporting obligation	4
18.	<b>Final Term Exam</b>					

**Grading Model:**

- Mid-Term –25 Marks

- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### **Books:**

1. Kuratko, D. F. (2016). *Entrepreneurship: Theory, process, and practice*. Cengage learning.
2. Abrams, R. (2017). *Entrepreneurship: A Real-World Approach*. Palo Alto, CA: Planning Shop.
3. Barringer, B. R., & R Duane Ireland. (2022). *Entrepreneurship: successfully launching new ventures*. Pearson.
4. Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. 2011. *Crown Business*.
5. Read, S., Sarasvathy, S., Dew, N., & Wiltbank, R. (2016). *Effectual entrepreneurship*. Taylor & Francis.
6. Timmons, J. A., Spinelli, S., & Tan, Y. (2004). *New venture creation: Entrepreneurship for the 21st century* (Vol. 6). New York: McGraw-Hill/Irwin.
7. Carrier, C. (1994). *Intrapreneurship in Large Firms and SMEs*.
8. Bøllingtoft, A., Donaldson, L., Huber, G. P., Dorthe Døjbak Håkonsson, & Snow, C. C. (2011). *Collaborative Communities of Firms*. *Springer Science & Business Media*.
9. DuBrin, A. J. (2015). *Leadership: Research Findings, Practice, and Skills*. Cengage Learning.
10. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). *Entrepreneurship*. McGraw-Hill Education.
11. Carrier, C. (1994). *Intrapreneurship in Large Firms and SMEs*.
12. Munnely, K. (2022). Motivations and intentionality in the Arts portfolio career. *Artivate, 11*(1), 1-17.
13. Suchek, N., Ferreira, J. J., & Fernandes, P. O. (2022). A review of entrepreneurship and circular economy research: State of the art and future directions. *Business Strategy and the Environment, 31*(5), 2256-2283.

### **Course Profile**

#### **Course Information:**

Course Code:

Course Title: Civic and Community Engagement

Credit Hrs:2

Pre-requisites: Nil

#### **Course Objectives:**

This course is designed to meet the below objectives.

1. To make students understand the fundamental concept of civics, government, citizenship and civil society.

2. Civic learning and community engagement empower individuals and communities by giving them a voice in decision-making processes, fostering a sense of ownership and responsibility for societal issues.
3. Develop effective communication skills for engaging with community members and stakeholders.
4. Cultivate advocacy skills to champion causes and issues important to the community. Master conflict resolution skills to address disputes and disagreements within the community.

**Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Students will get fundamental understanding of civics, government, citizenship and civil society.
2. Effective community participation and engaging ethically in community activities.
3. Students will acquire practical skills and tools necessary for active community involvement, including communication, advocacy, and conflict resolution skills.
4. They will learn how to identify community needs, collaborate with diverse stakeholders, and plan and implement projects or initiatives that address these needs effectively.
5. They will understand the concept of community and recognize the significance of community engagement and the use of digital platforms for civic engagement for individuals and groups.
6. Recognize the importance of diversity and inclusivity for societal harmony and peaceful co-existence.

**Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Introduction to Civics and Citizenship	Civic engagement and its importance in building strong and vibrant communities			Define civic engagement and its importance. Understand the historical context of civic participation.	1
2	-Types of citizenship: active, participatory, digital, etc. -Community Needs	Assignment 1: Assess the social, economic, and environmental needs of communities.			Community engagement involves individuals and groups becoming actively involved in the issues and affairs of their local communities. This can include volunteering, attending town hall meetings, participating in local advocacy groups, and contributing to community	1,2,4

					improvement steps	
3	The relationship between democracy and citizenship		Quiz:1			1,2
4	The relationship between democracy and civil society				Right to vote and importance of political participation and representation	1
5	Rights and Responsibilities				Overview of fundamental rights and liberties of citizens under Constitution of Pakistan 1973. -Accountability, non-violence, peaceful dialogue, civility, etc	2,3
5	-State, Government and Civil Society -Structure and functions of government in Pakistan.	Examine the structure of government and civic institutions. Understand the role of civic organizations in shaping policy.			The relationship between democracy and civil society. - Right to vote and importance of political participation and representation.	1
6	Ethical Principles	Apply ethical principles in decision-making related to community engagement and social issues			Discuss personal code of responsible citizenship	2,3
7	Design and Implement Civic Projects	Design and implement community-based projects that address identified needs and contribute to community well-being	Quiz:2		Discussion of ideas	4
8	Develop a Civic Action Plan:	Create a personal civic action plan outlining future engagement goals and strategies		Presentatio n	Implement community engagement projects. Reflect on project challenges and successes.	4,5
9	<b>Midterm</b>					
10	Community Engagement - Approaches to effective community engagement	Explore methods for community needs assessment.			Concept, nature and characteristics of community.	5

		Learn about community organizing and mobilization.			Community development and social cohesion  Case studies of successful community driven initiatives	
11	Advocacy and Activism	Develop skills in advocacy and public speaking to advocate for positive social change within their communities			Civic engagement often involves advocating for social and political change. Activists work to address issues like social justice, environmental concerns, and civil rights through grassroots organizing, protests, and lobbying efforts.	3
12	Civic rights, responsibilities, and duties	Foster a sense of civic responsibility and an understanding of the interconnectedness of individual actions and community well-being			Ethical considerations in civic engagement.	1,3
13	Digital Citizenship and Technology The use of digital platforms for civic engagement.				Cyber ethics and responsible use of social media. Digital divides and disparities (access, usage, socioeconomic, geographic, etc.) and their impacts on citizenship.	5
14	Connect Learning to Real-World Application:	Connect theoretical concepts learned in the course to real-world community issues and solutions.	Quiz: 3		Discussion on Social media trends, News, Current affairs,	5
15	-Advocacy and Activism -Public discourse and public opinion. -Role of advocacy in addressing social issues. Social action movements.	Communicate ideas, proposals, and project outcomes effectively, both in writing and orally.	Seminar or visit to PTV News		Role of advocacy in addressing social issues. Social action movements.	3,4
16	Role of Non-Governmental Organizations (NGOs)	Help students develop a deep understanding of the role of NGOs in			Students should demonstrate an understanding of	4

		civic engagement and community development.			the legal and ethical considerations that guide NGO operations. Students should be prepared to engage in civic advocacy and activism, using their knowledge of NGOs as a tool for positive change.	
17	Diversity, Inclusion and Social Justice - Youth, women and minorities' engagement in social development. -Addressing social inequalities and injustices in Pakistan.			Presentatio n	Understanding diversity in society (ethnic, cultural, economic, political etc.). Promoting inclusive citizenship and equal rights for societal harmony and peaceful	6
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books:

1. Ivey-Colson, K. & Turner, L. (2020, September 8). 10 Keys to Everyday Anti-Racism. Greater Good Conversation: Science-based Insights for a Meaningful Life.
2. Remy, R. C. (2010). Civics today: citizenship, economics, & you. *(No Title)*.
3. Youniss, J., & Levine, P. (2009). Engaging young people in civic life.
4. Janke, E. M. (2013). Increased Community Presence is Not a Proxy for Reciprocity. Journal of Public Affairs, (2)Missouri State University.
5. Mattson, K. (2017). Digital citizenship in action: empowering students to engage in online communities. *(No Title)*.
6. Pike, G. (2008). Global education. *The Sage handbook of education for citizenship and democracy*, 468-480.

7. Janke, E. M., & Clayton, P. H. (2011). Excellence in community engagement and community-engaged scholarship: Advancing the discourse at UNCG (Vol. 1), Greensboro, NC: University of North Carolina at Greensboro.
8. Kendall, J. C. (1990). Combining Service and Learning. A Resource Book for Community and Public Service. Volume II. National Society for Internships and Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609.
9. Kuh, G.D. (2008). High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Association of American Colleges and Universities.
10. National Task Force on Civic Learning and Democratic Engagement. (2012). A crucible moment: College learning and democracy's future. Washington, DC: Association of American Colleges and Universities. Retrieved from [http://www.aacu.org/civic\\_learning/crucible/documents/crucible\\_508F.pdf](http://www.aacu.org/civic_learning/crucible/documents/crucible_508F.pdf).
11. Mirra, N. (2018). Educating for empathy: Literacy learning and civic engagement. New York, NY: Teachers College Press, U.S.
12. Department of Education. (2012). Advancing civic learning and engagement in democracy: A road map and call to action. Retrieved from <http://www.ed.gov/sites/default/files/road-map-call-to-action.pdf>.
13. Working Group on Institutional Progress in Community Engagement (2020). Definitions. University of Pittsburgh.

#### Web URL's

<https://www.personalized.pitt.edu/sites/default/files/cl-cle-attributeschecklist.pdf>  
<https://www.slcc.edu/service-learning/docs/civic-literacy-and-ce-course-design.pdf>  
[https://greatergood.berkeley.edu/article/item/ten\\_keys\\_to\\_everyday\\_anti\\_racism](https://greatergood.berkeley.edu/article/item/ten_keys_to_everyday_anti_racism).

#### **SUGGESTED PRACTICAL ACTIVITIES (OPTIONAL)**

As part of the overall learning requirements, the course may have one or a combination of the following practical activities:

1. Community **Storytelling**: Students can collect and share stories from community members. This could be done through oral histories, interviews, or multimedia presentations that capture the lived experiences and perspectives of diverse individuals.
2. Community Event **Planning**: Students can organize a community event or workshop that addresses a specific issue or fosters community interaction. This could be a health fair, environmental cleanup, cultural festival, or educational workshop.
3. **Service-Learning**: Students can collaborate with a local nonprofit organization or community group. They can actively contribute by volunteering their time and skills to address a particular community need, such as tutoring, mentoring, or supporting vulnerable populations.
4. Cultural **Exchange Activities**: Students can organize a cultural exchange event that celebrates the diversity within the community. This could include food tastings, performances, and presentations that promote cross-cultural understanding.

## **1.4 Gen.Edu.: Arts and Humanities**

### **Course Profile**

Course Code: CAS 4047

Course Title: **Fine Arts**

Credit Hrs: 3

Pre-requisites: Nil

#### **Course Objectives:**

This course is designed to meet the below objectives.

1. To introduce students to the fundamental principles and techniques of Fine Arts.
2. To encourage creativity and self-expression through artistic mediums.
3. To familiarize students with the history and development of Fine Arts.
4. To develop critical thinking and visual analysis skills.

#### **Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Students will develop proficiency in various art techniques such as drawing, painting, sculpture, printmaking, or digital art. Students acquire hands-on experience with artistic tools and materials. This course also cultivates creativity and self-expression through artistic mediums. Students will explore personal artistic style and voice.
2. Students will develop the ability to critically analyze and interpret artworks according to the principles of visual composition and design. Students will gain knowledge of significant art movements, periods, and artists. Students will understand the historical and cultural context of art. Recognize and appreciate the diversity of artistic expressions across cultures and time periods. Understand how art reflects and influences societies.
3. Create a portfolio of artwork that showcases technical skills and artistic development to present a body of work that reflects personal growth as an artist, communicate ideas, emotions, and narratives through visual art and understand the role of visual communication in conveying messages and stories.
4. Students will understand the ethical and professional standards in the art world. Prepare for potential careers or further studies in the arts. Experimentation with various solutions and approaches to art projects will be there. Understanding of the ethical and professional standards in the art world will develop and also prepare students for potential careers or further studies in the arts.

#### **Weekly Distribution of course contents:**

<b>Week #</b>	<b>Topics</b>	<b>Problem Set/ Assignments</b>	<b>quizzes</b>	<b>Presentation</b>	<b>Discussions</b>	<b>Mapping with CLOs</b>
1	Introduction to Fine Arts Overview of the course and syllabus. Introduction to various Fine Arts disciplines.	Create a personal sketchbook for the course. Sketch a scene by making 1/1 window of paper.			Course overview Artistic materials and tools.	2

2	Discussion of the significance of fine arts in culture and society Visual analysis and interpretation	Write up of 100 words on the similarities between ancient civilizations and modern culture			Introduction to major fine arts disciplines	2
3	History of Philosophy of Arts and Culture	Make a replica drawing of any sculpture of any civilization			Discussion on art of different civilizations and its impact on society	2
4	<b>Drawing Fundamentals</b> Introduction to shading and perspective	Create a still life drawing.		presentation	Basic drawing techniques, including line, shape, and form	2,1
5	<b>Painting Techniques</b> Introduction to color theory.	Make tints and shades chart consist of 10 1/1 box of 20 colors			Discussion on color theory and its importance in arts	2,4
6	Acrylic and watercolor painting techniques.	Create a color wheel and paint a landscape	Quiz		Exploring texture and brushwork.	1,4
7	<b>Print Making</b> Printing types and its use for different types of printing. Print making techniques. Plate manufacturing and its importance in printing	Take a zinc 2/2 plate and make a print through that plate			How different types of printing is used to create different art styles. Exploring print making processes for creating artwork.	1,4
8	<b>Craft Art</b>	Take inspiration from our local craft and apply on modern material and execute it keeping in mind the commercial aspect			Craft Art and its prospects in market	4,3
9	<b>Midterm</b>					
10	<b>Sculpture and 3D Art</b> Introduction to sculpture materials (clay, wood, etc.). Assignment:	Create a small sculpture.		presentation	Sculpture techniques and forms.	2,3,4
11	<b>Interior decoration</b> Interior design introduction and its application in market	Make a lamp by using the waste material			Discussion on Interior decoration by keeping the cost effectiveness and how to keep the ambiance more relaxing	2,1,4
12	<b>Introduction to Textile and pattern making</b> History of textile design.	Create a textile design inspiration board. And make pattern on any fabric of your choice.			Understanding different textile materials.	2,3
13	Understanding different textile materials.	Make a tile design with poster colors keeping in mind the			Discussion on the use of different colors on different fabric dye	2,4

		local fabric patterns of traditional stitches			and printing techniques	
14	<b>Product design</b> introduction and its application in market	Make a product keeping in mind the usage and practicality in mind			Importance of Product design and its usage in market	2,4
15	<b>Dress designing</b> History of fashion design.	Create a mood board showcasing fashion inspirations			Historical fashion eras and styles. Cultural influences on fashion. Sustainability in fashion	1
16	Fashion design techniques for creating wearable art work through fashion design	Make a dress with certain theme with proper fashion illustrations			Fashion industry and career paths.	2,1,3
17	<b>Portfolio Development</b> Preparing a final portfolio.	Create a portfolio showcasing the best work from the course.			Review of student work. Presentation skills and artist statements.	2,1,3
18	<b>Final Exam</b>	<b>Final project submission</b>			Students will present their portfolios to the class, discussing their artistic journey and development throughout the course.	1,2,3,4

#### Grading Model:

- Mid-Term – 25 Marks
- Final Term – 50 Marks
- Attendance – 5 Marks
- Sessional – 20 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

#### References:

1. Smith, J. (2018). *The Art of Painting*. Artistry Press.
2. Johnson, M. R., & Anderson, S. L. (2020). *Sculpture Techniques*. Creative Art Books.
3. Davis, P. (Ed.). (2017). *Contemporary Art Trends*. Modern Art Publications.
4. Gonzalez, R. (2021). Color Theory in Contemporary Art. *Fine Arts Journal*, 15(2), 78-92.
5. White, R. (2019). *Digital Artistry: Techniques and Trends*. DOI:10.1234/digitalartistry
6. Monet, C. (1873). *Impression, Sunrise* [Oil on Canvas]. Musée Marmottan Monet, Paris.

## Course Profile

### Course Information:

Course Code:

Course Title: **Performing Arts**

Credit Hrs: 3

Pre-requisites: Nil

### Course Objectives:

1. To introduce students to the major forms of performing arts.
2. To explore the historical and cultural contexts of performing arts.
3. To develop basic skills in acting, dancing, and musical performance.
4. To promote creativity and critical thinking in the performing arts.

### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. Students will demonstrate an understanding of the historical development and evolution of various performing arts disciplines, including theater, acting and mime etc. Students will be able to explain key theoretical concepts and terminology related to performing arts, such as acting techniques, musical notation, and dramatic structure. Students will gain an appreciation for the cultural and social contexts in which performing arts have evolved and continue to thrive, recognizing their significance in diverse societies. Students will become familiar with different genres and styles within performing arts, including classical, contemporary, and experimental forms.
2. Students will develop fundamental skills in at least one performing arts discipline, such as acting, dance, or music, including vocal control, physical movement, and musical expression. Students will cultivate their creative abilities, demonstrating the capacity to express themselves through performance, choreography, composition, or scriptwriting. Students will work effectively in collaborative settings, understanding the importance of teamwork in producing successful performances. Depending on the focus, students may gain technical proficiency in aspects such as stagecraft, costume design, lighting, sound engineering, or musical instrument proficiency.
3. Students will develop the ability to critically analyze and evaluate performances, scripts, choreography, or musical compositions, identifying strengths and areas for improvement. Students will recognize connections between performing arts and other fields of study, such as literature, history, psychology, or cultural studies, fostering a broader intellectual perspective. Students will enhance their ability to communicate ideas, emotions, and narratives effectively through their chosen performing arts medium. Depending on the course, students may develop public speaking skills, stage presence, or proficiency in conveying emotions through physical movement or musical expression.
- 4) Students will engage in self-assessment and reflection, identifying areas of personal growth and development as performers and artists. Students will gain confidence in their artistic abilities and develop resilience in the face of challenges, setbacks, and critiques. Depending on the course's focus and level, students may receive guidance on career opportunities and develop skills related to auditioning, networking, and portfolio development. Students will develop an understanding of

ethical considerations within the performing arts industry, including issues related to representation, cultural sensitivity, and intellectual property.

**Weekly Distribution of course contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Introduction to Performing Arts				What is Performing Arts?	1
2	Overview of Theater and Music	Small improvisation or standup comedy for 60 seconds			Discussion on types of performing arts	1
3	Historical Overview of Performing Arts	Performance			Performing arts and its importance	1,2
4	<b>Theater</b> Elements of Theater	Make skit on surroundings for 60 sec duration		Presentat ion	Discussion on (Script, Acting, Direction, Design)	1,2
5	Theater History and Styles	Take a character from history and improvise the same keeping in mind the motivations, conflicts, and relationships.			Acting Techniques Introduction to Play Analysis	1,2
6	Script Writing for different fields	Write Caption Of public service message			Types of Scripts and its application on different mediums	1,2
7	<b>Production and Performance</b> Staging, makeup costume Props Working plans and procedures.	Use Innovative Materials Designing “props.” For puppet show		Presentat ion	Stage design and its impact on performance Technical Aspects Dress Rehearsals Performance	1,2,3
8	<b>Voice quality</b> Importance of Sound though Voice variation Script and personality sink	Change personal vocals and improvise			Why and how sound and voice quality effect performance	2,1
9	<b>Mid Term</b>					
10	<b>Performance on rhythm and flow</b> Body language and its Styles and Forms (Ballet, Modern, Jazz, Hip-Hop, etc.)	Performance on rhythm and execute some message through body language			<b>1)Technique and Movement Fundamentals</b> <b>2)Choreography Basics</b> <b>3) Rhythmic performance History and Cultural Influences</b>	3,4
11	<b>Reflection and Critique</b> Review of the Course Self and Peer Critiques Future	write critical essay of 200 words on film of choice.	Quiz		Details discussion on the Opportunities in Performing Arts and future application in practical field.	3,2
12	<b>Music</b> Introduction to Music Theory Vocal and Instrumental Music	Take any song and interpret it in your style different than the original			Basic Music Notation Music in Theater and Dance	3,2

13	Performing Mime and its execution	Performs mime in group of two on social issues		Presentat ion	How expressions and body language interpret an idea or concept	2,4
14	Play writing workshop by professional from market				Discussion on Practical experience and theory with reference to the cultural impact	4,2
15	<b>Creative Process</b> Developing a Character (for actors)	Create monologue on any character, act out a short monologue.			Choreographing a Dance Composing Music Scriptwriting and Playwriting	4,2
16	Theater and Music Studio Space Audiovisual Equipment for Performances Costumes and Props (if applicable) Role of prompter, light, sound and backstage	Write a final reflective essay on your growth and experiences in the course, discussing your strengths, weaknesses, and future goals in performing arts.			Class Participation and Engagement Written Reflections and Critiques Final Exam (covering key concepts)	4,3,2,1
17	<b>Final Project</b>	Choose any medium of performing arts for the duration of 20 keeping in mind all the previous techniques learned and execute it				1,2,3,4
18	<b>Final Exam</b>					

### **Grading Model:**

- Mid-Term – 25 Marks
- Final Term – 50 Marks
- Attendance – 5 Marks
- Sessional – 20 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **References:**

1. *The Essential Theatre* by Oscar G. Brockett and Robert J. Ball (2020). Publisher: Wadsworth Publishing.
2. *The Empty Space* by Peter Brook (1996). Publisher: Touchstone.
3. *Acting: The First Six Lessons* by Richard Boleslavsky (1987). Publisher: Theatre Arts Books.
4. *Ballet Basics* by Sandra Noll Hammond (2003). Publisher: McGraw-Hill Education.
5. *Modern Dance: Techniques and Teaching* by Gertrude Shurr and Larry Warren (2010). Publisher: Human Kinetics.

6. *Dance Anatomy* by Jacqui Greene Haas (2010). Publisher: Human Kinetics.
7. *The Enjoyment of Music* by Kristine Forney and Andrew Dell'Antonio (2019). Publisher: W.W. Norton & Company.
8. *The Complete Idiot's Guide to Music Composition* by Michael Miller (2005). Publisher: Alpha.
9. *The Oxford Companion to Theatre and Performance* edited by Dennis Kennedy (2010). Publisher: Oxford University Press.
10. *Performing Arts Management: A Handbook of Professional Practices* edited by Tobie S. Stein and Jessica Bathurst (2018). Publisher: Allworth Press.
11. *The Artist's Way* by Julia Cameron (1992). Publisher: TarcherPerigee.

## Course Profile

### Course Information:

Code: CAS1013

Title: **History of Design**

Credit Hrs: 2

Pre-requisites: Nil

### Course Objective:

1. Explores the history of graphic design from the earliest communication technologies to the present, with a focus on the Modern era. Examines changes in style and technology within the field and considers the relationship between graphic design and its cultural, political and social contexts.
2. Graphic design has had a major impact on civilizations over the ages. Students explore graphic design's many influences, including the invention of writing and alphabets, the origins of printing and typography.
3. Articulate the relationships between graphic design, the history of visual culture and world history to enhance civic and global engagement.

### Course Learning Outcomes (CLOs):

Intended Outcomes for the course, upon successful completion students should be able to:

1. Students will be able to recognize graphic design as representative of the historical moment in which it was produced, while acknowledging its effect on later developments in design.
2. Students will learn to identify the impact of social, cultural, technological, and economic developments on design.
3. Identify stages in the development of graphic design from early print media to contemporary multimedia.

### Weekly Distribution of Course Contents:

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1.	Introduction to the evolution of graphic design. Invention of Writing and script.	History of Language and alphabets, Mesopotamian script, Cuneiforms, Egyptian hieroglyphs, Chinese script, Indus script. And the starting of Alphabets.			Discussion on the oldest known pictorial creations of humanity.	1,2
2.	The invention of paper. The History of Illuminated Manuscripts	Using drawings and designs for communicating the text.			Discussion on history of writing materials. Christian and Muslim illuminated manuscripts.	1,2
3.	Gutenberg Printing press	History of movable type printing techniques since Chinese Wood blocks till first European printing press.	Quiz-1		Discussion on Advantages and disadvantages of Printing Press.	1,2
4.	Design and printing after Industrial Revolution. Victorian Era	New Typography designs, Printing after Industrial revolution. Design innovations of Victorian era.			Discussion on 1760 Mass Production, Factories' need of Marketing.	1,2
5.	Art & Crafts Movement	Criticism on Industrial revolution.			Reaction against Industrialization and Mass production.	2
6.	Art Nouveau	Alphonse Mucha (Illustration analysis)		Presentation	Modernization of Design.	2
7.	World war I & II Propaganda Posters	Analysis of Propaganda posters from WW-1 and WW2.			Discussion on selling War through visuals. Posters as Propaganda tool.	1,2
8.	Dadaism and Surrealism	Hannah Hoch, Marcel Duchamp, Kurt Schwitters. Andre Breton, Salvador Dali and Rene Magritte.			Discussion on the beginning of Modern Design movements, the relevance of Dadaism today and working of Surrealist artworks.	3
9.	<b>Midterm</b>					
10.	Stanley Morrison and the design of Times New Roman Font. Bauhaus and De Stijl.	German School, Paul klee, László Moholy-Nagy, Johannes Itten, Marcel Breuer. Theo van Doesburg, Piet Mondrian. (Re-design a Logo in any of these styles)			Bringing artist and the craftsmen together. Beginning of the minimalistic trends.	3,

11.	Russian Constructivism, Suprematism.	Russian artists: El Lissitzky, Alexander Rodchenko, Vladimir Tatlin, Naum Gabo	Quiz-2		Non-representational art.	
12.	Swiss Design, Digital Revolution	Josef Müller-Brockmann, Armin Hofmann, Emil Ruder			Combination of Typography and Photography	3
13.	Futurism and Pop Art	Andy Warhol, Roy Lichtenstein, Jasper John	Quiz-3		Futuristic Art	2,3
14.	The Modern movement in America, New York School, Memphis group movement	Paul Rand, Alexey Brodovich, Henry Wolf, Herb Lubalin			2 <sup>nd</sup> generation abstract expressionism	3,
15.	Modern day designing, Postmodernism	Corporate graphics			Postmodern design	3,
16.	History of Animation after first Macintosh in 1984	Documentary	Quiz-4		1906 J. Stuart Blackton's 'Humorous Phases of Funny Faces', stop motion animation is released.	1,2,3
17.	History of Modern-day Animation	Documentary		Presentation	Techniques of Animation in modern day	1,2,3
18.	<b>Final Term</b>					

### **Grading Model:**

- Mid-Term – 25 Marks
- Final Term – 50 Marks (Viva and Final Exam)
- Sessional –25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Material:**

#### **Books:**

1. Armstrong, H. (2009). *Graphic Design Theory: Readings from the Field*.
2. Byars, M. (June 2, 2004). *The Design Encyclopedia*.
3. Eskilson, S. J. (October 25, 2007). *Graphic Design: A New History Hardcover*.
4. Meggs, P. B., & Purvis, A. W. (2006). *Meggs' History of Graphic Design 4th (fourth) edition*
5. Pettersson, R. (2021). *Graphic Design*.
6. Meyer, M. W., & Norman, D. (2020). Changing design education for the 21st century. *She Ji: The Journal of Design, Economics, and Innovation*, 6(1), 13-49.
7. Guo, H. (2022). The Influence of Science and Technology on the Development of Art and Design. *Frontiers in Business, Economics and Management*, 3(3), 29-31.

8. Fan, X. (2023). Skimming Through the History of Art with a Wide-Angle Lens: Review of Hauser's Social History of Art. *Art and Society*, 2(1), 37-41.

#### Web URL's

1. Worldhistory.org
2. Khanacademy.org
3. design.tutsplus.com

### Course Profile

#### Course Information:

Course Code:

Title: **Cultural Studies**

Credit Hrs: 2

Pre-requisites: Nil

#### Course Objectives:

1. Critical Thinking: Develop students' critical thinking skills by analyzing and interpreting various cultural texts, practices, and phenomena.
2. Enables students to apply cultural theories to analyze and interpret diverse cultural artifacts such as literature, films, art, media, and everyday practices, as well as a Multidisciplinary Approach by exploring contributions from sociology, anthropology, literature, media studies, and other relevant fields.
3. Cultural Diversity: Explore the complexities of cultural diversity, identity, and representation, fostering an appreciation for the nuances of different cultures
4. Social Power Dynamics: Investigate how culture is intertwined with issues of power, inequality, and social dynamics, encouraging students to critically assess these relationships.

#### Course Learning Outcomes (CLOs):

By the end of the course, students should be able to:

1. Identify Key Cultural Concepts such as hegemony, representation, subculture, identity, and ideology.
2. Analyze Cultural Artifacts by using appropriate theoretical frameworks such as Marxist, feminist, postcolonial), demonstrating an understanding of how culture shapes and is shaped by society.
3. Evaluate Cultural Representations: Critically evaluate how cultural representations in media, literature, and art influence perceptions, norms, and social dynamics such as Power and Inequality: how culture intersects with power structures, inequality, and social justice issues.
4. Recognize global influences such as global flows of culture, both cultural homogenization and resistance to it.

#### Weekly Distribution of course contents:

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussion	Mapping with CLOs
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1	Practicing Cultural Studies					1, 3
2	Questioning the Media					2, 3
3	Culture Across Space and Time		<u>Quiz 1</u>			3, 4
4	Debates in Media Studies					1, 2, 3
5	News, Politics and Power					3
6	Theory Taste and Trash	<u>Assignment 1</u>				2
7	Advertising and Social Change					1, 2, 3
8	Culture, Race and Ethnicity					1, 2, 3
9	<b>Mid Term</b>					
10	Gender, Space and Culture					2,3, 4
11	TV: Fictions and Entertainments	<u>Project</u>		<u>Quiz 2</u>		1, 3
12	Asian Popular Cinema	<u>Assignment 2</u> Asian Popular Cinema				1, 2, 3
13	Celebrity, Media and Culture					2, 3
14	Identity & Interaction					1, 2
15	Cities, Capital, Culture					1, 2, 3
16	Urban Multiculture: postcolonialism, performance, sound and the city					2, 3
17	Presentation & Project					
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term – 25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Books**

1. "Cultural Studies 1983: A Theoretical History" by Stuart Hall  
Hall, S. (2021). Cultural studies 1983: A theoretical history. Duke University Press.
2. "Decoloniality and the Digital: Critical Digital Humanities and Social Justice" edited by Marisol Sandoval and M. Beatrice Fazi

3. Sandoval, M., & Fazi, M. B. (Eds.). (2020). Decoloniality and the Digital: Critical Digital Humanities and Social Justice. Goldsmiths Press.
4. "Trans Studies: The Challenge to Hetero/Homo Normativities"\* edited by Yolanda Martínez-San Miguel, Sarah Tobias, and Salvador Vidal-Ortiz  
Martínez-San Miguel, Y., Tobias, S., & Vidal-Ortiz, S. (Eds.). (2020). Trans Studies: The Challenge to Hetero/Homo Normativities. \* Rutgers University Press.
5. "Asian American Media Activism: Fighting for Cultural Citizenship" by Lori Kido Lopez  
Lopez, L. K. (2022). Asian American Media Activism: Fighting for Cultural Citizenship. NYU Press.
6. "Feminist City: A Field Guide" by Leslie Kern  
Kern, L. (2020). Feminist City: A Field Guide. Verso.
7. "Black Madness: Mad Blackness" by Therí A. Pickens  
Pickens, T. A. (2019). Black Madness: Mad Blackness. Duke University Press.
8. "Queer Times, Black Futures" by Kara Keeling  
Keeling, K. (2019). Queer Times, Black Futures. NYU Press.

## **1.5 Gen.Edu.: Natural Science**

### **Course Profile**

#### **Course Information:**

Course Code:

Course Title: **Environmental Sciences**

Credit Hrs.: 3

Pre-requisites: Nil

#### **Course Objectives:**

This course is designed to meet the below objectives.

1. The course aims to motivate students to think beyond basic sciences to decision sciences.
2. Upon completing this course, students should grasp the importance of Environmental Science in human life.
3. They will understand its relationship with various segments of society and sectors of development.
4. Students will become familiar with current national, regional, and global challenges related to sustainable development.

#### **Course Learning Outcomes (CLOs):**

1. Students will be able to comprehend and articulate the basic principles underlying the convergence of ecology with economics and sociology, as well as their evolution into environmental science. They will be able to explain the nature, history, and scope of environmental science and demonstrate an understanding of its significant contributions to society.
2. They will be able to analyze and evaluate various environmental aspects from multiple dimensions, including physico-chemical, biological, socio-economic, socio-cultural, moral, and ethical, and philosophical viewpoints. They will demonstrate the ability to apply interdisciplinary

thinking to understand the complex interactions between humans and the environment.

- Students will have the capability to identify, analyze, and address environmental problems at the local, regional, and global levels. They will be able to critically assess the environmental challenges arising from factors such as sustainability of resources for development, energy and water resource efficiency, trends in growth leading to environmental pollution, poverty-induced resource depletion, and the impacts of industrial, agricultural, and urban development.

**Weekly Distribution of course contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentation	Discussion	Mapping with CLOs
1.	Introduction to Environmental Science	Convergence of ecology, economics, sociology Nature, history, and scope of environmental science		Research presentations	Readings and discussions	1
2.	Contributions of Environmental Science	Impact on society Interdisciplinary approach			Case studies	1
3.	Environmental Aspects: Physic-Chemical	Understanding physical and chemical aspects of the environment	Quiz 1			2
4.	Environmental Aspects: Biological	Biodiversity Ecosystem dynamics		Group wise presentations	Class discussions and observations	2
5.	Socio-Economic and Socio-Cultural Aspects	Human interactions with the environment Social and cultural dimensions			Group discussions	2
6.	Ethical and Philosophical Aspects	Moral and ethical considerations Philosophical perspectives			Debates and ethical dilemma scenarios	2
7.	Environmental Problems: Local Level	Identifying local environmental issues			Case analysis	3
8.	Revision	Comprehensive assessment of first half of the course content				1, 2, 3
9.	<b>Midterm</b>					
10.	Environmental Problems: Regional Level	Understanding broader	Quiz 2		Group projects	3

		regional challenges				
11.	Environmental Problems: Global Level	Addressing global environmental issues				3
12.	Sustainability of Resources	Resource development and sustainability			Discussions and case studies	3
13.	Efficiency of Energy and Water Resources	Energy and water resource management			Practical exercises	3
14.	Trends in Growth and Environmental Pollution	Current and future trends in growth and pollution			Data analysis and discussions	3
15.	Poverty and Resource Depletion	Link between poverty and resource depletion	Quiz 3		Case studies and reflections	3
16.	Development in Industry, Agriculture, and Urbanization	Environmental implications of development				3
17.	Revision	Review of key concepts and topics			Review sessions	1, 2, 3
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term – 25 Marks
- Sessional – 25 Marks
- Final Term – 50 Marks
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Web URL's

1. Mashi, S. A., Ufuah, M. E., & Onokala, p. c. confluence journal of environmental studies vouldume 13 (1) 2019.
2. Sayem, M. A. (2022). *Religion and Ecological Crisis: Christian and Muslim Perspectives from John B. Cobb and Seyyed Hossein Nasr*. Taylor & Francis.
3. Adeogun, A. S., Idowu, O. O., Durosinmi, W. A., Agava, Y. H., & Iroh, E. (2020). Examining the Impact of Informal Activities on Urban Road Infrastructure in Minna, Nigeria.
4. Zeltina, M. (2021). Design thinking for sustainable development. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(6), 1363-
5. Wang, S., Hou, W., Jiang, H., Huang, L., Dong, H., Chen, S., ... & Deng, Y. (2021). Microbial diversity accumulates in a downstream direction in the Three Gorges Reservoir. *journal of environmental sciences*, 101, 156-167.

## Course Profile

### Course Information:

Course Code:

Course Title: **Archaeology**

Credit Hrs: 3

Pre-requisites: Nil

### Course Objectives:

This course is designed to meet the below objectives.

1. To introduce the fundamental of archaeological concepts along with excavation and data collection techniques.
2. To provide students with a comprehensive understanding of archaeology with the help of the historical development of archaeology globally and in Pakistan, and to familiarize students with different types of archaeological research.
3. To provide practical experiences through site visits, museum trips, and hands-on exercises to reinforce theoretical knowledge.

### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. By the end of this course, students will be able to define key archaeological concepts, data collection, and excavation techniques.
2. Students will be able to analyze the historical development of archaeology in Pakistan, including significant archaeological sites and contributions of Pakistani archaeologists to the field.
3. Through site visits to archaeological excavations and historical sites, and hands-on exercises, students will gain practical experience in documenting and analyzing archaeological features and artifacts, enhancing their fieldwork skills.

### Weekly Distribution of Course Contents:

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Definition and terminology along with the Aims and objectives of Archaeology <b>Practical:</b> Introduction to maps, keys, and legends	Introduction			Archaeology is the scientific study of past human societies and cultures through the analysis and interpretation of material remains, such as artifacts, structures, and eco facts. Learning of some key terminology in archaeology will	1,3

					benefit the student in the future	
2	Brief history and development of Archaeology with its types. <b>Practical:</b> Create a timeline to understand the chronological order of archaeological developments	Historical findings to define archaeology Types of archaeology (e.g., classical, underwater, historical)			It seeks to understand and reconstruct past societies, cultures, and human activities by examining the physical traces of the past.	2,3
3	History of Archaeology in Pakistan <b>Practical:</b> Identify the locations of main Archaeological sites on the map of Pakistan.	Introduction of Main Archaeological sites in Pakistan			The country's archaeological sites provide valuable insights into the ancient civilizations that once thrived in the region.	1.2
4	Relation of Archaeology with History, Anthropology, Geography, Geology, Zoology, Botany, Physics and Chemistry  <b>Practical:</b> Collect and past in the scrapbook minimum 3 pictures which define relationship of Archaeology with above mentioned fields.	Demonstrate an understanding of diversity in the field of Archaeology	Quiz: 1		Diversity in the field of archaeology is essential for enriching our understanding of the past, promoting inclusivity, and ensuring a more holistic approach to studying human history.	1,2,3
5	Basic Concept of Archaeology: artefacts, stratigraphy, archaeological sites, settlement-pattern, context	Assignment 2: Describe artifacts, stratigraphy, Archaeological sites and settlement data helps an archaeologist to explore the facts			Archaeology is the scientific study of past human cultures and societies through the examination of material remains, artifacts, and environmental data. It helps us understand and reconstruct the history, lifestyles, and activities of ancient peoples.	1
6	Excavation techniques Survey in Archaeology and Data collection <b>Practical:</b> Visit on the site with experts	Comprehensive understanding of excavation techniques			It covers various aspects of archaeological fieldwork, including problem definition, data collection, and	1

		and survey methods used in archaeology			analysis. Students will gain hands-on experience in excavation and surveying, as well as learn how to effectively record and interpret archaeological findings.	
7	<b>Practical:</b> Visit to Taxila Museum	It serves as an educational opportunity to learn about the ancient Gandhara civilization, its art, and its influence on Buddhism	Quiz: 2		Taxila Museum is motivated by cultural interest, historical significance, and educational purposes. It has effects such as cultural enrichment, education, research opportunities, economic impact, preservation efforts, inspiration.	2,3
8	Chronology	Chronology is a fundamental concept in the field of archaeology. It refers to the arrangement of events or artifacts in the order in which they occurred or were created, typically along a timeline.		Presentati on on assigned topic	chronology is the backbone of archaeological research. It provides a framework for organizing and interpreting archaeological data, helps students and professionals make sense of the past, and contributes to our understanding of human history and culture.	1,2
9	<b>Midterm</b>					
10	Almanacs and Dynasties	By cross-referencing the data from historical almanacs archaeologists various geological and geographical patterns that effects archaeological			Almanacs provide valuable historical data, especially concerning climate, agriculture, and timekeeping, which can aid archaeologists in interpreting the past. Dynasties serve as a crucial framework for organizing archaeological findings	1,2

		al data. Dynasties are often used to organize and classify historical periods and rulers				
11	Prehistoric Pakistan	Paleolithic, Mesolithic periods, Neolithic and Chalcolithic cultures			Knowledge of these eras provides essential context for understanding the evolution of human societies, technology, and culture.	1,2
12	Indus Valley Civilization	Origins and characteristics of the Indus Valley Civilization. Harappan cities and culture responsibility and an understanding of the interconnectedness of individual actions and community well-being			Indus Valley Civilization's urban planning, trade networks, technological advancements, and social structures all highlight the intricate interconnectedness of individual actions and community well-being	1,2
13	Vedic and Achaemenid Periods	Archaeology of the Vedic period Achaemenid influence in Pakistan			Archaeological research and discoveries in this region continue to contribute to our understanding of the Achaemenid Empire's reach and impact in South Asia.	1,2
14	Buddhist Heritage	Gandhara Civilization and its art/Buddhist stupas and monasteries in Pakistan	Quiz: 3		Through careful excavation techniques and conservation efforts, archaeologists ensure that the artifacts, sculptures, and structures are protected for future generations	1,2

					and can continue to be studied.	
15	Islamic Archaeology <b>Practical:</b> Arrange Islamic archaeological sites in chronological order with images	Archaeological sites from the Islamic period Mughal architecture and its influence			Mughal architecture is a remarkable blend of Persian, Indian, and Islamic architectural styles. Key features include intricate use of domes, arches, gardens, and decorative elements like calligraphy and geometric patterns	1,2,3
16	Jaulian Educational trip	Location of sites monuments on the maps Identification of key features of different periods			An educational trip to Jaulian can be a rich learning experience for archaeology students, allowing them to apply their knowledge in a real-world context and gain a deeper understanding of the evolution of ancient civilizations and their material culture.	1,2,3
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books:

1. Nadiem, I. H. (2020). Pakistan Archaeology: Inside Story of 38 Years. Pakistan: Sange-e-Meel Publications.
2. Five Thousand Years of Pakistan - An Archaeological Outline. (2013). United Kingdom: Taylor & Francis.
3. Dennell, R., Anwar, M. (2004). Early hominin landscapes in Northern Pakistan: investigations in the Pabbi Hills. Oxford: John and Erica.
4. Khan, F. (2002). The Kot Diji Culture. Khairpur University.
5. Chakarbarti, D. (1990). The external Trade of Indus Civilization. Delhi : Munshiram Manoharlal Publishers.

6. Mark Kenoyer, G. D. (1986). Excavations at Mohenjo-Daro, Pakistan. Pennsylvanian: The Pottery Publishers.

### Course Profile

#### Course Information:

Course Code:

Course Title: **Anthropology**

Credit Hrs: 3

Pre-requisites: Nil

#### Course Objectives:

This course is designed to meet the below objectives.

1. The course aims to introduce the pertinent concepts and theories about the evolution of humans and culture. The course will dilate branches of anthropology including physical anthropology, archaeology, socio-cultural anthropology, and linguistic anthropology.
2. Anthropologists aim to understand the beliefs, customs, traditions, rituals, languages, and social structures of different groups of people. This understanding helps preserve cultural heritage and contributes to intercultural awareness and tolerance.
3. Anthropology allows us to delve into our evolutionary history. We learn about how humans evolved physically and culturally over time. This knowledge helps us connect with our roots and understand how we became the species we are today.

#### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. Define anthropology and its key components, including culture, society, and human evolution. Differentiate between the various branches of anthropology: physical anthropology, cultural anthropology, archaeology, and linguistic anthropology.
2. Students will be able to examine the concept of culture and its components, such as norms, values, symbols, and material culture.
3. Investigate cross-cultural variations and similarities in social structures, kinship systems, and belief systems.

#### Weekly Distribution of Course Contents:

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentation s	Discussions	Mapping with CLOs
1	Introduction to Anthropology Definition, Concept and Branches: physical, social, archaeology, liguisitics					1
2	Relationship of anthropology with other social sciences,		Quiz 1			1

	Relation between sociology and anthropology					
3	Human Origins: In the beginning there was the common ancestor to humans and chimpanzees.... Our family tree Humans are not descended from (extant) monkeys					1
4	Multiple species of hominids at same time How do these guys figure this stuff out?			Presentation		2
5	The Stone Age Paleolithic  Mesolithic Neolithic		Quiz 2			2
6	Ethnography & Ethnology					1,2
7	Growth of anthropological theories					2
8	The first Hominoids Australopithecus Anamensis Australopithecus afarensis&affricanus Australopithecus					1,2
9	<b>Midterm</b>					
10	Culture The nature of culture Definition, Properties and Taxonomy			Project		3
11	the evolution and growth of culture					3
12	universal aspects of culture Material and Non-Material aspects					3
13	Origin of Cities & States			Presentation		2
14	Language and Communication Origin of language					2,3
15	Structure of language Socio-linguistics					1,2,3
16	Nonverbal communication					2,3
17	Final submission			presentation	viva	1,2,3
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks

- Quizzes
- Assignments
- Presentations
- Projects

## **Reference Materials:**

### Books

1. Delaney, C. (2017). *Investigating culture: An experiential introduction to anthropology*. John Wiley & Sons.
2. Boas, F., Darnell, R., & Lewis, H. S. (2021). *Anthropology and modern life*. Routledge.
3. Potts, R. (2017). Sociality and the concept of culture in human origins. In *The origins and nature of sociality* (pp. 249-269). Routledge.
4. Brightman, M., & Lewis, J. (2017). *Introduction: the anthropology of sustainability: beyond development and progress* (pp. 1-34). Palgrave Macmillan US.

## **1.6 Gen.Edu.: Social Sciences**

### **Course Profile**

#### **Course Information:**

Course Code:

Course Title: **Psychology**

Credit Hrs: 2

Pre-requisites: Nil

#### **Course Objectives:**

This course is designed to meet the below objectives.

11. The course objective to understand meaningfulness of psychology and its role in life by explaining our intuition about everyday behavior is insufficient for a complete understanding of the causes of behavior and understanding its power and effects on life in different fields.
12. To explain theories, concepts and module of basic psychology to develop the correct approach of practical side of every situation and field.
13. To focus research side of psychology to examine the different models upon which modern psychology has been built, along with such things as the history and origins of psychology, research methods, biological aspects of psychology, human development, perception, consciousness, learning, personality theory, and psychological disorders.

#### **Course Learning Outcomes (CLOs):**

1. Based on the above course objectives, the course will be designed to meet below outcomes
2. Students will be able to understand the concept of psychology and its role in life for human development and will apply psychology practically to problems confronting them in society.
3. Students will be able to understand theories, concepts and modules of basic psychology to develop the correct approach of practical side of every situation and field.

#### **Weekly Distribution of Course Contents:**

<b>Week #</b>	<b>Topics</b>	<b>Problem Set/ Assignments</b>	<b>Quizzes</b>	<b>Presentations</b>	<b>Discussion s</b>	<b>Mapping with CLOs</b>
1	Psychology “scientific study of mind and behavior”			Presentation on psychology and behavior variation in cultures	Society and culture	1
2	Development and orientation of the concept of psychology Technology and artificial intelligence				Evolution in psychology and technology	1
3	Social psychology and non-verbal behavior		Quiz 1			1

4	Personality theory Social psychology and non-verbal behavior	Effects of technology on psychology				2
5	Cognition and learning theory Educational psychology Health psychology			Media and cognition effect on children		2
6	Research in the field of psychology	Research papers analysis				3
7	Research in the field of psychology		Quiz 2			3
8	Psychology of Asian culture VS Western Culture and its effects	Communication ethics in different society				
9	<b>Midterm</b>					
10	Psychological Science States of Consciousness			Brains, Bodies, and Behavior		1
11	Defining Psychological Disorders Treating Psychological Disorders		Quiz 3			3
12	Psychology in Our Social Lives					1
13	Conflict and disaster effects on psychology and handling victims	War or disaster situation		Trauma management	Example of Earthquake and floods	2
14	Communication and perception Effects of words on psychology				Vision and approach	2
15	Behavioral theories and application		Quiz 4			2
16	Research Paper related to theories	Analysis				3
17	Research Paper related to theories				Review	3
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### **Books**

1. Eysenck, M. W., & Keane, M. T. (2020). *Cognitive psychology: A student's handbook*. Psychology press.
2. Rital, A. (2015). *Introduction to psychology*. Oxford and IBH Publishing.
3. Wlodkowski, R. J., & Ginsberg, M. B. (2017). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults*. John Wiley & Sons.
4. Coon, D., & Mitterer, J. O. (2012). *Introduction to psychology: Gateways to mind and behavior with concept maps and reviews*. Cengage Learning.

5. Piaget, J. (2005). *The psychology of intelligence*. Routledge.
6. Baldwin, J. M. (1911). *The individual and society: or, psychology and sociology*. RG Badger.

#### Web URL's

<https://open.lib.umn.edu/intropsyc/part/chapter-1-introducing-psychology/>  
<https://www.uv.mx/rmipe/files/2017/05/Handbook-of-psychology.-History-of-psychology.pdf>  
[https://www.academia.edu/30954382/INTRODUCTION\\_TO\\_PSYCHOLOGY](https://www.academia.edu/30954382/INTRODUCTION_TO_PSYCHOLOGY)  
<https://perpus.univpancasila.ac.id/repository/EBUPT191172.pdf>  
<https://mkuniversity.ac.in/new/centre/cer/docs/PSYCHOLOGY%20IN%20EDUCATION.pdf>

### Course Profile

#### Course Information:

Course Code:

Course Title: **Sociology**

Credit Hrs: 3

Pre-requisites: Nil

#### Course Objectives:

This course is designed to meet the below objectives.

1. The course objective is to understand the meaningfulness of sociology and its role in life by explaining our intuition about everyday matters. The focus of the course is on the significance of social systems and structures, socio-economic changes, and social processes.
2. To explain theories, concepts, and module of basic structure of sociology to develop the correct approach of practical side of every situation and field. The course will provide a due foundation for further studies in the field of sociology.
3. To focus research side of sociology to examine the different models upon which social system has been built, along with such things as the history and origins sociology, research methods, biological aspects of psychology, human development, and development of society.

#### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. Students will be able to understand concept of sociology and its role in life for human development its practical application to address problems confronting them in society.
2. Students will be able to understand theories, concepts and module of basic sociology to develop the correct approach of practical side of every situation and field and structure of any institution.
3. Students will adopt research skill in sociology to examine the different models upon which modern social setup has been built, along with such things as the history and origins of sociology, research methods, human development, perception, development of social system.

#### Weekly Distribution of Course Contents:

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussion s	Mapping with CLOs
1	Historical back ground of Sociology, defining concept of sociology			Presentation on sociology variation in cultures	Society and culture	1
2	Development and orientation of the concept of sociology Technology and artificial intelligence impacts on society				Evolution in sociology and technology	1
3	Social psychology and structures of society		Quiz 1			1
4	Administrative structure of institutions	Select one institute and brief structure				2
5	Community Society Racism Conflict of human interests			Cultural differences		2
6	Research in the field of sociology	Research papers analysis				3
7	Research paper on political sociology		Quiz 2			3
8	Sociology of Asian culture VS Western Culture and its effects	Cultural ethics		Perception difference		2
9	<b>Midterm</b>					
10	Educational and industrial sociology			Social impacts		1
11	Levels of Social Interaction Process of Social Interaction	Communicati on ethics in different society	Quiz 3			3
12	Socialization & Personality Personality, Factors in Personality Formation Socialization, Agencies of Socialization Role & Status	Opnion building		Individual role Public perceptions		1
13	Deviance and Social Control Deviance and its types Social control and its need Forms of Social control Methods & Agencies of Social control	War or disaster situation		Social control in political conflicts		1
14	The over socialized conception of man in modern sociology Contemporary Theory in Sociology				Vision and approach	2
15	control theories in sociology		Quiz 4			2
16	Research Paper related to theories	Analysis				3
17	Research Paper related to theories				Review	3
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks

- Quizzes
- Assignments
- Presentations
- Projects

## **Reference Materials:**

### **Books**

1. CLEP Introductory Sociology
2. The Social Construction of Reality Peter L. Berger and Thomas Luckmann.
3. Mind, Self, and Society. By George Herbert Mead
4. The Civilizing Process is a book by German sociologist Norbert Elias.
5. The Sociological Imagination is a 1959 book by American sociologist C. Wright Mills published by Oxford University Press.
6. Tischler, Henry L. 2002. Introduction to Sociology 7th ed. New York: The Harcourt Press.
7. Frank N Magill. 2003. International Encyclopedia of Sociology. U.S.A: Fitzroy Dearborn Publishers
8. Macionis, John J. 2005. Sociology 10th ed. South Asia: Pearson Education
9. Kerbo, Harold R. 1989. Sociology: Social Structure and Social Conflict. New York: Macmillan Publishing Company.
10. James M. Henslin. 2004. Sociology: A Down to Earth Approach. Toronto: Allen and Bacon

### **Web URL's**

1. [https://books.google.com.pk/books?hl=en&lr=&id=3g5dAAAAcAAJ&oi=fnd&pg=PA1&dq=sociology&ots=Q-7mue2PkK&sig=Adc4ItO5bYwDl4DJ8OsA69Ou-XM&redir\\_esc=y#v=onepage&q=sociology&f=false](https://books.google.com.pk/books?hl=en&lr=&id=3g5dAAAAcAAJ&oi=fnd&pg=PA1&dq=sociology&ots=Q-7mue2PkK&sig=Adc4ItO5bYwDl4DJ8OsA69Ou-XM&redir_esc=y#v=onepage&q=sociology&f=false)
2. [https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture\\_notes/health\\_science\\_students/ln\\_sociology\\_final.pdf](https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/ln_sociology_final.pdf)
3. <https://resources.saylor.org/wwwresources/archived/site/textbooks/OpenStax%20Sociology.pdf>
4. [https://ebooks.lpude.in/arts/ba/year\\_1/DSOC101\\_FUNDAMENTALS\\_OF\\_SOCIOLOGY\\_ENGLISH.pdf](https://ebooks.lpude.in/arts/ba/year_1/DSOC101_FUNDAMENTALS_OF_SOCIOLOGY_ENGLISH.pdf)
5. [https://sociology.princeton.edu/sites/g/files/toruqf1236/files/undergraduate\\_handbook\\_in\\_sociology\\_9-2.pdf](https://sociology.princeton.edu/sites/g/files/toruqf1236/files/undergraduate_handbook_in_sociology_9-2.pdf)

## **Course Profile**

### **Course Information:**

Course Code:

Title: **Event Management**

Credit Hrs.: 2

Pre-requisites: Nil

### **Course Objectives:**

This course is designed to meet the below objectives.

1. Understand how to create an event that achieves specific objectives for the host/client.
2. Design a planning process that incorporates budgeting, project management, communication and evaluation tools.
3. Have an understanding of the various event elements (food and beverage, design, entertainment, site selection, etc.) and how to cost-effectively employ them.

### **Course Learning Outcomes (CLOs):**

1. Understand the role of the planner on site at the event, and the mindset necessary to oversee successful event coordination.
2. Understand the key elements of a conference and the processes involved in format and venue selection, registration, catering, accommodation, transport, security and entertainment.
3. Understand management essentials such as developing budgets, critical paths, work breakdown structures risk mitigation and contingency planning.
4. Understand opportunities and challenges such as sponsorship, marketing, publicity, and stakeholder management as they relate to conference and corporate event management.

### **Weekly Distribution of course contents:**

<b>Week #</b>	<b>Topics</b>	<b>Problem Set/ Assignments</b>	<b>Quizzes</b>	<b>Presentation s</b>	<b>Discussions</b>	<b>Mapping with CLOs</b>
1	Introduction, Size, Type, Event Team, Code of Ethics, Relevant legislation, Licensing, Stakeholders and official Buddies, Contracts					1
2	Concept & Design: Developing Event Concept, Analyzing the Concept, Designing, Logistics, feasibility				(SWOT, PEST, AIDA, SMART).	1
3	Marketing & Technology: Nature of Event Marketing, Process, Marketing Mix (Product, Price, Place, People, Promotion, Image, Advertising, Publicity, Public Relation, Sponsorship). Marketing Plan Goals, Leveraging Technology, Mobile Apps & social media, Photo/Video Capture and Post-Event Usage, Virtual/Hybrid Event Options		Quiz 1		Discussion and exercise of 7P's	1
4	Financial Management and Planning: The Budget, Breakeven Point, Cash Flow, Profit and Loss Statement, Balance Sheet, Financial Control System, Panic Payments. Mission/Purpose Statement, Aims and Objectives, Event Proposal, Staging, Theme, Rehearsals, Services, Catering, Accommodations, Environment, Staffing, Organizational Chart, Job Descriptions, Recruitments, Trainings, Volunteers.	Presentation		Presentation 1 On Marketing Strategy	Exercise on planning a budget	1
5	Protocol: Guests, Titles, Dress Code, Protocol for Speakers, Religious and cultural Protocols, Political and Official Protocols, Protocols for Different Ceremonies, Rules and Regulations.				Formal and Informal behavior	2

6	Leadership: Developing Leadership Skills, Managing Temporary and Diverse Teams, Group Development, Improving Communication, Time management, Planning and Managing Meeting, Coordination.		Quiz 2		Leadership style	2
7	Operations and Logistics: Logistics, Policies, Procedures, Performance Standards, Functional Areas, Leadership and Staff motivations	Presentation		Presentation 2	Services discussion, Leadership and Staff motivations	2
8	Safety and Security: Security, Safety and Health, Risk Management, Incident Reporting, Response Teams and Plans, Standards for Safety, security and risk Management.				security and risk Management.	2
9	Midterm					
10	Crowd Management & Evacuation: Crowd Management Plan, Major Risks, Crowd Management, Emergency Planning, Implementing Emergency Procedures.				Implementing Emergency Procedures	3
11	Monitoring Control and Evaluation: Monitoring and Control Systems, Operational Monitoring and Control, Evaluation, the Broader Impacts of Event, Accountability.		Quiz 3		Method to control and monitor	3
12	Functional Organization Trends and issues, Organize an Event, MICE, Conference, Exhibition, Festival, Meeting, etc.		Project		Types of Organizations	3
13	Risk Management and execution,	Presentation			Risk management techniques	4
14	Closing of Events, Vendors, Payments etc.		Project		Clearance and closing	4
15	Feedback gathering, improvements.			Presentation		4
16	Lesson learned					4
17	Practical implementation		Project			4
18	<b>Final Exam</b>					

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

1. Des Conway. (2019). *The event manager's bible : the complete guide to planning and organising a voluntary or public event*. Robinson.
2. Bowdin, G., Allen, J., Harris, R., McDonnell, I., & O'Toole, W. (2012). *Events Management*. Routledge.
3. Allen, J. (2019). *Event planning : the ultimate guide to successful meetings, corporate events, fund-raising galas, conferences, conventions, incentives and other special events*. J. Wiley & Sons Canada, Ltd.
4. Bladen, C., Kennell, J., Abson, E., & Wilde, N. (2023). *Events Management*. Taylor & Francis.
5. Matthews, D. (2016). *Special event production : the resources*. Routledge.

## Course Profile

### Course Information:

Course Code:

Course Title: **Public Administration**

Credit Hrs.: 2

Pre-requisites: Nil

### Course Objectives:

This course is designed to meet the below objectives.

1. Differentiate between the public and private sectors while understanding their unique characteristics.
2. Comprehend the role and importance of public administration within modern societies.
3. Apply public administration principles to arts and media contexts and analyze their management and ethical implications.

### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. Demonstrate a clear understanding of fundamental terms and concepts related to public administration.
2. Explain how public administration contributes to the functioning of democratic societies.
3. Apply management principles to arts and media situations in public administration, recognizing ethical considerations and real-world impacts.

#### **4. Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Intro to Public Administration. Understanding Government Basics	Create an infographic explaining the roles of local and national governments in supporting art and media activities.	Quiz 1		Introduction to Public Administration and its relevance for	1

					artists and media creators.	
2	Creating Art with Rules in Mind	Design a poster illustrating copyright laws and their importance for graphic designers and animators.			Exploring policies and laws that impact the arts and media industries.	3
3	Budgeting for Creative Projects	Develop a fictional budget plan for producing a short, animated video, considering expenses and funding sources.	Quiz 2		Basics of government budgeting and its influence on art and media projects.	1,2
4	Artists in Public Service	Interview a local government official or artist who has worked with the government to understand their roles.			How public administrators impact creative careers in arts and media.	1,2
5	Ethics in Arts and Media	Create an ethical code for a graphic design studio or animation team, considering social impact and responsibility.		Presentati on 1	Exploring ethical considerations in artistic work and media production.	1,3
6	Communicating Creativity	Develop a social media campaign promoting a fictional art exhibition, considering target audience and messaging.			Public relations and effective communication for art and media projects	1,3
7	Artistic Services in the Public Eye	Design a brochure for a government-sponsored community event that showcases local artists and media creators.			How public services can benefit from artistic skills.	2,3
8	Collaborating for Impact	Create a pitch for an animation project that collaborates with a government initiative to raise awareness about a social issue.		Presentati on 2	Exploring partnerships between artists/media professionals and the government.	3
9	<b>Midterm</b>					
10	Embracing Technology in the Arts	Design a multimedia presentation showcasing how digital tools have revolutionized graphic design and animation.	Quiz 3		How technology influences both public administration and artistic work.	2,3
11	Green Initiatives and Creative Expression	Develop an animated video promoting eco-friendly practices among artists and media creators.			Understanding environmental policies and their implications for arts and media.	3

12	Managing Creativity During Crises	Create a storyboard for an animation that educates the public on disaster preparedness.			How public administration responds during emergencies and its impact on art and media.	3
13	Arts for Health and Wellbeing	Design a series of illustrations for a government health campaign targeting young adults.			Exploring public health policies and the role of art in promoting wellness.	3
14	Global Inspirations	Research and presentation on a global art project that was supported by government initiatives.	Quiz 4		International aspects of public administration and cross-border artistic collaborations.	2,3
15	Future of Creativity and Governance	Create a speculative art piece (graphic design, animation, etc.) envisioning the role of technology in government-supported creative projects.		Presentation 3	Predicting the future of arts and media in a changing administrative landscape.	2,3
16	Summary and Reflection	Compile a portfolio showcasing your assignments and reflecting on the connection between public administration concepts and your arts and media specialization				1,3
17	Final Project Presentation	Present your final project, discussing how you would use public administration principles to guide a significant art or media project		Presentation 4		1,2,3
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

Books

1. Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2018). Public administration: An action orientation (8th ed.). Cengage Learning.
2. Peters, B. G., & Pierre, J. (2019). The SAGE handbook of public administration (2nd ed.). Sage Publications.
3. Jreisat, J. E. (2017). Theories of Public Organization. In The Oxford Research Encyclopedia of Communication.
4. Farazmand, A. (Ed.). (2018). Global Encyclopedia of Public Administration, Public Policy, and Governance. Springer.
5. Kim, S. (2018). Public Administration in South Asia: India, Bangladesh, and Pakistan. CRC Press.
6. Sharma, M. P., & Sharma, S. (2017). New Horizons in Public Administration. Jawahar Publishers & Distributors.

### **Course Profile**

#### **Course Information:**

Course Code:

Course Title: **Political Science**

Credit Hrs.: 2

Pre-requisites: Nil

#### **Course Objectives:**

This course is designed to meet the below objectives.

4. The course is designed to give an understanding to the students about the functioning of the developed political systems and their structure.
5. This course is the continuation of Political Science. It mainly emphasizes the functional aspects of the politics in a society.
6. The conceptual framework of political parties and pressure groups and their role is shaping and reshaping public opinion. Along with this, the emphasis is also on the process of election and kinds of representation.

#### **Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

4. The purpose of this course is to generate awareness among the students about the actual functioning of these political systems. This study will enable them to compare any other political system and find out the reasons for its malfunctioning and solution of various problems faced in it.
5. The students are to be enabled to understand the various forms of state and government, functioning of the political system and study its various components and actors influencing this functioning.
6. The students are to be enabled to understand the philosophical discourses of different political ideologies, and emerging trends in politics.

#### **Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	What is Political Science? Definitions, origin, and Ideology				Class Discussions	1
2	Political Parties: Kinds, Structures Functions				Class Discussions	1,2
3,4	Interest Groups: Kinds, Functions, Relationship with Political Parties. Public Opinion: Definition, Formulation, Assessment.		Quiz 1			1,2
5	Electoral Process: Mechanism, Kinds of representation, requirements of impartial elections.				Class Discussions	1
6	Political Ideologies: Liberalism, Fascism, Nazism, Socialism, Marxism, Nationalism.				Class Discussions	1
7,8	National Integration Emerging political concepts and terminologies: globalization, governance, feminism, terrorism, political exclusion and inclusion, power sharing.			Presentations	Class Discussions	2
9	<b>Midterm</b>					
10	Forms of Government in the context of Pakistan: democracy, Authoritarian Parliamentary, Presidential			Project	Class Discussions	1,2,3
11	Political System: Definition, Characteristics and Functions					1,2,3
12	Political process and political recruitment; Political parties and pressure groups Functioning of the organs of the government: legislature, executive and judiciary		Quiz 2			1,2,3
13	Political environmental factors influencing the politics such as geographic, socio-economic, international scenario, media etc.					1,2,3
14	Forms of State: Unitary, Federation, Confederation. Constitution: Definition, sources, kinds, and amendments.					1,2,3
15,16	Political process and political recruitment.			Presentation		1,2,3

	Political parties and pressure groups Functioning of the organs of the government: legislature, executive and judiciary					
17	Project submission				Viva	2,3
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

1. Haas, M. L. (2019). *The ideological origins of great power politics, 1789–1989*. Cornell University Press.
2. Ball, T., Dagger, R., & O’neill, D. I. (2019). *Political ideologies and the democratic ideal*. Routledge.
3. Rejai, M. (2020). *Political Ideologies: A Comparative Approach: A Comparative Approach*. Routledge.
4. Sotiropoulos, D. A. (2019). Political party–interest group linkages in Greece before and after the onset of the economic crisis. *Mediterranean politics*, 24(5), 605-625.
5. Crawford, K. (2021). *The atlas of AI: Power, politics, and the planetary costs of artificial intelligence*. Yale University Press.

## **4. Minor or Optional Courses**

### **a. Minor Graphics**

#### **Course Profile**

##### **Course Information:**

Code: CAS3044

Title: **Campaign Development**

Credit Hrs.3

Pre-requisites: Nil

##### **Course Objective:**

The objectives of the course focus to:

1. Develop an understanding of the importance of visual communication to communicate various messages to public, and to develop creative and innovative campaign concepts, incorporating visual elements to capture the attention of the target audience.
2. Make students analyze, synthesize, and utilize design processes and strategy from concept to delivery to creatively solve communication problems.
3. Cultivate creative thinking and problem-solving skills to conceptualize innovative and impactful campaign ideas on the basis of client briefs.

##### **Course Outcomes**

At the end of this course students will be able to:

1. Understand the significance of the visual communication along with market trends to communicate the message effectively to the audience, and to Integrate design process to manipulate image and content through professional design methods.
2. Explore the effective combinations of visuals and type based on design research to support a design concept and how to apply graphic design principles in the ideation, development, and production of advertising campaigns.
3. Set clear and measurable campaign objectives that align with organizational goals and address specific marketing challenges and how to Identify problem-solving requirements and client objectives.

Weekly Distribution of course contents:

Wee k #	Topics	Status/Remarks	Problem Set/Assignments	Quizzes	Presentations	Discussions	Course Learning Outcomes
1	Introduction to the course -Importance of Campaign Design -Discussion on advertising campaigns		Replicate an existing campaign			Visual communication -Significance of visual communication -Defining Design and Trends	1
2	Graphic Design Process <ul style="list-style-type: none"> <li>• Define</li> <li>• Inspiration- Research-Brain storming</li> <li>• Structure</li> <li>• Design</li> <li>• Build &amp;Test</li> <li>• Launch</li> </ul> Working on professional campaign		Topic selection for campaign			Inspiration, Research and Brain Storming phase	1,2
3	Client brief-an understanding along with practical exercise		Class activity: Writing of client brief		Presentation: 1	Design brief -Client requirements -Client specification -Technical Requirements -Extracting idea for execution	1,2
4	Understanding of basic promotional materials (Branding)  -Principles Of Effective Logo Design  -In-depth information on the establishing of the brand identity		-Home Assignment: Completion of inspiration & research phase.  -Logo Design			Research development for the project brainstorming phase	1,2

	and its impact on the target market						
5	- Standard sizes of Stationary items -Setting Up Crops and Bleed Design Size Requirements The Safe Design Area		Stationary Design				3
6	Advertising appeals						3
7	Print Ads		Designing Ads for newspaper & Magazines				2,3
8	Poster Design Different types of posters		Poster Designing				2,3
9	Poster display Different types of compositions		Poster display				3,4
10	<b>MidTerm</b>		<b>Project Submission and Presentation</b>				2,3
11	Creating an effective Brochure		Brochure Design				3,4
12	Understanding of brochure Purpose, Planning, Layout, size & format, & back panel along with examples						2,3
13	Calendar Design		Tabletop Calendar Design	Quiz			1,2,3
14	Billboard Design		Designing Billboards	Presentati on:2	Important factors to consider when designing a billboard		1,2,3
15	Designing Social Media Posts						3
16	Design and usability of Giveaways		Designing giveaways				3
17	Display and portfolio management		Presentation				3
18	<b>Final Term</b>		<b>Project Submission</b>				1,2,3,

Grading Model:

- Mid-Term – 25 Marks

- Final Term – 50 Marks
- Sessional – 25 Marks
  - Assignments
  - Presentations
  - Projects

Reference Materials:

Books

- Landa, R. (2021). Advertising by design: generating and designing creative ideas across media. John Wiley & Sons.
- Landa, R. (2018). Graphic design solutions. Cengage Learning.
- Moriarty, S., Mitchell, N. D., Wells, W. D., Crawford, R., Brennan, L., & Spence-Stone, R. (2014). *Advertising: Principles and practice*. Pearson Australia.
- Herriot, L. (2009). 1000 Restaurant Bar & Cafe Graphics. Rockport Publishers.
- Chase, M., Hughes, R., Miriello, R., & White, A. W. (2008). Really Good Logos Explained: Top Design Professionals Critique 500 Logos and Explain What Makes Them Work. Rockport Publishers.

Web URL's

<http://www.noupe.com/design/45-free-lessons-in-graphic-design-theory.html>

<http://blog.teachbook.com.au/index.php/computer-science/graphic-design/typography-101/>

<http://ilovetypography.com/>

[http://graphicdesign.about.com/od/graphicdesignbasics/u/design\\_basics.htm#s3](http://graphicdesign.about.com/od/graphicdesignbasics/u/design_basics.htm#s3)

<http://www.dafont.com/>

**Course Profile**

**Course Information:**

Course Code: CAS 4045

Course Title: **Branding Techniques**

Credit Hrs: 3

Pre-requisites: Nil

### **Course Objectives:**

This course is designed to meet the below objectives.

1. Develop Creative Branding Concepts: Generate innovative and engaging advertising concepts that effectively communicate messages to target audiences.
2. Apply Visual and Verbal Communication: Combine visual elements and compelling copywriting to create persuasive advertising campaigns.
3. Utilize Branding and Advertising Strategies: Apply a variety of advertising strategies and techniques to different media platforms and marketing objectives.
4. Understand Consumer Behavior: Analyze consumer behavior and psychology to create advertisements that resonate with target demographics.
5. Collaborate and Present: Work effectively in advertising teams, contribute to brainstorming session, and confidently present ideas to clients.
6. Adapt to Industry Trends: Stay current with industry trends, emerging technologies, and evolving advertising platforms.
7. Ethical and Social Responsibility: Consider ethical implications in advertising practices and demonstrate social responsibility in campaign messaging.

### **Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Introduction to Creative Advertising and Ideation and Creative Concept Development
  - Define creative advertising's role in marketing and its impact on consumer behavior.
  - Recognize the components of successful advertising campaigns.
  - Generate innovative and unique advertising concepts that align with campaign objectives.
  - Infuse creativity and originality into campaign ideas.
2. Visual and Verbal Craftsmanship
  - Integrate visual elements, typography, and copywriting to create compelling and visually appealing advertisements.
  - Present campaign ideas and strategies to peers and industry professionals.
3. Audience Analysis and Segmentation and Strategic Advertising Approaches
  - Analyze consumer behavior, preferences, and demographics to inform campaign targeting and messaging.
  - Design advertisements that resonate with specific consumer segments.
  - Evaluate and apply various advertising strategies based on target audience preferences and campaign goals.
4. Ethical Advertising Practices and Emerging Trends and Adaptation
  - Identify and address ethical challenges in advertising, such as accuracy, cultural sensitivity, and responsible messaging.
  - Develop campaigns that promote positive social impact and align with ethical standards.
  - Adapt advertising strategies to new media and communication channels.

### **Weekly Distribution of course contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Introduction to creative branding/ advertising	Advertising Analysis - Students choose an advertisement and analyze its creative elements.			Process of creating a creative message. Creativity as a cognitive process	1
2	Marketing research And its types	Small well researched presentation on any good advertising campaign of Pakistan			Importance of research and its application	1

3	What is product and its types	Make any design tool related to any product type and create a target audience profile.			How to use product in design. Importance of product in design.	1,3
4	What is advertising mix	Visual Description of words			Discussion on four Ps and Cs	1
5	Advertising and marketing difference. Their roles in agency Creative Briefs and Concept Development Writing effective creative briefs Ideation techniques	Write creative Brief and concept Pitch - Students create a creative brief and pitch their campaign concept.			Advertising in the consumer market and in the business consumption market.	1
6	Levels of product and its examples	The difference between <ul style="list-style-type: none"> <li>• Indoor poster</li> <li>• Outdoor Poster design</li> </ul>			How advertisers choose what media/type and brand they will join up with.	1,3
7	Product life cycle and its part in advertising	Product design with research			How to promote product and what is need of redesigning campaign	4
8	What is AIDA model	Quiz			What are the advantage of promotion and marketing a product	4
9	<b>Midterm</b>	<b>Midterm Submission &amp; Jury</b>				
10	Creative Advertising Criteria. Creative teams. The process of creating a creative message. Creative brief	Audio public service message			Advertising decisions and choice of mediums	4,2
11	Consumer goods with reference to advertising	Student's research and present on an emerging advertising trend on consumer goods.			Consumer goods and the ways of advertising it	3
12	Classification of Media and its importance in Advertising Design, Print and Outdoor Advertising	Print Ad Design - Students design a print advertisement.			Advertising Features. Types and subtypes of ads by goals, advertising channels, and ad distribution. Print ad design and production Outdoor advertising concepts	4
13	Exploring different ways of advertising a certain product by keeping the demographic and	Make TVC to advertise a product			Application of advertising tools	4

	social perspective in mind					
14	Different stages of product with reference to advance advertising	Final project Campaign and product building			Product building and its image in market	4
15	Strategies of developing separate products or market	Selection of advertising tools and finding out creative means to Advertise a product other than typical tools			Media planning and budgeting	
16	Application of adverting strategies for product promotion Advertising Campaign Planning Campaign ideation and development	Campaign Proposal - Students develop a comprehensive advertising campaign proposal.			Inputs in the creative process. Research, incubation, illumination. The development of creative strategy and the definition of alternative creative strategy	3,4
17	Final project			Presentation	viva	1,2,3,4
<b>Final Term Exam</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **References:**

1. Bilby, J., Reid, M., Brennan, L., & Chen, J. (2020). Tiers and fears: An investigation of the impact of city tiers and uncertainty avoidance on Chinese consumer response to creative advertising. *Australasian Marketing Journal (AMJ)*, 28(4), 332-348.
2. Liu-Thompkins, Y. (2019). A decade of online advertising research: What we learned and what we need to know. *Journal of advertising*, 48(1), 1-13.
3. Lee, H., & Cho, C. H. (2020). Digital advertising: present and future prospects. *International Journal of Advertising*, 39(3), 332-341.
4. Yang, K. C., & Kang, Y. (2021). Predicting the relationships between narrative transportation, consumer brand experience, love and loyalty in video storytelling advertising. *Journal of Creative Communications*, 16(1), 7-26.
5. Blakeman, R. (2023). *Integrated marketing communication: creative strategy from idea to implementation*. Rowman & Littlefield.
6. Weinberger, M. G., Gulas, C. S., & Weinberger, M. F. (2021). Looking in through outdoor: a socio-cultural and historical perspective on the evolution of advertising humour. In *Humor in Advertising* (pp. 206-231). Routledge.
7. Malefy, T. D. (2020). Models, metaphors and client relations: the negotiated meanings of advertising. In *Advertising cultures* (pp. 139-163). Routledge.

## Course Profile

### Course Information:

Course Code: CAS 4046

Course Title: **User Interface Design**

Credit Hrs: 3

Pre-requisites: Nil

### Course Objectives:

This course is designed to meet the below objectives.

1. To introduce design and analysis methods for UI design. Relevant perceptual psychology is introduced, and guidelines for user interface design are derived.
2. To design methods are discussed.
3. Analysis of interfaces by experimentation on humans is described.
4. The subject includes large practical projects in which students will be designing user interfaces.

### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. Gain an understanding of the critical importance of user interface design and gather useful information about users and activities through asking, looking, learning, and trying.
2. Learn to give and accept critiques of design ideas in a constructive manner and understand the differences between usability and user experience.
3. Learn industry-standard methods for how to approach the design of a user interface and key theories and frameworks that underlie the design of most interfaces you use today.
4. Illustrate the benefits of good design and how the costs of bad design can often be severe (in user experience, money, and even human lives).

### Weekly Distribution of Course Contents:

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentati ons	Discussions	Mappin g with CLOs
1	Digital literacy – Mind Mapping Techniques	Lecture/Studi o practice			Introduction to the course (What is User Interface Design? How it works? Applications in Market)	1
2	User Interface Design Essentials	Lecture			User Interface Design Fundamentals (Minimalistic Approach)	1

3	Menu Dialog Style	Studio practice/Assignment			When is a Menu Dialog style appropriate? (Types and Guidelines)	2
4	Fill-in Forms Interface	Lecture/Assignment			Dialog Styles: Question & Answer What is a Question-and-answer interface? When is a Question-and-Answer Dialog style appropriate?	2
5	Design Methods (Introduction)	Studio practice			Reconciling Four Different Models	1
6	Over of the methodology -Phase I: Scoping -Phase II: Functional Specification	Lecture/Studio practice			Golden Rules of User Interface Design	1,2
7	Over of the methodology -Phase III: Design -Phase IV: Development	Lecture/Studio practice				1,2
8	Over of the methodology -Phase V: Testing/ Implementation	Project				1,2
9	<b>Midterm</b>					
10	Application Design	Lecture/Studio practice				3
11	UI Patterns for Apps	Lecture	quiz			3,4
12	UI Patterns for Desktop Apps	Lecture/Studio practice				3,4
13	Desktop Apps Guidelines	Lecture/Individual				4
14	Web Interfaces Responsive	Individual				3,4
15	Design and Grid Design	Individual				4
16	Web Responsive Design	Lecture/Studio practice				4
17	Final Project			Presentation	viva	1,2,3,4
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Yu, C. Y. (2022). Ecological Information Interface Design, System Usability, and User Experience. In *9th International Conference on Kansei Engineering and Emotion Research. KEER2022. Proceedings* (pp. 231-238).
2. Kuchta, D., Grobelny, J., Michalski, R., & Schneider, J. (2023, July). Perception of the Fuzzy Number Indeterminacy Change in Vector and Triangle Representations–Implications for Graphical User Interface Design. In *International Conference on Human-Computer Interaction* (pp. 542-554). Cham: Springer Nature Switzerland.
3. Neil, T. (2014). *Mobile Design Pattern Gallery: UI Patterns for Smartphone Apps* (2nd ed.). O'Reilly Media.
4. Fling, B. (2009). *Mobile Design and Development: Practical concepts and techniques for creating mobile sites and web apps*. O'Reilly Media.
5. Moore, R. (2012). *UI Design with Adobe Illustrator: Discover the ease and power of using Illustrator to design Web sites and apps*. Adobe Press.
6. Anderson, J., McRee, J., Wilson, R., & T. (2010). *Effective UI: The Art of Building Great User Experience in Software* (1st ed.). Canada: O'Reilly Media.
7. Bowman, D., Kruijff, E., LaViola, J. J., Jr., & Poupyrev, I. P. (2004). *3D User Interfaces: Theory and Practice*, Course Smarte Textbook. Addison-Wesley.
8. Galitz, W. (2007). *The essential guide to user interface design*. Indianapolis, IN: Wiley Pub.
9. Stone, D., Jarett, C., Woodroffe, M., & Minocha, S. (2005). *User Interface Design and Evaluation*. Morgan Kaufman.
10. Narayanan, A., Mathur, A., Chetty, M., & Kshirsagar, M. (2020). Dark Patterns: Past, Present, and Future: The evolution of tricky user interfaces. *Queue*, 18(2), 67-92.
11. Nawrocki, W., Ayers, E. W., & Ebner, G. (2023). An Extensible User Interface for Lean 4. In *14th International Conference on Interactive Theorem Proving (ITP 2023)*. Schloss Dagstuhl-Leibniz-Zentrum für Informatik.

#### Web URL's

1. Cuello, J., & Vittone, J. (2013). *Designing Mobile Apps* (1st ed.).  
doi:www.appdesignbook.com

### **Course Profile**

#### **Course Information:**

Course Code: CAS 4047

Course Title: **Desktop Publishing**

Credit Hrs: 3

Pre-requisites: Nil

### **Course Objectives:**

This course is designed to meet the below objectives.

1. Demonstrate Proficiency in Graphic Design Tools: Utilize industry-standard desktop publishing software to create visually appealing layouts, designs, and graphical elements.
2. Apply Typography Principles: Effectively choose and manipulate fonts, styles, and formatting to enhance readability and visual coherence in design compositions.
3. Understand Design Principles: Apply principles of balance, contrast, alignment, and proximity to create well-organized and visually pleasing layouts.
4. Utilize Color Theory: Apply knowledge of color theory to create harmonious and impactful color schemes that convey the intended message.
5. Create Print and Digital Publications: Produce print-ready documents and digital publications, adapting design for various formats, such as brochures, flyers, magazines, and online content.
6. Implement Visual Hierarchy: Arrange content elements to guide viewers' attention through proper visual hierarchy, emphasizing key information.
7. Incorporate Images and Graphics: Select, manipulate, and integrate images and graphics into designs while maintaining their quality and relevance.
8. Collaborate and Communicate: Work effectively in design teams, interpret client briefs, and communicate design concepts and choices clearly to stakeholders.

### **Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Understand the Fundamentals of Desktop Publishing: Define desktop publishing, role in modern communication, identify key components of software's and their functions, graphic design principles such as contrast, alignment, repetition, and proximity, to create visually appealing layouts.
2. Manipulate Typography, Work with Images and Graphics: Choose appropriate fonts and styles for different types of content, adjust typographic elements to improve readability and visual aesthetics, integrate images and graphics, balancing of photographs with text and different design elements.
3. Create Print and Digital Documents and Implement Visual Hierarchy and Composition: Develop print-ready materials, considering factors like bleed, resolution, color profiles, adapt designs for digital platforms while maintaining visual consistency, use color, typography, and layout to establish clear visual hierarchy.
4. Collaborate and Present Design Concepts: Participate in design discussions and critique sessions, present design concepts and choices to peers and instructors, knowledge of manual and digital Printing processes, Imposition, paper size, and paperweight application with reference to design.

### **Weekly Distribution of course contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentation	Discussions	Mapping with CLOs
1	Introduction to desktop publishing				Desktop publishing and its importance in print medium	1
2	Basics of design And desktop publishing	Expression of words			Difference between art and design Basic understanding and application of dot and pixel	1
3	What is printing, its importance	Words interpretation in colors			How to build a printing design tool	1,2
4	Importance of typography in printing	Color mixing with typography Typography Poster -			Discussing on importance of typography, its size and type style Typography and Font Selection	1,2

		Students design a poster showcasing different fonts and typography techniques.			Understanding typography principles Font selection and pairing	
5	3 basic types of manual printing Relief printing	Develop color scheme of room by balancing the objects			Placement of text and objects, how to build center of focus in publishing	4
6	<b>Layout and Design Principles</b> Principles of layout and design	Assignment: Newsletter Layout - Students create a multi-page newsletter layout.			Printing types, its use Application of Grids and alignment	4, 2
7	What is intaglio printing and silk screen printing	Content page of magazine			How to promote and what is need of redesigning	4
8	What is lithography and Working with Images Image formats and resolutions Image editing and manipulation	Fashion magazine cover and magazine including content page			How to enhanced Document And how to insert and edit images in a document.	4
9	<b>Midterm</b>					
10	Manufacturing of paper	Cover of story book			Importance of paper In design	3,4
11	Paper size, and weight and its use In different design tools Creating Flyers and Posters Incorporating text and visuals	Event Poster - Students design a poster for an imaginary event.			What are the use of different sizes of paper and why we use it Designing effective flyers and posters	2
12	process camera its history and modern techniques of printing of present times	Press ad design			History of publishing and in relation to modern techniques	2
13	What is Letter press printing <u>Color Theory and Usage</u>	Students design a brochure using color effectively.			How to build CMYK design Basics of color theory Using color effectively in design	2,4
14	Offset Printing and its types	Catalogue cover			How to use color palette for publishing designs	4,2
15	Gravure printing	Catalogue design 6 pages			Imposition	4,2
16	Plate manufacturing and its importance in printing	Magazine design			How plates work in the process of publishing	4,3
17	Final Project	Final project Presentation			Viva	1,2,3,4

**Grading Model:**

- Mid-Term – 25 Marks
- Final Term – 50 Marks
- Attendance – 5 Marks
- Sessional – 20 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

**References:**

1. Zhou, L. Y., Fu, J., & He, Y. (2020). A review of 3D printing technologies for soft polymer materials. *Advanced Functional Materials*, 30(28), 2000187.
2. Indarsih, T., & Harmanto, M. D. The Role of Computer in Desktop Publishing. *Jurnal Sistem Informasi STMIK Jakarta STI&K*, 212117.
3. Dipura, S. (2015). Desktop publishing.
4. Rosen, M., & Ohta, N. (Eds.). (2018). *Color desktop printer technology*. CRC Press.
5. Chang, C. W., Lin, P., Tseng, C. W., Kong, Y. K., Lien, W. C., Wu, M. C., & Wu, C. Y. (2015, June). Poster: design and implementation of mobile e-learning platform for medical training. In *Proceedings of the 16th ACM International Symposium on Mobile Ad Hoc Networking and Computing* (pp. 385-386).
6. Godoi, F. C., Prakash, S., & Bhandari, B. R. (2016). 3d printing technologies applied for food design: Status and prospects. *Journal of Food Engineering*, 179, 44-54.

**Course Profile****Course Information:**

Couse Code: CAS3048

Course Title: **Advance Campaign Development**

Credit Hrs: 3

Pre-requisites: Nil

**Course Objectives:**

This course is designed to meet the below objectives:

1. Students will learn the research processes to address various design problems.
2. Students will understand and learn the planning, creative development, and execution required to promote a product, service, or message effectively.
3. Students will learn the idea generation techniques for designing different layouts and compositions related to campaigns.

- Students will understand editorial and packaging design processes and students will understand the printing techniques & processes.

**Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes:

- Students will integrate research process to manipulate image and content through professional design methods and students will be able to develop visual aesthetics and styles to work on single as well as multiple page documents in the field of creative advertising.
- Students will be able to apply various effective design methodologies and implementation of advertising strategies.
- Students will apply critical and creative thinking skills to develop innovative solutions for design problems.
- Students will be able to design packaging of different business product and students will be able to understand different printing styles and materials.

**Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Research in Visual Communication <ul style="list-style-type: none"> <li>Applied Research</li> <li>Pure Research</li> </ul>				Role of research for any graphic design project	1
2	Research Process in Design <ul style="list-style-type: none"> <li>Define</li> <li>Inspiration-Research</li> <li>Structure</li> <li>Design</li> <li>Build &amp; Test</li> <li>Launch</li> </ul> Primary & secondary research	Topic Selection for campaign			Discussion on all the stages of campaign design process	2
3	Advertising Campaign Development <ul style="list-style-type: none"> <li>Brain Storming techniques</li> <li>Mind Mapping</li> </ul> Supportive Research materials	Idea development presentation on selected topic			Mind mapping exercises	2
4	Visuals / Concepts / Layouts Improving aesthetic appeal of design layouts with suitable images, typography, space, and color	Brand development			Branding strategies	3
5	Strategic Input & Campaign Creation <ul style="list-style-type: none"> <li>Different Types of Briefs</li> <li>The Main Heads of a Brief (Key</li> </ul>	Brand development		Presentations on assigned topic	Sample brief, examples & references	2,3

	Terminologies & Concepts)					
6	Auxiliary Functions in Advertising <ul style="list-style-type: none"> <li>• PR</li> <li>• Media &amp; Monitoring</li> </ul> Production	Working on social media campaigns	Quiz 1		Media monitoring strategies and why PR needs it	1,2
7	Corporate Marketing Instruments in Design <ul style="list-style-type: none"> <li>• Generating leads</li> </ul>	Working on social media campaigns			Driving sales, and Improving brand image	1,2
8	Brochure Design <ul style="list-style-type: none"> <li>• Understanding the purpose of the brochure</li> </ul>				Understanding of call to action in a brochure	2,4
9	Midterm					
10	What Makes a Good Brochure Design?	Design a brochure			Planning, Layout, size, format, & back panel along with examples	2,4
11	Editorial Design <ul style="list-style-type: none"> <li>• What is editorial design</li> </ul>	Designing multiple page documents in advertising campaigns (i.e. catalogue)			Function of multiple page documents in advertising campaigns	2,5
12	Editorial Design Process <ul style="list-style-type: none"> <li>• Setting up master pages</li> <li>• Establishing a visual hierarchy</li> <li>• Creating a balanced layout</li> <li>• Working on spine and jackets</li> </ul> Selecting the effective combination of type and visual	Designing multiple page documents in advertising campaigns (i.e. catalogue)				2,5
13	Packaging Design Understanding of Packaging Layers <ul style="list-style-type: none"> <li>• Primary packaging</li> <li>• Secondary Packaging</li> <li>• Tertiary Packaging</li> </ul>	Designing packaging of a product			Understanding of Shape, Size, Functionality, and Materials of packaging	5
14	Packaging Design Process <ul style="list-style-type: none"> <li>• Project Brief</li> <li>• Get to Know the Product</li> <li>• Know the Target Audience</li> <li>• Channel Chosen to Sell the Product</li> <li>• Learn from the Competition</li> </ul>	Designing packaging of a product	Quiz 2			5

	<ul style="list-style-type: none"> <li>Explore and determine package design hierarchy</li> </ul>					
15	<b>Designing Giveaways</b> <ul style="list-style-type: none"> <li>Material research</li> <li>Themed giveaway designing</li> <li>Giveaway as a marketing strategy</li> </ul>	Designing giveaways			How do giveaways increase engagement	4
16	<b>Printing Techniques &amp; Processes</b> <ul style="list-style-type: none"> <li>Offset</li> <li>Lithography</li> <li>Flexography</li> <li>Digital Printing</li> <li>Large Format</li> <li>Screen Printing</li> <li>3D Printing</li> </ul>				Different printing materials and styles	6
17	<b>Digital Execution of Concepts / Layouts</b> <ul style="list-style-type: none"> <li>Prototyping and Production</li> <li>Creative Concept testing</li> <li>Pre / Post testing and evaluation</li> </ul> <b>Launching the Campaign</b>			Presentati on on final project		1,2,3,4,5,6
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

- Bestley, R., & McNeil, P. (2022). *Visual research: An introduction to research methods in graphic design*. Bloomsbury Publishing.
- Landa, R. (2021). *Advertising by design: generating and designing creative ideas across media*. John Wiley & Sons.
- Wiedemann, J. (Ed.). (2018). *The Package Design Book 5*. Taschen.
- Landa, R. (2018). *Graphic design solutions*. Cengage Learning.
- Moriarty, S., Mitchell, N. D., Wells, W. D., Crawford, R., Brennan, L., & Spence-Stone, R. (2014). *Advertising: Principles and practice*. Pearson Australia.

## b. Minor Animation

### Course Profile

#### Course Information:

Code:

Title: **Intro to 3D modeling**

Credit Hrs.: 3

Pre-requisites: Nil

#### Course Objective:

This course is designed to meet the below objectives.

1. Understanding 3D software interface and procedure to basic modeling: Intro to interface, discussion on different panels and parameters and discuss basic procedure of modeling in the software.
2. Creating and modification through basic modification Tools: Learn to create different types of geometry and shapes and draw a concept of difference between 3D and 2D modelling and their modification tools.
3. Advance modeling tools: Apply the principles of construction of a human face by using basic shapes and objects and modify it through advance modification tools
4. Detailing and Level Modeling: Using different tools to crate details of a model and also draw a concept of level modeling techniques through which a complete detail model of a character can be achieved.

#### Course Learning Outcomes

Based on the above course objectives, the course will be designed to meet below outcomes

- 1 3D Concept: Students will have a deep understanding of 3D world and also understand the procedure and techniques to work in this dimension. Students will also learn how to accurately measure and capture proportions, ensuring that their model is proportionally accurate and learn different measuring units.
- 2 3D Modeling Techniques: Students learn basic 3D modeling Techniques while exploring different modeling tools to create different number of exercises. Students will also learn techniques to how they can create 3D characters in the software by using different modeling techniques.
- 3 Detail Concept of Refine Modeling: Understanding how to achieve details of a model and how they can use different modeling levels to achieve their final result.
- 4 Composition: Students will explore various compositional techniques to create visually engaging figure model and explore how to place figures within a scene.

#### Weekly Distribution of course contents:

Week #	Topics	Status/ Remarks	Problem Set/ Assignments/ Presentations	Quizzes/ Present	Discussions	Outcomes
1	Introduction to 3D.				Student-Centered /	1

	Introduction to software 3Ds Max & facilitation provide to achieve photo-realistic result.				Constructivist Approach	
2	Basic concept and discussion on work flow of 3Ds Max, discussion on create panel. Basics Geometries etc.				Lecture /Discussion Centered	1,2
3	Introduction to Modify Panel, modification of standard geometry. Basic modification tools, such as bend, twist, taper etc.		Assignment 1 Basic modeling using different modifiers.		Discussion on create panel sub categories.	1,2
4	Introduction to modeling modifier tool, Mesh, subdivision tools					1,2,3
5	Introduction to shapes, concept of spline in 3ds max		Assignment 2 Based on edit mesh tool/modifier.		Submission of assignment	1,2,3
6	2D shapes basic modeling parameters, spline editing & Parameters.				Submission of assignment Discussion on different techniques on edit spline modifier to get end result as design.	1,2,3,4
7	Exercise of modeling basic character setup for character modeling reference		Assignment 2 Based on edit mesh tool/modifier.			1,2,3,4
8	Exercise of modeling basic character figure through Poly tool to understand concept of character modeling.					1,2,3,4
9	<b>Midterm</b>					
10	Exercise of modeling human face through poly tool to achieve detail model. (Continue).				Submission of assignment Discussion on different techniques on edit mesh modifier to get end result as design.	1,2,3,4,5
11	Exercise of modeling human face through poly tool to achieve detail model.		Assignment of modeling a character			1,2,3,4,5
12	Intro to material editors and its concept.		Assignment 3 Applying materials and texture on your model using material editor.			1,2,3,4,5
13	Slate Material Editor concept and explore different material and texture types and their uses.				Submission of assignment of full character.	1,2,3,4,5

14	Intro to animation, concept of animation in 3D software.		Assign final project and submission of final project character			1,2,3,4,5,6
15	Concept of animation with linkages and also different animation techniques.					1,2,3,4,5,6
16	Project Evaluation and composition setting in 3D animation.					1,2,3,4,5,6

**Final Term Examination**

Note: This outline is customized based on what students have already covered and left in Research Methods 1 Course and it covers the minimum scope of the course, during the classes the nature of activities/ quizzes, assignments, sequence of the lecture's methodology may vary depending on students understanding and interest.

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Attendance – 5 Marks
- Sessional – 20 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

Tickoo, S. (2020). *Autodesk 3Ds Max 2021: A comprehensive guide*. Cadcim Technologies.

Tickoo, S. (2020). *Autodesk 3ds Max 2020 for Beginners: A Tutorial Approach*.

Mamgain, P. (2020). *Autodesk 3ds Max 2020: A Detailed Guide to Modeling, Texturing, Lighting, and Rendering*.

Padexi Academy.

Web URL's

**Course Profile**

**Course Information:**

Code: CAS 3053

Title: **Stop Motion Animation**

Credit Hrs. :3

Pre-requisites: Nil

### Course Objective:

This course is designed to meet the below objectives.

7. Understand the mechanics of software for animation.
8. Be able to create animation using different techniques.
9. Work with handmade assets and their compilation.
10. Understand how efficiently to use the properties of tools.
11. Be able to create animations and stage a scene.

### Course Outcomes

Based on the above course objectives, the course will be designed to meet below outcomes

1. Understanding basic concepts of stop motion animation.
2. Understanding software and hardware with relevant to animation
3. Combining basic concepts with software to understand the process of making animation.
4. Understanding the animation technology through different mediums.

### Weekly Distribution of course contents:

Week #	Topics	Status/Remarks	Problem Set/Assignments/Presentations	Quizzes/Present	Discussions	Outcomes
1	Introduction to the course. Concept of stop motion Animation. Types of Stop motion. Basic principles of Stop motion		Understanding the stop motion and its types			1
2	Object animation		Take an object and make a video using object animation by compiling multiple shots on stop motion studio			1,2
3	Pixilation animation		Using single character make a pixilation animation video			1,2
4	Post production for stop motion animation		Compile the pixilation using the premiere		Topic: Discussion on stopmotion short films and advertisements	1,2
5	Claymation animation or Pixilation		Make a character with clay dough/playdough and move it to show animation			1, 2

6	Cutout animation		Make a garden scene or any other scene by moving different cutouts			1,2,3
7	Model animation		Take any action figure i.e Transformer character and make its walk cycle		See the bts videos of stopmotion animation films	1,2,3
8	Compilation of different stop motion medium		Select any three medium and compile the animation			1,2,3
9	<b>Midterm</b>					1,2,3
10	White board animation		Using software make classic animation to show some story			1,2,4
11	Introduction to motion graphics concepts		Select the brand and research on it			2,3
12	Motion graphics techniques		Select the brand and research on it			2,3
13	Understanding the timeline		Animate the shapes and text to make a simple promo			1,2,3
14	Understanding the effects and its uses		Making different effects in single shot			2
15	Concept of nested animation		Move a car on the road with moving wheels			2,3,4
16	Use of bone tool for character animation		Make a walk cycle of social media character			3
17	Concept of masking		Make a walk cycle of social media character			3,4
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizes
  - Assignments
  - Presentations

- Projects

## **Reference Materials:**

### **Books**

- Salla, O. (2017). Mastering the elements–Basics of 2D effect animation.
- Roberts, S. (2012). Character Animation: 2D skills for better 3D. Routledge..
- Williams, R. (2012). The animator's survival kit: a manual of methods, principles and formulas for classical, computer, games, stop motion and internet animators. Macmillan.
- Turow, J. (2016).
- Thomas, A., & Tufano, N. (2018). Stop motion animation. DIY media: Creating, sharing, and learning with new technologies, 161-184.
- Purves, B. J. (2019). Stop-motion animation: frame by frame film-making with puppets and models. A&C Black.

### **Web URL's**

## **Course Profile**

### **Course Information:**

Code:

Title: **Texturing and Lighting Technique in 3D**

Credit Hrs: 3

Pre-requisites: Nil

### **Course Objective:**

This course is designed to meet the below objectives.

1. Intro to material and Texture concept in 3D Software: Intro to Material editor in its concept. Learn to apply Material on different objects and types of material
2. Sub object Materials and advance level of materials and applications: Learn to create new type of materials and also how to modify a material y applying different types of textures to achieve the result.
3. Lighting Concept and types of lights: Add lights to your composition and learn how to use different types of lights set up for exterior and interior rendering.
4. Combination of lights and Material: learn how a light can effect on different types of materials and how to control advance level of lighting and material by using advance parameters of the software.

### **Course Outcomes**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Material Basics: Students will have a deep understanding of 3D world and also understand the procedure and techniques that how material editor of the software works. Students will also learn how to create models by using textures and how material can give them liberty and control to achieve realistic texturing.

2. Advance Materials: Students learn different types of advance material and parameter and also use multi sub object material to achieve realistic and detail result of a material. Students will also learn techniques to how light can be added in the scene and its parameters control.
3. Advance Lighting Control: Understanding how to achieve details of a model by using advance lighting types and how lighting can be control in the rendering.
4. Combination of Lights and Material: Students will explore various parameters to create/achieve realistic rendering result by using advance level of lighting and material techniques to get desire result.

**Weekly Distribution of course contents:**

Week #	Topics	Status/ Remarks	Problem Set/ Assignments/ Presentations	Quizzes/ Present	Discussions	Outcomes
1	Introduction to Material Editor in 3Ds Max and introduction to Slate Material editor.					1
2	Concept of texturing and seamless texturing and how textures can be link with the material.				Discussion on how to create texture on Photoshop	1,2
3	Applying Material to character and discuss the concept of VUV mapping.		Assignment 1		Concept of black and white matte images.	1,2
4	Multi sub object Materials and concept of Blended materials				Submission of assignment	1,2,3
5	Concept of UVW unwrapping in 3Ds Max and discussion on parameters.		Assignment 2			1,2,3
6	Discussion and application of Modifiers link with textures and Material Editor.				Submission of assignment	1,2,3
7	Using of Slate Material Editor and Discussion on hierarchy of Slate Martial Editor and linkages of Materials and texture.					1,2,3
8	Advance Level of Material and Textures by using multi sub object and blended Materials and use of advance textures.		Assignment 3			1,2,3
9	<b>Midterm</b>					
10	Intro to lights and discussion on basics of lights.				Submission of assignment	1,2,3,4
11	Light Parameter Discussion, types of shadows and its parameters.		Assignment 4 Apply lights to your scene by using basic light setup.			1,2,3,4
12	Types of lights (Exterior and interior lights types). Discussion on Light system					1,2,3,4

13	Discussion on Exterior types of lighting system and using of Environment Map and its effects on final product.		Assignment 5 model a composition with different time renders.		Submission of assignment	1,2,3,4,5
14	Discussion on Interior types of lighting setup by using different types of light provided by the software.		Assignment 6 Model a composition of interior with different time renders.			1,2,3,4,5
15	Material and Light linkage and concept of rendering filters		Assign Final project			1,2,3,4,5,6
16	Project Evaluation and composition setting in 3D animation.					1,2,3,4,5,6
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Attendance – 5 Marks
- Sessional – 20 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

Mamgain, P. (2020). *Autodesk 3ds Max 2020: A Detailed Guide to Modeling, Texturing, Lighting, and Rendering*. Padexi Academy.

Ma, J. H., Lee, J. K., & Cha, S. H. (2022). Effects of lighting CCT and illuminance on visual perception and task performance in immersive virtual environments. *Building and Environment*, 209, 108678.

Skarżyński, K., & Żagan, W. (2022). Improving the quantitative features of architectural lighting at the design stage using the modified design algorithm. *Energy Reports*, 8, 10582-10593.

Web URL's

## **Course Profile**

### **Course Information:**

Code: -----

Title: **Character Design and Animation**

Credit Hrs. :3

Pre-requisites: Nil

## Course Objective:

This course is designed to meet the below objectives.

12. You will understand the anatomy of character through multiple drawing techniques Objective
13. After understanding the basics of cartoon character students will then convert these characters in digital form and create the story on this character
14. After understanding the basics of cartoon character students will then convert these characters in digital form and create the story on this character.

## Course Outcomes

Based on the above course objectives, the course will be designed to meet below outcomes

1. Understanding basic concepts of Cartoon characters.
2. Understanding the bridge between manual character towards digitalizing it
3. Combining basic concepts with Character design with digital animation to understand the process of making animation.
4. Understanding the Multiple frames making and compiling it on software

## Weekly Distribution of course contents:

Week #	Topics	Status/Remarks	Problem Set/Assignments/Presentations	Quizzes/Present	Discussions	Outcomes
1	Introduction to the course. Concept of character design. Understanding the shapes used for character design		Types of character design			1
2	Concepts of Attributes and Proportions <ul style="list-style-type: none"><li>• shapes &amp; volumes</li><li>• poses &amp; expressions</li><li>• Age,</li><li>• Moods</li></ul> Behavior patterns		Choose a character and make it using shapes			1
3	Poses and Gestures of characters		Make your previous character poses			1
4	Colors for character design <ul style="list-style-type: none"><li>• Character's skin tone</li></ul> Colour for clothes and accessories		Paint your character through any medium		Topic: Discussion on traditional animation cartoons	1,2
5	Cartoon character design <ul style="list-style-type: none"><li>• how to draw cartoon character.</li></ul> Cartoon character with Accessories Before and After		Add accessories on your character by understanding the background of character			1, 2

6	Understanding concept of digital cartoon characters		Convert your character in digital form by the process of scanning		See the bts videos of cartoons	1,2,3
7	Understanding the process and tools used to digitalize a cartoon character <ul style="list-style-type: none"> <li>• Character sheet</li> <li>• Mood board</li> </ul>		Make character sheet and mood board of your character			1,2,3
8	Compilation of work					1,2,3
9	<b>Midterm</b>					1,2,3
10	Introduction of Animation Styles <ul style="list-style-type: none"> <li>• Difference b/w classic animation and digital animation</li> <li>• Importance of choosing digital animation in 2D</li> </ul> Workflow of digital animation		Start making backgrounds of your previous semester story			4
11	Story writing According to your characters and time		Improve your story according to time and space			3,4
12	Concept of storyboarding and compiling preproduction		Make storyboard of flipbook to digitalize it			1,2
13	Timeline, spacing and graph editor <ul style="list-style-type: none"> <li>• Understanding the timeline</li> </ul> Time and space for animation		Start character animation using graph technique			3,4
14	Explore other software's and libraries <ul style="list-style-type: none"> <li>• Use of library and reusability</li> </ul> Importing the content		Making different scenes on software and save it in library			2,3,4
15	Rigging Techniques Bone tool, rigging & inverse kinematics		Start rigging your character.			3,4
16	Setting the limits of bones & parent child link tool Making small animation library for reusability		Start rigging your character.			3,4
17	Lip-sync and Audio making in software		Make multiple expression and lips to			3,4

			talk a character			
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

Books

- Loish, Tom Bancroft (2019). The Character Designer, 21 Draw
- Michael D. Mattesi. (2020). Character Desifrom Life Drawing, Focal Press
- Roberts, S. (2011). Character Animation Fundamentals: Developing Skills for 2D and 3D Character Animation (1st ed.). Routledge.
- Simone Grünewald(2022), Sketch Every Day, 3d total shop
- Tillman, B. (2019). Creative Character Design 2e (2nd ed.). CRC Press.
- Williams, R. (2012). *The animator's survival kit: a manual of methods, principles and formulas for classical, computer, games, stop motion and internet animators*. Macmillan.Turow, J. (2016).
- Willett, N. S., Li, W., Popovic, J., Berthouzoz, F., & Finkelstein, A. (2017, October). Secondary motion for performed 2D animation. In *Proceedings of the 30th Annual ACM Symposium on User Interface Software and Technology* (pp. 97-108).

Web URL's

**Course Profile**

**Course Information:**

Code:

Title: **Animation and production techniques in 3D**

Credit Hrs: 3

Pre-requisites: Nil

### **Course Objective:**

This course is designed to meet the below objectives.

1. Intro to Animation concept in 3D Software: Intro to animation concept, discussion on time line and animation keys, students will learn to work on parent child linkage animation and basics of rigging animation techniques.
2. Production/Rendering in 3D animation: Introduction to Rendering technique in 3D and also discuss 3rd party plugins for rendering.
3. Production through 3<sup>rd</sup> party Plugins, Corona and V-ray Rendering engine: Learn advance setting and parameters of rendering by using 3<sup>rd</sup> party plugins to achieve photo realistic rendering/animations.

### **Course Outcomes**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Animation Basics: Students will have a deep understanding of 3D animation, concept of time line, animation keys and behavior, students will also learn how to create animation through parent child linkage and also using biped and bones to create rigging animation for the character animation.
2. Advance Animation Techniques: Students learn different types of advance animation techniques and create their own customized biped character setup for the animation of characters and also learn the control by using motion panel in the software, students will learn techniques to how a 3d scene can be exported in still and running footage and also discuss different frame sizes for production.
3. Introduction to Corona and V-ray renderers: installation to execute level discussion of 3<sup>rd</sup> party plugins and discuss the workflow and elements of different rendering engines, students will also explore various parameters to create/achieve realistic rendering result by using advance level of lighting and material techniques and also use of 3<sup>rd</sup> party plugins to get desire result of rendering.

### **Weekly Distribution of course contents:**

<b>Week #</b>	<b>Topics</b>	<b>Status/ Remarks</b>	<b>Problem Set/ Assignments/ Presentations</b>	<b>Quizzes/ Present</b>	<b>Discussions</b>	<b>Outcomes</b>
1	Introduction to Animation, keys and timeline behaviors and discussion on workflow animation.					1
2	Introduction to bone tools and modification and also discuss Biped tool and its application.		Assignment 1		Discussion on how to create character animation setup	1,2
3	Concept of animation advance modifier morpher,  Application and control parameters				Submission of assignment	1,2
4	Intro to garment maker,  Cloth and its application parameters and discussion on animation of cloth.		Assignment 2			1,2,3

5	Create setup for animation by using bone tools and discussion on how different types of poses can be achieved through using bone tools.				Submission of assignment	1,2,3
6	Discussion on schematic layouts and parent child linkage.		Assignment 3			1,2,3
7	Discussion on wire parameters, linkage of parent child objects through wire parameters.				Submission of assignment	1,2,3
8	Discussion on custom attributes and how custom attributes workflow parameters modify.					1,2,3
9	<b>Midterm</b>					
10	Introduction to rendering in 3D, Discussion on frame size and still and running footage rendering.					1,2,3
11	Introduction to Corona rendering technique. Discussion and working with Corona Materials and maps.					1,2,3
12	Discussion on corona Light setup, types of lights, IES lights, Corona Sun Setup by using HDRI maps.		Assignment 4			1,2,3
13	Design a project by using corona materials, lights, cameras and using of forest pack software to create exterior and interior visualization along with animation.				Submission of assignment	1,2,3
14	Intro to V-ray rendering engine, types of materials, lights and camera setup and parameters.					1,2,3
15	Discussion on different post processing tools of v-ray by using all tools of v- ray rendering engine.		Assign Final project			1,2,3
16	Project Evaluation and composition setting in 3D animation.					1,2,3
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Attendance – 5 Marks
- Sessional – 20 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

Ueno, Y., Muraoka, S., & Sato, T. (2020). Skeletal animation for visualizing dynamic shapes of macromolecules. *Journal of Integrative Bioinformatics*, 17(4), 20180098.

Strandell, R. (2020). An Interactive 3D Modeling Tool for Creating and Managing Soft Body Animations.

Guo, Z. (2020, June). Application of computer 3D animation technology in construction industry. In *Journal of Physics: Conference Series* (Vol. 1574, No. 1, p. 012088). IOP Publishing.

Web URL's

## Course Profile

### Course Information:

Code: CAS 3058

Title: **Digital Animation in 2D**

Credit Hrs. :3

Pre-requisites: Nil

### Course Objective:

This course is designed to meet the below objectives.

15. To enhance students' artistic skills and make a 2D animated video in your own art style.
16. To understand and justify your expression and appearance of digital drawing and painting techniques in movement.
17. Students will learn such software's that's help them in making automated animations and compilation of projects.

### Course Outcomes

Based on the above course objectives, the course will be designed to meet below outcomes

5. Understanding software and hardware relevant to animation and writing story according to them.
6. Learn different digital animation tools that are currently using in the market.
7. Understand the stages of Making 2D animation project from start till end which helps in critical thinking.
8. Understand the importance of pre-production and post-production in animation.

### Weekly Distribution of course contents:

Week #	Topics	Status/ Remarks	Problem Set/ Assignments/ Presentations	Quizzes/ Present	Discussions	Outcomes
1	Introduction to automated animation Introduction to animated software's Revision of animation principles		Make Idea/concept for animation			1
2	Difference b/w classic animation and digital animation Importance of choosing digital animation in 2D Workflow of digital animation		Make story for animation according to principles of animation			1

3	Understanding the Drawing tools in digital animation Importance of pivot point		Refining the story for animation			1
4	Understanding the timeline Time and space for animation Understanding the graph editor		Make characters in software		Select a short animation and discuss its story in class	1,2
5	Use of library and reusability Importing the content Managing the content from different software's		Make character walk cycle using library			1, 2
6	Character walk cycle using digital animation tool and techniques Making automated frames Use of pose-to-pose technique in digital animation tool		Refining the walk cycle using graph editor tool			1,2
7	Bone tool and rigging Setting the limits of bones Making small animation library for reusability		Rig your character in walk cycle and make walk cycle		Select any animated short film and discuss frames and shots with bts	1,2
8	Making story according to tools of 2D animation Analyzing the story with digital tools		Make digital backgrounds according to story finalized			1,2
9	<b>Midterm</b>					1,2
10	Importance of storyboard Making digital storyboard using software		Make storyboard of scenes for your story.			2
11	Camera tool and framing Use of multiple camera angles in animation		Making shots by understanding the scenes		Discussion on scenes and shots in previous short film	3
12	Importing audio for lip sync Techniques of lip sync Tools used for automated character talk		Making expressions and mouth of character for digital lip-sync			2,3
13	Special effects in digital animation Uses of special effects Plugins used for making special effects		Understand and apply the special effects and plugins on previous software			3

14	Importance of camera angle and their effects on story implementation Compilation of scenes and shots		Compile backgrounds characters and all the assets according to story in software.			3,4
15	Finalizing the work using multiple software's		Finalize your previous work in software			3,4
16	Compilation of work		Using multiple software compile your scenes			1, 2,3, 4
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

Books

- Loish, Tom Bancroft (2019). The Character Designer, 21 Draw
- Michael D. Mattesi. (2020). Character Desifrom Life Drawing, Focal Press
- Norling E. R. (2010). Perspective made easy. Dover Publications.
- Roberts, S. (2007). Character Animation. 2D Skills for Better 3D. Routledge.
- Salla, O. (2017). Mastering the Elements. Basics of 2D Effect Animation.
- Williams R. (2009). The animator's survival kit (Expanded). Faber and Faber. (Examples work of this book also available in videos)
- Willett, N. S., Li, W., Popovic, J., Berthouzoz, F., & Finkelstein, A. (2017, October). Secondary motion for performed 2D animation. In *Proceedings of the 30th Annual ACM Symposium on User Interface Software and Technology* (pp. 97-108).

Web URL's

## Course Profile

### Course Information:

Code: -----

Title: **Character Design in 2D**

Credit Hrs. :3

Pre-requisites: Nil

### Course Objective:

This course is designed to meet the below objectives.

1. Understanding Character Design Fundamentals: Gain a solid understanding of the core principles of character design, including anatomy, proportion, silhouette, and character archetypes.
2. Storytelling through Design and Design Exploration: Explore how character design can convey a character's personality, background, and role within a narrative. Develop skills in brainstorming, sketching, and refining character concepts through iterative design processes.
3. Mastering Expressions and Poses and Creating Memorable Characters: Study how facial expressions and body language can be used to convey emotions and enhance storytelling within character design. Work on creating characters that stand out and are memorable to your audience, considering factors like uniqueness and visual appeal.

### Course Outcomes

Based on the above course objectives, the course will be designed to meet below outcomes

1. Students will learn how to create and develop character and game story ideas
2. Students will develop basic skills in art.
3. Students will learn how to create a character bio.

### Weekly Distribution of course contents:

Week #	Topics	Status/ Remarks	Problem Set/ Assignments/ Presentations	Quizzes/ Present	Discussions	Outcomes
1	<b>Attributes and Proportions :</b> shapes & volumes used while designing the character and the poses & expressions of a character.		Drawing character face	Quiz 1		1

2	<b>Expressions :</b> Facial expressions Happy , sad, cheerful, angry, scared or shocked the face literally morphs and creates those emotions using the combination of eyes and mouth shapes.		Facial expressions			1
3	<b>Model Sheet:</b> Develop model sheet. Model Sheet is a reference sheet of a character in which we draw a front profile, side profile, 3/4th view and a back view of the character.		Develop model sheet. faces			1
4	<b>Model Sheet:</b> Develop model sheet. Model Sheet is a reference sheet of a character in which we draw a front profile, side profile, 3/4th view and a back view of the character.		Develop model sheet. faces			1
5	<b>Model Sheet:</b> the proportions, gestures, appearances and the way our character looks from various angles.		Develop model sheet. character			1
6	<b>Model Sheet:</b> the proportions, gestures, appearances and the way our character looks from various angles.		Develop model sheet. character			1,2
7	<b>Colors:</b> character's skin tone		Develop Different character's skin tone			1,2
8	<b>Colour for clothes:</b> character's clothes tone		Develop Different character's clothes			1,2,3
9	<b>Midterm</b>					
10	<b>use reference for choosing the colors:</b> Midtones, Shadows and Highlights.		Develop Different character's clothes			1,2,3
11	<b>Cartoon character design:</b> how to draw cartoon character.		Design Cartoon character			1,2,3
12	<b>Cartoon character design:</b> how to draw cartoon character.		Design Cartoon character			1,2,3
13	<b>Cartoon character design:</b> Cartoon character with Accessories Before and After		Design Cartoon character with Accessories			1,2,3
14	<b>Accessories:</b> drawing and telling stories with accessories		drawing and telling stories with accessories			1,2,3
15	<b>Cast of Characters:</b> ideas for stories and characters					1,2,3

16	<b>Final Projects:</b> One on One meetings to discuss Final Projects		Final Projects			1,2,3
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

Books

1. Michael D. Mattesi. (2020). *Character Desifrom Life Drawing*, Focal Press
2. Begak, B. (1988). *The Jolly Book. Soviet Studies in Literature*, 24(2), 8-38.
3. Loish, Tom Bancroft (2019). *The Character Designer, 21 Draw*
4. Simone Grünwald(2022), *Sketch Every Day, 3d total shop*
5. Tillman, B. (2019). *Creative Character Design 2e (2nd ed.)*. CRC Press.
6. Roberts, S. (2011). *Character Animation Fundamentals: Developing Skills for 2D and 3D Character Animation (1st ed.)*. Routledge.

Web URL's

**c. Minor Video**

**Course Profile**

**Course Information:**

Couse Code: CAS 4064

Course Title: **Scenography**

Credit Hrs: 3

Pre-requisites: Nil

**Course Objectives:**

This course is designed to meet the below objectives.

1. To enable students to understand and become familiar with core technical aspects of lighting, including equipment, color temperature, and control systems.
2. To inculcate a sense of sound and music effectively into scenographic environments to enhance storytelling and ambiance.

- To familiarize students with the principles of design to create visually engaging and cohesive scenographic environments.

**Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

- By the end of the course, apply the principles of design to create visually engaging and cohesive scenographic environments.
- Students will demonstrate the ability to analyze and interpret historical and contemporary developments in scenography.
- Upon completion, understand the role and significance of scenography in various artistic and performance contexts.
- At the end of the course, demonstrate proficiency in set design, including concept development, model-making, drawing, and digital visualization.

**Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentat ions	Discussion s	Mapping with CLOs
1	Introduction to Scenography <ul style="list-style-type: none"> <li>- Understanding the role and importance of scenography in different artistic and performance contexts</li> <li>- Exploring the historical development and evolution of scenography as an art form</li> <li>- Analyzing the relationship between scenography and other elements of production, such as direction and costume design</li> </ul>					1
2	Elements of Design in Scenography <ul style="list-style-type: none"> <li>- Exploring the fundamental elements of design and their application in a scenographic context</li> <li>- Understanding the principles of composition, balance, and unity</li> <li>- Analyzing how design elements can convey meaning and enhance storytelling within scenography</li> </ul>					1
3	Set Design <ul style="list-style-type: none"> <li>- Understanding the process of set design, from concept development to final execution</li> <li>- Developing skills in creating set designs, including model-making, drawing, and digital visualization</li> <li>- Exploring different styles and approaches to set design, such as realistic, abstract, and symbolic</li> </ul>					2
4	Lighting Design <ul style="list-style-type: none"> <li>- Introduction to the principles and techniques of lighting design in scenography</li> <li>- Understanding the impact of lighting on mood, atmosphere, and focus within a scenographic context.</li> <li>- Exploring lighting instruments, color temperature, and control systems</li> </ul>					2
5	Sound and Music in Scenography					1,2

	<ul style="list-style-type: none"> <li>- Exploring the use of sound and music to enhance scenographic storytelling.</li> <li>- Understanding different sound production techniques and equipment</li> <li>- Incorporating soundscapes effectively into scenographic environments</li> </ul>					
6	<p>Prop and Object Selection</p> <ul style="list-style-type: none"> <li>- Understanding the importance of props and objects in creating immersive scenographic environments</li> <li>- Learning how to select, manipulate, and incorporate props to enhance scenographic storytelling</li> <li>- Analyzing the relationship between props and the overall visual composition of a scene</li> </ul>			Presentati on		3
7	<p>Spatial Design and Site-Specific Scenography</p> <ul style="list-style-type: none"> <li>- Exploring the use of space in scenography, including site-specific design</li> <li>- Understanding how to create immersive environments that engage audiences on a spatial level</li> <li>- Analyzing case studies of successful site-specific scenography projects</li> </ul>					3
8	<p>Costume Design and Characterization</p> <ul style="list-style-type: none"> <li>- Understanding the role of costumes in scenography and how they contribute to character development and storytelling</li> <li>- Analyzing the relationship between costume design, set design, and overall scenographic composition</li> <li>- Exploring costume design techniques, including research, sketching, and fabric selection</li> </ul>					1,3
9	Midterm Exam					
10	<p>Projection and Digital Technologies in Scenography</p> <ul style="list-style-type: none"> <li>- Exploring the use of projection and digital technologies in scenographic presentations</li> <li>- Understanding projection mapping, interactive installations, and other digital scenographic techniques</li> <li>- Learning how to integrate digital elements seamlessly into scenographic environments</li> </ul>					2,3
11	<p>Exhibition Design and Museum Scenography</p> <ul style="list-style-type: none"> <li>- Understanding the principles of exhibition design and museum scenography</li> <li>- Exploring the unique challenges and considerations of designing immersive exhibits</li> <li>- Analyzing successful museum and exhibition scenography case studies</li> </ul>					4
12	<p>Collaborative Practice and Teamwork in Scenography</p> <ul style="list-style-type: none"> <li>- Understanding the collaborative nature of scenography and its interaction with other artistic disciplines</li> </ul>					4

	<ul style="list-style-type: none"> <li>- Developing effective communication and teamwork skills within a scenographic production team</li> <li>- Collaborating on a group project that integrates various elements of scenography</li> </ul>					
13	Sustainable Practices in Scenography <ul style="list-style-type: none"> <li>- Exploring sustainable design principles and practices in scenography</li> <li>- Understanding the environmental impact of scenographic materials and techniques</li> <li>- Learning how to incorporate sustainability into scenographic designs</li> </ul>			Presentati on		1,4
14	Practical Projects and Presentations <ul style="list-style-type: none"> <li>- Undertaking individual or group projects that allow for the application of learned scenography skills</li> </ul>					2,4
15	Practical Projects and Presentations <ul style="list-style-type: none"> <li>- Developing and executing a scenographic design project, showcasing creativity and technical proficiency</li> </ul>		Quiz			3,4
16	Practical Projects and Presentations <ul style="list-style-type: none"> <li>- Presenting the projects to the class, receiving feedback and engaging in critical discussion</li> </ul>					2,3
17	Portfolio Development and Career Opportunities <ul style="list-style-type: none"> <li>- Compiling and refining a personal portfolio showcasing the student's scenographic work throughout the course.</li> <li>- Exploring potential career paths and opportunities in the field of scenography</li> <li>- Reflecting on the learning journey and setting personal goals for future growth and development in scenography</li> </ul>					1,2,3,4
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Aronson, A. (2005). *Looking into the abyss: essays on scenography*. University of Michigan Press.
2. Burian, J. (1974). *The Scenography of Josef Svoboda*. Wesleyan University Press.
3. Howard, P. (2009). *What is scenography?*. Routledge.

#### Web URL's

1. Bohse Meyer, R. S. (2020). The expansion of scenography in virtual reality theatre: Investigating the potential of double scenography in Makropol's Anthropia. *Theatre and Performance Design*, 6(4), 321-340.
2. Jonsson, A. (2023). Long, Long Time: An Examination of Identity and Status Connected to Scenography in the TV-Series The Last of Us (2023).
3. Kjellmer, V., & Rosen, A. V. (2021). Scenography and Art History.
4. Lotker, S., & Gough, R. (2013). On scenography. *Performance Research*, 18(3), 3-6.
5. Mendes, S. (2021). The Instagrammability of the runway: Architecture, scenography, and the spatial turn in fashion communications. *Fashion Theory*, 25(3), 311-338..
6. Zhang, L. (2023). Scenography and the Production of Artworks in Contemporary Art. *Cultural Sociology*, 17(2), 179-203.

## Course Profile

### Course Information:

Couse Code: MCO4078

Course Title: **Advance Cinematography**

Credit Hrs: 3

Pre-requisites: Nil

### Course Objectives:

This course is designed to meet the below objectives.

1. To provide an understanding of complex lighting configurations to achieve specific moods, atmospheres, and visual aesthetics.
2. Illustrate the methodological steps involved in creating a digital composition.
3. To equip students with the understanding of advanced color grading techniques to enhance the overall visual mood and style of a film.
4. To equip students with technical proficiency in operating advanced camera systems, equipment, and accessories.

### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. Develop an understanding for digital storytelling by formulating a script for movies, videos, music videos to illustrate cinematographic techniques are applied.
2. Create a workable proposal for creating movies, videos or music videos and illustrate an understanding of the importance of camera placements and employ lighting setups to tell a story or set a mood.
3. Demonstrate the use of adobe After Effects software and differentiate between video editing effects and compositing.

### Weekly Distribution of Course Contents:

Week #	Topics	Problem Set/ Assignments	Quizzes	Presenta tions	Discussions	Mapping with CLOs

1	<p>Advanced Camera Setting Techniques</p> <ol style="list-style-type: none"> <li>1. Aperture – The first basic camera setting</li> <li>2. Shutter Speed – An essential photography setting to capture motion</li> <li>3. ISO – A key setting on camera</li> <li>4. The exposure compensation camera wheel</li> <li>5. White Balance and Color Temperature</li> </ol>					1
2	<p>Advanced Camera Setting Techniques</p> <ol style="list-style-type: none"> <li>1. Camera Shot Framing Techniques</li> <li>2. Rule of Third (180/30 Degree Rule)</li> <li>3. Frame Rates</li> <li>4. Aspect Ratio for cinema, mainstream media and social media</li> </ol>	Choose three distinct emotions or feelings, such as tension, joy, and isolation. Map out how you can visually convey these emotions through camera movement.				1,2
3	<p>Technicalities to camera handling</p> <ol style="list-style-type: none"> <li>1. Mirror and mirrorless cameras</li> <li>2. Camera functions</li> <li>3. Sensors (Full Frame and Crop Frame)</li> </ol>					2
4	<p>Camera Placement and Movement; A way to best shoot an object.</p> <ol style="list-style-type: none"> <li>1. Types of shots</li> <li>2. Types of angles</li> <li>3. Camera Movement</li> <li>4. Objective and subjective camera work</li> <li>5. First-person view</li> <li>6. Point of view</li> <li>7. Third-person view</li> <li>8. Analyzing Vertigo (Round)</li> </ol>	how camera angles and movement contribute to the mood				2
5	<p><u>Removing and applying shadows:</u> <u>Lighting techniques for video Production</u></p> <ol style="list-style-type: none"> <li>1. Three-Point Lighting</li> <li>2. The Key Light</li> <li>3. The Fill Light</li> <li>4. The Back Light</li> <li>5. Practical Lighting Applications</li> </ol>			How they contributed to the mood and atmosphere		2
6	<p>Removing and applying shadows: Lighting techniques for video Production Lighting Analysis</p> <ol style="list-style-type: none"> <li>1. Visual Intensity</li> <li>2. Contrast and Affinity</li> <li>3. Contrast in Color</li> <li>4. Storytelling with Lighting</li> </ol>	Film 3 scenario using your lighting setups and camera techniques				2
7	How does Light Help Tell a Story?	design a lighting setup				2

	Class Activity	Experiment with various types of lighting (soft, hard, diffused)				
8	Lighting Kit use for Cinematic Shots <ul style="list-style-type: none"> <li>1. Warm Light</li> <li>2. Cool Light</li> <li>3. Kino Light</li> <li>4. Arri Light</li> <li>5. Dido Light</li> </ul>	Midterm project				2
9	<b>Midterm</b>					
10	Analysis of filming techniques <ul style="list-style-type: none"> <li>1. Comparison of production techniques</li> <li>2. Traditional aesthetics and composition</li> <li>3. Digital aesthetics and film literacy</li> </ul>					2
11	Crane (Gimbal), Setup and Balancing Techniques <ul style="list-style-type: none"> <li>1. How do you balance a crane?</li> <li>2. 3 Point Calibration</li> <li>3. Best location for leveling a crane.</li> <li>4. Do and Don'ts for crane operator.</li> </ul>	select camera movement techniques that best amplify the intended emotion				2
12	Slider(Track) and its functions in video shooting <ul style="list-style-type: none"> <li>1. How do you setup a slider?</li> <li>2. How to include tracks for quality video shots</li> <li>3. Create dynamic time-lapse movies with DSLR</li> <li>4. How to make a sliders for low-budget filmmakers and videographers?</li> </ul>					2
13	Drone filming; A dynamic type of aerial filming <ul style="list-style-type: none"> <li>1. Compass Calibration</li> <li>2. Drone Photography &amp; Drone Filming</li> <li>3. Filming in small or confined spaces</li> <li>4. Mistakes which should not make when using a drone</li> </ul>					2
14	Advance editing techniques using Adobe Premiere Software <ul style="list-style-type: none"> <li>1. Understand Grammar of Film/Video editing</li> <li>2. Learn types of cuts</li> <li>3. Edit pace and styles</li> <li>4. Making sequences</li> </ul>					3
15	Color Grading and Exporting <ul style="list-style-type: none"> <li>1. Sound editing, treatments, mix and mastering.</li> </ul>	apply color grading that enhances the intended mood				3

	<ul style="list-style-type: none"> <li>2. Color correction and grading</li> <li>3. Multi camera sequence mode</li> <li>4. Rendering</li> <li>5. Exporting project files</li> </ul>					
16	<p>Motion Graphics; Creating and Moving Graphics in time and space.</p> <ul style="list-style-type: none"> <li>1. 3d camera movement</li> <li>2. Typography</li> <li>3. Text warp animation</li> <li>4. Title styles and effects</li> <li>5. Motion tracking</li> </ul>					3
17	<p>Final Term Project Students are instructed to make one of the following:</p> <ul style="list-style-type: none"> <li>1. Short Film</li> <li>2. Documentary</li> <li>3. Music Video</li> <li>4. News Package</li> </ul>	<p>Duration: 5 to 7 Minutes Format: MP4</p> <p>Software requirements: Adobe Premiere Pro or any other editing software Project Level: individual or Group of 4 members</p>				1,2,3
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Brown, B. (2016). *Cinematography Theory and Practice: Imagemaking for Cinematographers & Directors*. Routledge.
2. Büchi, R. (2022). *How to buy and fly a quadcopter drone: a small guide and flight school*. BoD–Books on Demand.
3. Dancyger, K. (2018). *The technique of film and video editing: history, theory, and practice*. Routledge.
4. Laszlo, A., & Quicke, A. (2013). *Every frame a Rembrandt: art and practice of cinematography*. Routledge.
5. Steinheimer, A. (2020). *Shaping Light for Video in the Age of LEDs: A Practical Guide to the Art and Craft of Lighting*. Routledge.
6. Stump, D. (2021). *Digital cinematography: fundamentals, tools, techniques, and workflows*. Routledge.

## Course Profile

### Course Information:

Course Code:

Course Title: **Digital Audio Tools**

Credit Hrs: 3

Pre-requisites: Nil

### Course Objectives:

This course is designed to meet the below objectives.

1. Create an understanding of the basic elements of video and audio tools involved in the three stages of production.
2. Elaborate the different media forms such as commercials, public service announcements, movie scenes, documentaries, and music videos.
3. Emphasis on the digital media literacy, encouraging students to think critically to analyze current media forms as well as media industry practices.

### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. Demonstrate an understanding about the history of A/V, pre-production, production, and postproduction.
2. Demonstrate knowledge and appropriate use of digital and analog video systems, software applications, and communication and networking components.
3. Make decisions regarding the selection, acquisition, and use of software taking under consideration its quality, appropriateness, effectiveness, and efficiency.
4. Demonstrate mixing of audio and sound techniques, including common audio problems.

### Weekly Distribution of Course Contents:

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	<b>Principles of Audio</b> <ul style="list-style-type: none"><li>• Sound waves</li><li>• Frequency and pitch</li><li>• Amplitude and loudness</li><li>• Digital and analog audio</li><li>• Noise and distortion</li><li>• Acoustics and psychoacoustics</li><li>• Phase</li><li>• Two-channel stereo</li><li>• Surround sound and mid/side (M/S) stereo</li></ul>					1
2	<b>Recording Equipment and Facilities</b> <ul style="list-style-type: none"><li>• Production and performance studios</li></ul>					1

	<ul style="list-style-type: none"> <li>• Digital audio workstations and software</li> <li>• Mixing consoles</li> <li>• Microphone selection</li> <li>• Turntables and compact disc (CD) players</li> <li>• Audio monitor loudspeakers</li> <li>• Equalizers</li> <li>• Dynamic compressors and limiters</li> </ul>					
3	<b>Preproduction Planning and Design</b> <ul style="list-style-type: none"> <li>• Relation of sound to picture</li> <li>• Selection of production sites</li> <li>• Selection of equipment</li> <li>• Relative functions of voice, music, effects and silence</li> <li>• Use of prerecorded material</li> </ul>					2
4	<b>Production Techniques</b> <ul style="list-style-type: none"> <li>• Miking and recording speech</li> <li>• Miking and recording music</li> <li>• Miking and recording sound effects</li> <li>• ADR or looping dialog</li> <li>• Sound effects a. Pre-recorded effects b. “Wild” effects recording c. Foley effects recording</li> <li>• On-location recording</li> </ul>					2
5	<b>Audio Recording and Editing with Pro Tools</b> <ul style="list-style-type: none"> <li>• Session creation and digital settings</li> <li>• Track creation and recording</li> <li>• Signal routing and level adjustment</li> <li>• Destructive and non-destructive recording</li> <li>• Clip and region editing</li> <li>• Importing external audio</li> <li>• Automated features</li> <li>• Insert and Audio Suite effects</li> <li>• Mix-down and export techniques</li> </ul>					3
6	<b>Touring Adobe Premiere Pro CC</b> <ul style="list-style-type: none"> <li>• Nonlinear editing in Adobe Premiere Pro</li> <li>• Expanding the workflow</li> <li>• Touring the Adobe Premiere Pro interface</li> </ul> <b>Setting up a project</b> <ul style="list-style-type: none"> <li>• Setting up a sequence</li> <li>• Importing Media</li> <li>• Importing assets</li> <li>• Working with the Media Browser</li> <li>• Importing images</li> <li>• The media cache</li> </ul>					3

	<ul style="list-style-type: none"> <li>• Capturing the videotape</li> </ul>					
7	<b>Organizing Media</b> <ul style="list-style-type: none"> <li>• The Project panel</li> <li>• Working with bins</li> <li>• Organizing media with content analysis</li> <li>• Monitoring footage</li> <li>• Modifying clips</li> </ul>					3
8	<b>Essentials of Video Editing</b> <ul style="list-style-type: none"> <li>• Using the Source Monitor</li> <li>• Navigating the Timeline</li> <li>• Essential editing commands</li> </ul> <b>Working with Clips and Markers</b> <ul style="list-style-type: none"> <li>• Program Monitor controls</li> <li>• Controlling resolution</li> <li>• Using markers</li> <li>• Using Sync Lock and Track Lock</li> <li>• Finding gaps in the Timeline</li> <li>• Moving clips</li> <li>• Extracting and deleting segments</li> </ul>					3
9	<b>Midterm</b>					
10	<b>Adding Transitions</b> What are transitions? <ul style="list-style-type: none"> <li>• Edit points and handles</li> <li>• Adding video transitions</li> <li>• Using A/B mode to fine-tune a transition</li> <li>• Adding audio transitions</li> </ul>					3
11	<b>Advanced Editing Techniques</b> <ul style="list-style-type: none"> <li>• Four-point editing</li> <li>• Retiming clips</li> <li>• Replacing clips and footage</li> <li>• Nesting sequences</li> <li>• Regular trimming</li> <li>• Advanced trimming</li> <li>• Trimming in the Program Monitor pane</li> </ul> <b>Putting Clips in Motion</b> <ul style="list-style-type: none"> <li>• Adjusting the Motion effect</li> <li>• Changing clip position, size, and rotation</li> <li>• Working with key frame interpolation</li> <li>• Using other motion-related effects</li> </ul>					2,3
12	<b>Multi-camera Editing</b> <ul style="list-style-type: none"> <li>• The multi-camera process</li> <li>• Creating a multi-camera sequence</li> <li>• Switching multiple cameras</li> <li>• Finalizing multi-camera editing</li> <li>• Additional multi-camera editing tips</li> </ul>					1,3
13	<b>Editing and Mixing Audio</b> <ul style="list-style-type: none"> <li>• Setting up the interface to work with audio</li> </ul>					2,3

	<ul style="list-style-type: none"> <li>• Examining audio characteristics</li> <li>• Adjusting audio volume</li> <li>• Adjusting audio gain</li> <li>• Normalizing audio</li> <li>• Creating a split edit</li> <li>• Adjusting audio levels in a sequence</li> <li>• Working with the Audio Mixer</li> </ul>					
14	<p><b>Sweetening Sound</b></p> <ul style="list-style-type: none"> <li>• Sweetening sound with audio effects</li> <li>• Adjusting EQ</li> <li>• Applying effects in the Audio Mixer</li> <li>• Cleaning up noisy audio</li> </ul> <p><b>Adding Video Effects</b></p> <ul style="list-style-type: none"> <li>• Working with effects</li> <li>• Key framing effects</li> <li>• Effects presets</li> <li>• Frequently used effects</li> </ul>					2
15	<p><b>Color Correction and Grading</b></p> <ul style="list-style-type: none"> <li>• Color-oriented workflow</li> <li>• An overview of color-oriented effects</li> <li>• Fixing exposure problems</li> <li>• Fixing color balance</li> <li>• Specials color effects</li> <li>• Creating a look</li> </ul> <p><b>Exploring Compositing Techniques</b></p> <ul style="list-style-type: none"> <li>• What is an alpha channel?</li> <li>• Using compositing in your projects</li> <li>• Working with the Opacity effect</li> <li>• Working with alpha-channel transparencies</li> <li>• Color keying a green screen shot</li> <li>• Using mattes</li> </ul>					4
16	<p><b>Creating Titles</b></p> <ul style="list-style-type: none"> <li>• An overview of the Title window</li> <li>• Video typography essentials</li> <li>• Creating titles</li> <li>• Stylizing text</li> <li>• Working with shapes and logos</li> <li>• Making text roll and crawl</li> </ul> <p><b>Managing Your Projects</b></p> <ul style="list-style-type: none"> <li>• The File menu</li> <li>• Using the Project Manager</li> <li>• Final project management steps</li> <li>• Importing projects or sequences</li> <li>• Managing collaboration</li> <li>• Managing your hard drives</li> </ul>					4

17	<b>Exporting Frames, Clips, and Sequences</b> <ul style="list-style-type: none"> <li>• Overview of export options</li> <li>• Exporting single frames</li> <li>• Exporting a master copy</li> <li>• Working with Adobe Media Encoder</li> <li>• Exchanging with other editing applications</li> <li>• Recording to tape</li> </ul>					4
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

Books

- Greenebaum, K., & Barzel, R. (2004). *Audio anecdotes II: tools, tips, and techniques for digital audio*. AK Peters/CRC Press.
- Huber, D. M., Caballero, E., & Runstein, R. E. (2023). *Modern Recording Techniques: A Practical Guide to Modern Music Production*. CRC Press.
- Paulus, T., Lester, J., & Dempster, P. (2013). *Digital tools for qualitative research*. Sage.
- Suprato, D. (2021, September). The Use of Audio-Visual Tools in Learning English: An analysis of online teaching and learning. In *Proceedings of the 5th International Conference on Learning Innovation and Quality Education* (pp. 1-4).
- Zahn, C., Krauskopf, K., Pea, R., & Hesse, F. W. (2010). Digital video tools in the classroom: Empirical studies on constructivist learning with audio-visual media in the domain of history.
- Zhang, H., Wang, J., Li, Z., & Li, J. (2023). Design and Implementation of Two Immersive Audio and Video Communication Systems Based on Virtual Reality. *Electronics*, 12(5), 1134.

Web URL's

**Course Profile**

**Course Information:**

Couse Code:

Course Title: **Post Production & Effects**

Credit Hrs: 3

Pre-requisites: Nil

**Course Objectives:**

This course is designed to meet the below objectives.

1. Provide an understanding in developing an extensive experience in visual effects and post production across animation, film, TV, and advertising.
2. Facilitate the students with equipment, workflows and software that mirror industry practice, you'll be encouraged to experiment and collaborate with other disciplines as you develop the technical, creative and problem-solving skills needed to dive into this exciting industry.
3. Elaborate the fundamentals involved in audio video post-production and workflows.
4. Expand your understanding of filming, editing, sound design, and VFX development in the context of modern post production techniques.

**Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Develop broad range of post-production and visual effects challenges to build a strong skill base and working understanding of industry practice.
2. Exhibit expertise in photo editing, color grading, and compositing, VFX, Rotoscoping, digital imaging, sound design, and audio mixing.
3. Demonstrate hands-on technical and craft experience of image and audio post-production equipment, workflows and software.

**Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentation s	Discussion s	Mapping with CLOs
1	Introduction to Audio-Video Post-Production					
2	History of Editing and effects					
3	Landmarks in Editing and effects					
4	Shooting and Recording for Post Production					
5	Fundamentals of Audio Recording					
6	Audio Editing and Mixing					
7	Fundamentals of Video Recording					
8	Essential tools used in picture editing					
9	<b>Midterm</b>					
10	Introduction to Adobe Premiere Pro CC					
11	Video Post-Production Editing					
12	Introduction to Adobe Auditions CC					
13	Audio Post-Production Editing					
14	Introduction to Adobe After-Effects					
15	Color Grading in Adobe After-Effects					
16	Advance Editing and Effects					
17	3D & 2D tracking					
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### **Books**

- Brock, N., Daniels, M., Morris, S., & Otto, P. (2011). A collaborative computing model for audio post-production. *Future Generation Computer Systems*, 27(7), 935-943.
- Case, D. (2013). *Film technology in post production*. Taylor & Francis.
- Cross, M. (2013). *Audio Post Production: For Film and Television*. Hal Leonard Corporation.
- Nozaic, C. (2006). *An introduction to audio post-production for film* (Doctoral dissertation, Stellenbosch: Stellenbosch University).
- Peeters, G. G., & Reiss, J. D. (2020, May). A deep learning approach to sound classification for film audio post-production. In *Audio Engineering Society Convention 148*. Audio Engineering Society.
- Rose, J. (2012). *Audio postproduction for film and video*. CRC Press.
- Wyatt, H., & Amyes, T. (2013). *Audio post production for television and film: an introduction to technology and techniques*. Taylor & Francis.

#### **Web URL's**

## **Course Profile**

### **Course Information:**

Code: CAS3067

Title: **TV & Film Direction**

Credit Hrs. :3Hrs.

Pre-requisites: Nil

### **Course Objective:**

This course is designed to meet the below objectives.

1. Ensure that students have a solid understanding of the principles and practices of film and television directing.
2. Teach students how to collaborate with cast and crew to make a movie or television show a reality.
3. Encourage students to acquire the ability to solve problems so that they can overcome obstacles that arise throughout pre-production, production, and post-production.
4. Give students hands-on training and experience that is pertinent to the modern film and television industry.

### Course Outcomes

Based on the above course objectives, the course will be designed to meet below outcomes

1. Graduates will be able to successfully translate scripts into captivating visual narratives thanks to their great grasp of directing techniques, including script analysis, shot composition, and working with actors.
2. Graduates will exhibit the ability to collaborate seamlessly with diverse production teams, demonstrating effective leadership, communication, and teamwork skills on set.
3. Graduates will showcase the capacity to identify and address challenges that arise during all phases of filmmaking, employing creative problem-solving strategies and adapting to unforeseen circumstances.
4. They will be prepared to participate to the dynamic and changing face of the industry by demonstrating readiness to pursue employment as directors, assistant directors, or in equivalent positions.

### Weekly Distribution of course contents:

Week #	Topics	Status/Remarks	Problem Set/Assignments/Presentations	Quizzes/Present	Discussions	Outcomes
1	<b>Introduction to Film Direction:</b> <ul style="list-style-type: none"> <li>• Overview of the course and its objectives.</li> <li>• Introduction to the role of a film director.</li> <li>• Brief history of filmmaking and influential directors.</li> </ul>					1
2	<b>The Script and Storytelling:</b> <ul style="list-style-type: none"> <li>• Understanding the script and its elements.</li> <li>• Techniques for effective storytelling.</li> <li>• Analyzing scripts for direction.</li> </ul>					1
3	<b>Pre-production Planning:</b> <ul style="list-style-type: none"> <li>• Budgeting and financing for film projects.</li> <li>• Scheduling and production timelines.</li> <li>• Building a production team.</li> </ul>		Develop a pre-production plan for a short film that includes a spending plan, a shooting			1

			schedule, and a crew and equipment list.			
4	<b>Casting and Auditions:</b> <ul style="list-style-type: none"> <li>The casting process and its importance.</li> <li>Conducting auditions and selecting actors.</li> <li>Chemistry between actors and director.</li> </ul>			Casting Process and Audition Techniques.		1
5	<b>Directing Actors:</b> <ul style="list-style-type: none"> <li>Techniques for working with actors.</li> <li>Building rapport and trust with the cast.</li> <li>Balancing creative input with actor autonomy.</li> </ul>					1,2
6	<b>Cinematography and Visual Style:</b> <ul style="list-style-type: none"> <li>Understanding camera angles and movement.</li> <li>Working with the Director of Photography (DP).</li> <li>Creating a visual style for your project.</li> </ul>					1,2
7	<b>Set Design and Locations:</b> <ul style="list-style-type: none"> <li>Set design principles and considerations.</li> <li>Location scouting and selection.</li> <li>Collaborating with production designers.</li> </ul>			Set Design and Location Scouting.		2
8	<b>On-Set Management:</b> <ul style="list-style-type: none"> <li>Leadership and communication on set.</li> <li>Time and resource management.</li> <li>Handling unforeseen challenges and emergencies.</li> </ul>		Develop a contingency plan for a common on-set challenge, such as weather-related issues or actor availability.			2
9	<b>Midterm</b>					
10	<b>Action and Stunt Direction:</b> <ul style="list-style-type: none"> <li>Directing action sequences and stunts.</li> <li>Ensuring safety on set during action scenes.</li> <li>Coordinating with stunt coordinators and specialists.</li> </ul>			Directing Scenes with Complex Performances.		3
11	<b>Dialogue and Performance Scenes:</b>					

	<ul style="list-style-type: none"> <li>Directing scenes with heavy dialogue and emotion.</li> <li>Techniques for guiding actors in performance-driven scenes.</li> <li>Creating character depth and authenticity.</li> </ul>					3
12	<b>Post-Production Overview:</b> <ul style="list-style-type: none"> <li>Introduction to the post-production process.</li> <li>The role of the director in editing and sound design.</li> <li>Understanding post-production workflows.</li> </ul>					3
13	<b>Editing and Sound Design:</b> <ul style="list-style-type: none"> <li>Exploring the art of film editing.</li> <li>Collaborating with editors and sound designers.</li> <li>Post-production techniques for directors.</li> </ul>		Edit a provided film scene and enhance it with sound effects and music.			3,4
14	<b>Directing Different Genres:</b> <ul style="list-style-type: none"> <li>Adapting your directing skills to various film genres.</li> <li>Understanding the nuances of comedy, drama, action, etc.</li> <li>Genre-specific storytelling and direction.</li> </ul>			Directing for Various Film Genres.		3,4
15	<b>Filmmaking Business and Legalities:</b> The business side of filmmaking. Funding and financing options. Legal considerations for filmmakers.		Develop a budget and financing plan for a hypothetical film project, including legal considerations			3,4
16	<b>Final Projects:</b> week course provides a comprehensive overview of TV and film direction, covering key aspects from script analysis to post-production and distribution while allowing students to apply their skills in a final project.					1,2,3,4
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks

- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

- Block, B. (2020). *The visual story: Creating the visual structure of film, TV, and digital media*. Routledge.
- Hong, X., & Yang, H. (2022). Some Thoughts on the Global Trend of Film and Television Works from the Perspective of Communication: The Case of Squid Game. *Open Journal of Social Sciences*, 10(6), 33-41.
- Lauzen, M. M. (2012). Where are the film directors (who happen to be women)?. *Quarterly review of film and video*, 29(4), 310-319.
- Rooney, B., & Belli, M. L. (2013). *Directors Tell the Story: Master the Craft of Television and Film Directing*. Routledge.
- Wang, Y. (2022, January). Film and television special effects production based on modern technology: from the perspective of statistical machine learning. In *2022 4th International Conference on Smart Systems and Inventive Technology (ICSSIT)* (pp. 833-836). IEEE.

#### Web URL's

### **Course Profile**

#### **Course Information:**

Code: CAS4069

Title: **Drama and Theatre**

Credit Hrs. :3

Pre-requisites: Nil

#### **Instructor Information:**

Name: \_\_\_\_\_ Email: \_\_\_\_\_

*Office Location: Faculty Room -*

*Office Phone: 051-5151436 Ext-*

*Office Meeting Hrs.*

#### **Course Objective:**

This course is designed to meet the below objectives.

18. To introduce students to the fundamental elements of drama and theatre, including its history, key concepts, and significance in culture and society.
19. To provide students with foundational acting techniques and the ability to develop and portray characters convincingly.
20. To equip students with knowledge and skills in various aspects of theatre production, including directing, set design, costume and makeup, lighting, and sound.
21. To foster critical thinking and analytical skills in students, enabling them to evaluate and appreciate theatre performances and scripts, both historically and in a contemporary context.

### Course Outcomes

Based on the above course objectives, the course will be designed to meet below outcomes

7. Develop an understanding of the fundamental elements and historical context of drama and theatre, enabling students to discuss and appreciate theatrical works.
8. Acquire acting skills, character development techniques, and the ability to engage in scene work and live performances with authenticity and creativity.
9. Gain practical knowledge and proficiency in various theatre production aspects, including directing, design, and technical skills.
10. Cultivate critical thinking skills and the ability to analyze, critique, and appreciate theatre performances, scripts, and theatrical styles, both past and present.

### Weekly Distribution of course contents:

Week #	Topics	Status/Remarks	Problem Set/Assignments/Presentations	Quizzes/Present	Discussions	Outcomes
1	<b>Introduction to Drama and Theatre</b> <ul style="list-style-type: none"> <li>• Course overview, objectives, and expectations.</li> <li>• History and evolution of drama and theatre.</li> <li>• The role of theatre in society and culture.</li> </ul>			Quiz 1		1
2	<b>Elements of Drama</b> <ul style="list-style-type: none"> <li>• Exploring the key elements of drama: plot, character, theme, dialogue, and spectacle.</li> <li>• Analysis of dramatic texts and identifying these elements.</li> </ul>					1
3	<b>Acting Techniques</b> <ul style="list-style-type: none"> <li>• Introduction to acting as an art form.</li> <li>• Basics of character development, movement, and voice.</li> <li>• Acting exercises and improvisation.</li> </ul>					1,2
4	<b>Theatrical Styles and Genres</b>		Students are paired or grouped to perform a			

	<ul style="list-style-type: none"> <li>• Study of different theatrical styles and genres, such as tragedy, comedy, and realism.</li> <li>• Analysis of iconic plays and playwrights representing each style.</li> </ul>		<p>scene from a selected play.</p> <p>Objective: Act out the scene while applying acting techniques and character development skills.</p> <p>Afterward, each student must provide a written analysis of their performance, focusing on character choices, blocking, and emotional depth.</p>			1,2
5	<p><b>Playwriting and Script Analysis</b></p> <ul style="list-style-type: none"> <li>• The fundamentals of playwriting and scriptwriting.</li> <li>• Analyzing scripts for character development, plot structure, and themes.</li> </ul>					1,2
6	<p><b>Directing and Production</b></p> <ul style="list-style-type: none"> <li>• Role of the director in theatre production.</li> <li>• Staging and blocking techniques.</li> <li>• Overview of the production process, including casting and rehearsals.</li> </ul>		Students take turns directing a short scene from a play, working with their peers as actors.			2,3
7	<p><b>The Actor's Craft</b></p> <ul style="list-style-type: none"> <li>• In-depth exploration of acting techniques, including Stanislavski, Meisner, and Lee Strasberg methods.</li> <li>• Scene study and character analysis.</li> </ul>					2,3
8	<p><b>Theatre History and Movements</b></p> <ul style="list-style-type: none"> <li>• A survey of theatre history, from ancient Greece to contemporary theatre.</li> <li>• Exploration of significant theatre movements, such as the Renaissance, Realism, and Absurdism.</li> </ul>					2,3
9	<b>Midterm</b>					
10	<b>Set Design and Scenic Elements</b>		Students create a theatrical design portfolio that includes			3

	<ul style="list-style-type: none"> <li>• Introduction to set design principles and scenic elements.</li> <li>• Creating a stage design concept.</li> <li>• Hands-on exercises in set design.</li> </ul>		<p>set design sketches, costume design concepts, and lighting design plans for a chosen scene from a play.</p> <p>Objective: Develop design skills and demonstrate the ability to conceptualize and communicate design ideas effectively.</p>			
11	<p><b>Costume and Makeup Design</b></p> <ul style="list-style-type: none"> <li>• Role of costume and makeup design in character development.</li> <li>• Historical and contemporary costume design.</li> <li>• Practical exercises in costume and makeup.</li> </ul>					3
12	<p><b>Lighting and Sound Design</b></p> <ul style="list-style-type: none"> <li>• Fundamentals of lighting and sound design in theatre.</li> <li>• Creating mood and atmosphere through lighting and sound.</li> <li>• Technical aspects of lighting and sound equipment.</li> </ul>					3,4
13	<p><b>Rehearsals and Performance</b></p> <ul style="list-style-type: none"> <li>• The rehearsal process, including blocking, character development, and run-throughs.</li> <li>• Preparing for a staged performance or scene presentation.</li> </ul>					3,4
14	<p><b>Theatre Critique and Analysis</b></p> <ul style="list-style-type: none"> <li>• Techniques for critiquing and analyzing live theatre performances.</li> <li>• Developing critical thinking and evaluation skills.</li> </ul>		Students select a theatrical production, attend a live performance or view a recorded one, and write a detailed critique.			4
15	<p><b>Contemporary Theatre and Social Issues</b></p> <ul style="list-style-type: none"> <li>• Exploration of contemporary theatre and</li> </ul>					4

	<p>its role in addressing social and political issues.</p> <ul style="list-style-type: none"> <li>• Analysis of influential contemporary playwrights and productions.</li> </ul>					
16	<p><b>Theatre Showcase and Course Reflection</b></p> <ul style="list-style-type: none"> <li>• Presentation of the theatre showcase to an audience.</li> <li>• Course reflection, evaluations, and discussions on the learning journey.</li> </ul>					1,2,3,4
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term – 25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

Fischer-Lichte, E. (2002). *History of European drama and theatre*. Psychology Press.  
Mackey, S., & Cooper, S. (2000). *Drama and Theatre Studies*. Nelson Thornes.  
Shepherd, S., & Wallis, M. (2004). *Drama/theatre/performance*. Routledge.  
Somers, J. (Ed.). (1996). *Drama and theatre in education: Contemporary research*. Captus Press.  
Törnqvist, E., & Steene, B. (2007). *Strindberg on drama and theatre* (p. 256). Amsterdam University Press.

Web URL's

**Course Profile**

**Course Information:**

Course Code: CAS3065

Course Title: **Light and Camera Techniques in Video Production**

Credit Hrs: 3

Pre-requisites: Nil

## Course Objectives:

This course is designed to meet the below objectives.

22. Provide a solid foundation adjusting settings such as aperture, shutter speed, ISO, focus, and white balance to achieve desired visual effects and maintain image quality.
23. Illustrate a comprehensive understanding of camera functions for entry-level and medium-level television production
24. Explore advanced camera techniques, including depth of field control, camera movement, and shot composition.

## Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

11. Apply advanced camera techniques, including depth of field control, camera movement, and shot composition, to enhance the visual storytelling in their video projects.
12. Analyze lighting scenarios, select appropriate equipment, and employ various lighting techniques to create mood, emphasize key elements, and control shadows and highlights.
13. Demonstrate applying various lighting scenarios, selecting appropriate lighting equipment, and implementing a range of lighting techniques, including three-point lighting, color temperature manipulation, and creative lighting setups, to convey mood, emphasize subject matter, and control visual elements effectively.

## Weekly Distribution of Course Contents:

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussion s	Mapping with CLOs
1	What is cinematic lighting?					1
2	History of cinematics in Film Making					2
3	Importance of Lighting					3
4	The 3 Principles of Light <ul style="list-style-type: none"><li>• Direction</li><li>• Intensity</li><li>• Softness or hardness</li></ul>					2
5	Direction of Lighting in Videos					2
6	Basic lighting Three-point Lighting <ul style="list-style-type: none"><li>• Key Lighting</li><li>• Fill Lighting</li></ul> Backlighting					3
7	Additional Lighting Techniques <ul style="list-style-type: none"><li>• Side Lighting</li><li>• Practical Lighting</li><li>• Bounce Lighting</li><li>• Soft Lighting</li><li>• Hard Lighting</li><li>• Low Key Lighting</li><li>• High Key Lighting</li><li>• Motivated Lighting</li><li>• Ambient Lighting</li></ul>					2
8	Light and Camera in Motion					1
9	<b>Midterm</b>					

10	What is Frame Composition <ul style="list-style-type: none"> <li>• Rule Of Thirds</li> <li>• Balance</li> <li>• Depth of Field</li> </ul>					1
11	Colors in lighting <ul style="list-style-type: none"> <li>• Warm Lighting</li> <li>• Cool Lighting</li> <li>• White Lighting</li> <li>• Colored Lighting</li> </ul>					2
12	Camera Angles and Framing					2
13	Camera Techniques					1
14	Editing Techniques					3
15	Lighting Setup <ul style="list-style-type: none"> <li>• Indoor</li> <li>• Outdoor</li> </ul>					3
16	Multicamera ISO Settings					3
17	Lighting contrast .in Filming					1,3
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

- Brown, R. S. (2023). *Overtones and undertones: Reading film music*. Univ of California Press.
- Broxton, M., Flynn, J., Overbeck, R., Erickson, D., Hedman, P., Duvall, M., ... & Debevec, P. (2020). Immersive light field video with a layered mesh representation. *ACM Transactions on Graphics (TOG)*, 39(4), 86-1.
- Diefenbach, D., & Slatton, A. (2019). *Video production techniques: Theory and practice from concept to screen*. Routledge.
- Monaco, P. (2023). *A history of American movies: a film-by-film look at the art, craft, and business of cinema*. Rowman & Littlefield.
- Musburger, R. B. (2012). *Single-camera video production*. Routledge.
- Owens, J., & Millerson, G. (2012). *Video production handbook*. Routledge.
- Sunte, J. (2023). The new future trend of zero budget movie film making. *Advancement of computer technology and its applications*, 6(2).
- Williams, E., Love, C., & Love, M. (2021). *Virtual reality cinema: narrative tips and techniques*. Routledge.

#### Web URL's

## 4. Interdisciplinary / Allied Courses

### Course Profile

#### Course Information:

Course Code: CA 461

Course Title: **Web Development**

Credit Hrs: 3

Pre-requisites: Nil

#### Course Objectives:

This course is designed to meet the below objectives.

1. Introduction to the design, creation, and maintenance of web pages and websites.
2. Learn how to critically evaluate and maintain website and web page quality.
3. Learn about web design standards and why they're important.

#### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. Explain server technologies and management services associated with hosting and managing websites.
2. Categories website technologies, tools and software used to develop websites.
3. Utilize website technologies, tools, and techniques with good design principles to create a multipage website.
4. Create and use a Test Plan to review the performance and design of a multipage website.

#### **5. Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	<b>Web Design Fundamentals</b> <ul style="list-style-type: none"><li>• Exploring Web Design</li><li>• Web Terminology</li><li>• Tools and Basic Structure</li></ul>				Modern Web design	1
2	<b>Planning and Designing for Web (Adobe Photoshop)</b> • Making Basic Concepts <ul style="list-style-type: none"><li>• Sketching Tools (Balsamiq)</li><li>• Introduction to Photoshop</li><li>• Tools available in</li></ul>			Design Principles	Data Collection Wire Frames	1

	Photoshop • Colors and Layers • Typography • Designing a website • Exporting Images and Sprites					
3	Development using Dreamweaver	Develop static website			Tools	1
4	Templates CSS		Dreamweaver Tools	How to create Templates	Editable, Repeating Regional	2
5	Search Engine Optimization Techniques, Keywords	Develop Template based website	Templates		Why use libraries	2
6	HTML 5	Syntax			Syntax	3
7	CSS 2				Syntax	3
8	CSS 3			Difference between CSS2 and CSS3	Syntax	3
9	<b>Midterm Exam</b>					
10	jQuery/JavaScript	Implementation of jQuery in HTML			Syntax	4
11	WordPress, Plugin's			jQuery and Plugin's	Introduction to Grid System	4
12	E-Commerce	Bootstrap	jQuery	Bootstrap	16 and 12 system	4
13	E-commerce		HTML 5		Implementation on	4
14	Responsive Website	Responsive web design			Design and technique	4
15	Responsive Website 2		Responsive Design			4
16	Differences between website 1 and website 2				Decision	3,4
17	Final Presentation and Viva			Presentation	Viva	1,2,3,4
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Frain, B. (2012) *Responsive Web Design with HTML5 and CSS3*. UK: Packt Publishing. Krug, S. (2013) *Don't Make Me Think: A Common-Sense Approach to Web Usability*.

2. Ranjan, A., Sinha, A., & Battewad, R. (2020). *JavaScript for modern web development: building a web application using HTML, CSS, and JavaScript*. BPB Publications.
3. Lidwell, W., Holden, K. and Butler, J. (2010) *Universal Principles of Design, Revised and Updated: 115 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions and Teach Through Design*. USA: Rockport Publishers.
4. Web URL's
5. Ferati, M., & Vogel, B. (2020, March). Accessibility in web development courses: A case study. In *Informatics* (Vol. 7, No. 1, p. 8). MDPI.
6. Iskandar, T. F., Lubis, M., Kusumasari, T. F., & Lubis, A. R. (2020, May). Comparison between client-side and server-side rendering in the web development. In *IOP Conference Series: Materials Science and Engineering* (Vol. 801, No. 1, p. 012136). IOP Publishing.

## **Course Profile**

### **Course Information:**

Course Code:

Course Title: **Media Studies**

Credit Hrs: 3

Pre-requisites: Nil

### **Course Objectives:**

This course is designed to meet the below objectives.

1. To learn how different concepts and debates take place in media studies and how these are related with information.
2. To learn how representation, text, meaning, Ideology, audience and Institution work in Media Studies.
3. To learn the significance of audience in response to text and meaning. They will learn how the audience get effected by the text. How the texts — news and influence; advertising and persuasion take place in Media Studies.

### **Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. To identify and explain mass communication industries, terminology, and theories through knowledge of current events and contemporary communication issues.
2. To Analyze the relationship between traditional mass media, new media, society and feedback, responses of mass communication and be able to implement it.
3. To establish effective communication skills and critically evaluate the media contents throughout their career.

**Weekly Distribution of course contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Introduction to Media Studies or Mass Communication and its significance Forms of Communication (Verbal + Non-Verbal)				Discussion Q/A Session	1, 2
2	Elements of Mass communication or media studies sender; message; channel; noise; receiver; encoding; decoding; and feedback				Discussion Q/A Session	1,2
3	Types of Mass communication or media studies 1 Intrapersonal Communication Interpersonal Communication (Group Communication, Organizational) Public Communication, Machine Assisted Communication				Discussion Q/A Session	1,2
4 & 5	Mass communication or media studies Models 1 <ul style="list-style-type: none"> <li>• Laswell Model of Communication</li> <li>• Osgood and Schramm Model</li> <li>Shannon and Weaver Model of Communication</li> </ul>		Quiz		Discussion Q/A Session	1,2
6	Nature of Mass Communication Function Information Education Opinion formation Entertainment Development				Discussion Q/A Session	1,2
7 & 8	Theories Agenda setting theory. Magic Bullet theory Spiral of silence				Discussion Q/A Session	1,2

9	<b>Midterm</b>					
10	Mass Media and Society Impact of Mass Media on our Daily Lives Effects of Media Positive and Negative				Discussion Q/A Session	2,3
11	Normative theories Four Theories of Press 1 Authoritarian Theory Libertarian theory				Discussion Q/A Session	2,3
12	Normative theories Four Theories of Press 2 Social Responsibility Theory Soviet Media Theory				Discussion Q/A Session	2,3
13	Western dominance		Quiz		Discussion Q/A Session	2,3
14	Fifth generation warfare				Discussion Q/A Session	2,3
15& 16	Role of Media in pre and post-conflict			Presentations	Discussion Q/A Session	2,3
17	<b>Final presentation</b>				viva	1,2,3
18	<b>Final Term Exam</b>					

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Dominick, J. R. (2012). *Dynamics of mass communication: Media in transition*. McGraw-Hill Education.
2. Straubhaar, J., LaRose, R., & Davenport, L. (2016). *Media now: Understanding media, culture, and technology*. Cengage Learning
3. Deuze, M., & McQuail, D. (2020). McQuail's media and mass communication theory. *McQuail's Media and Mass Communication Theory*, 1-688.
4. Deuze, M., & McQuail, D. (2020). McQuail's media and mass communication theory. *McQuail's Media and Mass Communication Theory*, 1-688.

5. Kumar, K. J. (2020). *Mass communication in India*. Jaico publishing house.

## **Course Profile**

### **Course Information:**

Course Code:

Course Title: **Project Management and Marketing**

Credit Hrs: 3

Pre-requisites: Nil

### **Course Objectives:**

This course is designed to meet the below objectives.

1. Assumes responsibility as a professional practitioner of project management, applying PM principles and practices while maintaining high standards of practice, making ethical judgments and decisions in a respectful, and sustaining professional standing through a commitment to life-long learning.
2. Demonstrates effective use of written, verbal, and non-verbal communication, uses industry terminology, writes a variety of Project Management documents and plans, applies processes required to manage the communications of a project (including appropriate and timely management of project information), and uses technology appropriate to the task
3. Practices interpersonal skills to manage the human resources of a project including organizing, managing and leading the project team, using effective strategies to influence others, manage conflict, and leads teams to successful project completion.
4. Values and is committed to the roles and influence of the project manager, sponsor, and customer.
5. Applies the generally recognized framework and good practices of project management within the frameworks of; the project management lexicon; organizational influences; operations; strategic planning; portfolios; programs; project life cycles; and project management cycles.

### **Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes.

1. Applies the PM processes to initiate, plan, execute, monitor and control, and close projects and to coordinate all the elements of the project.
2. Manages projects effectively including the management of scope, time, costs, and quality, ensuring satisfying the needs for which the project was undertaken and applies processes required to manage the procurement of a project, including acquiring goods and services from outside the organization.

3. Manages project risk, including identifying, analyzing, and responding to risk and analyzes and manages stakeholder expectations and engagement to ensure a successful project outcome.
4. Strategically applies project management practices in a variety of organizational and international settings.

**Weekly Distribution of Course Contents:**

<b>Week #</b>	<b>Topics</b>	<b>Problem Set/ Assignments</b>	<b>Quizzes</b>	<b>Presentation</b>	<b>Discussions</b>	<b>Mapping with CLOs</b>
1	Introduction to Project Management				Project/Program management	1
2	Project Management Knowledge Areas				Tools and techniques of PM	1
3	Project cycle/Project Phases	SOW			life cycle tools and techniques	1,2
4	Triple constraint, scope cost, time	Processes group		Project assigned presentation	Modern PMBOK terminologies	2
5	Project Marketing Plan				How to create an effective marketing plan	1,2
6	Project charter		Develop a Charter		Making a charter	2
7	Project Management Plan	Details plan			PMBOK guidelines about PLAN	3
8	<b>Mid Term</b>					
9	Creating WBS/chart/libraries			Presentation of plan	Scope clearance techniques	3
10	Project Quality Management				ISO ,Six sigma standards	3
11	Project Risk management		Quality effective standards		Tools and techniques	3
	PR Strategies				PR Plan	3
12	Communication management				Standards and methods of effective communication	2,3

13	Steps of Execution	Practical demonstration			Project execution 1	4
14	Development of Execution				Project execution 2	4
15	Execution of projects				Project execution 3	4
16	Closing of Project			Feedback presentation	Closure of agreements /contracts	1,2,3,4
17	Final project reports			presentation	Submission	1-4
18	Final Term					

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **References:**

#### Books

1. Project Management Institute. (2004). A guide to the project management body of knowledge (PMBOK guide). Newtown Square, Pa: Project Management Institute.
2. Kerzner, H. (2013). Project Management : A Systems Approach to Planning, Scheduling, and Controlling. 11th ed. [ebook] John Wiley and Sons. Available at:[https://books.google.ie/books?id=QgQQC5qRtzgC&dq=Project+Management+Offices+&lr=&source=gbs\\_navlinks\\_s](https://books.google.ie/books?id=QgQQC5qRtzgC&dq=Project+Management+Offices+&lr=&source=gbs_navlinks_s) [Accessed 8 Mar. 2015].
3. Larson, E. and Gray, C. (2010). Project Management; The Managerial process. 6th ed. New York Usa: Mcgraw Hill Education, p.574.
4. Singh, H., & Williams, P. S. (2021). A Guide to the Project Management Body of Knowledge: PMBOK (®) Guide. In *Project Management Institute*.
5. Nicholas, J. M., & Steyn, H. (2020). *Project management for engineering, business and technology*. Routledge.

## Course Profile

### Course Information:

Course Code:

Course Title: **Public Relation**

Credit Hrs.: 3

Pre-requisites: Nil

### Course Objectives:

This course is designed to meet the below objectives.

1. The purpose of the course is to introduce the students to all the core concepts, disciplines and techniques that empower the modern PR profession.
2. Gain familiarity with core concepts, disciplines, and techniques integral to the modern PR profession.
3. Students will master the full range of practical tools and best practice that effective communication professionals use to shape reputation and influence stakeholders in media, online and non-media platforms.

### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. To enable students to develop a critical understanding and expertise in the academic and professional bases of Public Relations, and their applications.
2. To allow students to become proficient in the writing of a range of material common in the practice of PR.
3. To develop the ability of students to undertake credible and comprehensive PR strategies; and for employment or continuing professional development.

### Weekly Distribution of Course Contents:

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Introduction to PR					1
2	PR Theories and Models	discussing the role and importance of public relations today.		Prepare a presentation highlighting the brand's social media strategy, content types, engagement tactics, and suggestions for improvement.	Overview of practical tools in PR	1
3	Media Relations		Quiz 1		Importance and strategies for reputation management	2
4	Writing for PR	Choose a real-world PR campaign and analyze it using			Traditional and online media dynamics	2

		two different PR theories or models.				
5	Crisis Communication			Research and compare PR practices in two different countries.		1,3
6	PR and social media					2
7	Stakeholder Engagement			Discuss cultural considerations, challenges, and strategies for adapting PR campaigns to resonate with diverse global audiences.		1
8	Revision					1,2,3
<b>9</b>	<b>Midterm</b>					
10	PR Planning and Strategy					3
11	Internal Communication		Quiz 2		Discussion on ethics and responsibility in the PR profession	2
12	Event Management	Select a brand's social media presence and analyze its effectiveness.			Planning and executing effective PR campaigns	3
13	Ethical Considerations in PR			Compare and contrast the effectiveness of these theories in explaining the campaign's	Evaluating PR impact and utilizing analytics	1
14	Measurement and Evaluation					3
15	Global PR		Quiz 3			1
16	Personal Branding					1,3
17	Emerging Trends in PR				Review and preparation for the final exam	2,3
18	Final Term Exam					

### **Grading Model:**

- Mid-Term – 25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

Web URL's

1. Supriadi, D., Hafiar, H., Safi, A. M., & Amin, K. (2023). Journalism and public relations: An interconnection in academic research. *PROfesi Humas*, 7(2), 144-165.
2. Fitch, C. Professionalising public relations.
3. Pressgrove, G., & Kinsky, E. S. (2023). “Unapologetically Original”: Building Creative Self-Confidence in the Public Relations Curriculum. *Journal of Public Relations Education*, 9(1), 35-61.
4. Atanasoff, G. (2019). Public Relations, Communications, Journalism and Politics: A Comprehensive Professional Writing Portfolio.
5. Macnamara, J. (2014). The development of international standards for measurement and evaluation of public relations and corporate communication: A review. *Sydney: Australian Centre for Public Communication, University of Technology Sydney*.

## **Course Profile**

### **Course Information:**

Course Code:

Course Title: **Gender Studies**

Credit Hrs: 3

Pre-requisites: Nil

### **Course Objectives:**

This course is designed to meet the below objectives.

1. To familiarize students to with an in depth history of gender studies as an academic discipline in Pakistan, South Asia and in the West.
2. To familiarize students with the classical and contemporary debates within gender studies.
3. To identify main contours of gender studies, its branches and emerging debates within the discipline.

### **Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Students will be able to demonstrate a nuanced comprehension of the historical evolution of gender studies as an academic discipline, encompassing its emergence and development within Pakistan, South Asia, and Western contexts.
2. Students will have the capability to critically analyze and engage in debates concerning both classical and contemporary themes within gender studies, effectively integrating diverse viewpoints and theoretical perspectives to construct well-reasoned arguments.
3. Upon completion of the course, students will be able to proficiently identify, categorize, and articulate the fundamental dimensions of gender studies, including its various branches and emerging discussions. They will synthesize this understanding to contextualize the broader societal implications of these debates within the discipline.

### **Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Introduction to Gender Studies				Overview of gender studies	1
2	Historical Development in Pakistan and South Asia				milestones in gender studies history	2,3
3	Historical Development in the Western Context		quiz		Gender studies emergence in Western academia	1,3
4	Classical Theories in Gender Studies				Feminist movements and early theories	1
5	Contemporary Gender Debates					2
6	Gender Studies in Different Disciplines					2
7	Branches of Gender Studies: Feminism and Beyond			presentation		2,3
8	Interdisciplinary connections and applications					2,4
9	<b>Midterm</b>					
10	Exploration of various feminist perspectives					1,2
11	Masculinity Studies and Male Gaze				Masculinity theories and critiques	2,3
12	Gender and Sexuality					2,3
13	Global Perspectives on Gender Studies					3
14	Emerging Debates: Technology and Gender				Critique of colonial influences in gender studies	3
15	Emerging Debates: Environment and Ecofeminism					1,2
16	Emerging Debates: Postcolonial and Decolonial Feminism		quiz			2, 3
17	Synthesis of Course Themes and Discussions			presentation	Comprehensive review of course content	2, 3
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Bucholtz, M. (2003). Theories of discourse as theories of gender: Discourse analysis in language and gender studies. *The handbook of language and gender*, 43-68.
2. Carter, C., & Steiner, L. (2003). *Critical readings: Media and gender*. McGraw-Hill Education (UK).

3. Gill, R. (2007). *Gender and the Media*. Polity.
4. Lutz, H., Vivar, M. T. H., & Supik, L. (Eds.). (2016). *framing intersectionality: Debates on a multi-faceted concept in gender studies*. Routledge.
5. Pilcher, J., & Whelehan, I. (2016). *Key concepts in gender studies*. Sage.

#### Web URL's

1. Aslam, R., & Khan, S. A. (2023). Student Perceptions of Gender Studies as an Academic Discipline in Pakistan. *Journal of International Women's Studies*, 25(4), 6.
2. Mendes, K., & Carter, C. (2008). Feminist and gender media studies: a critical overview. *Sociology Compass*, 2(6), 1701-1718.
3. Smith, J. A., & Johnson, L. B. (2019). The impact of social media on interpersonal relationships. *Journal of Social Psychology*, 45(2), 123-137. doi:10.1080/12345678.2019.12345

### **Course Profile**

#### **Course Information:**

Course Code: MCO1021

Course Title: **Introduction to International Relations**

Credit Hrs: 3

Pre-requisites: Nil

#### **Course Objectives:**

This course is designed to meet the below objectives.

1. 1-Demonstrate comprehension of theories of international relations including realism, idealism, liberalism, neorealism, integration, interdependence, dependency, world system and regime;
2. Tell exact locations of major countries on the world map and explain what problems those countries are facing;
3. Demonstrate understanding of the causes and processes of modern international issues;
4. Differentiate the concept of internationalization from that of globalization;
5. Demonstrate critical thinking skills through research paper writing and discussion.

#### **Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. To understand and develop the vision of the historical perspective of Pakistan w.r.t. Two Nation Theory and freedom struggle.
2. To cognize the form of government and politics as well as the process of governance, national development, issues arising in the modern age and posing challenges to contemporary Pakistan.

3. To familiarize themselves with the history of important national, transnational and international issues so that they will be able to critically analyze the policy options available to Pakistan in domestic and international environment keeping in mind the internal and external security dimensions.
4. To develop literacy and essential study skills they will be able to select, organize and analyze information and construct a logical argument.

**Weekly Distribution of Course Contents:**

<b>Week #</b>	<b>Topics</b>	<b>Problem Set/ Assignments</b>	<b>Quizzes</b>	<b>Presentations</b>	<b>Discussions</b>	<b>Mapping with CLOs</b>
1	Introduction to the course, description, objectives, and evaluation processes. Introduction to the Subject of International Relations (IR)	Briefing about Assignment 1	-	-	Group discussion and	1 & 2
2	IR- Development, Nature, and Scope	Briefing about Assignment 2	-	Presentation on Assignment 1	Group discussion on class lecture	1 & 2
3	Decline of Colonial Rule and Emergence of Nationalism and Sovereign State System		-Quiz 1	-	Brain storming- Class discussion on lecture	1 & 2
4	The Era of Cold War: Characteristics, Contributions and Implications		-	- Presentation on Assignment 2		1,2,3
5	Cold War Strategies of superpowers	Briefing about Assignment 3	- Quiz 2-			1,2,3
6	The Concept of National Power: Elements and Factors affecting Balance of Power	Class Activity about 23 <sup>rd</sup> March		Presentation on Assignment 3		1,2,3
7	Foreign Policy: Managing Relations Among States		Quiz 3	-		1,2,3
8	Diplomacy As an Instrument of Foreign Policy and Statecraft					1,2,3
9	<b>Midterm</b>					

10	Theoretical Approaches to International Relations	Briefing about Assignment 4			Review of mid-term papers	1,2,3,4
11	International Security: Managing and Controlling Conflicts; Law of Use of Force and Intervention Disarmament and Arms Control		Quiz-4		Group discussion on class lecture and	1,2,3,4
12	Role of International Law in Governing Relations Among Nations	Class activity		Presentation on Assignment 4-	Group discussion on class activity	1,2,3,4
13	Factors of Globalization of International Relations: Economic, Technology, Human Rights, and Terrorism.	Briefing about Assignment 5 Class Activity about 1 <sup>st</sup> May..	-- Quiz 5	-	Group discussion on class lecture	1,2,3,4
14	Role of International Organizations in International Relations	-		Presentation on Assignment 5	Group discussion on class lecture	1,2,3,4
15	New World Order. Wave of Terrorism: Causes, dimensions, Objectives and Implications		-Quiz 6		Group discussion	1,2,3,4
16	Warfare: Theory and Types of War		-		Group discussion	1,2,3,4
17	Revision					
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

**Books**

1. Clemens, W. C., & Davis, J. P. (2003). *Accompany Dynamics of International Relations*. Rowman & Littlefield.
2. Arnett, J. J. (2016). The neglected 95%: why American psychology needs to become less American.

3. McDermott, R. (2004). *Political psychology in international relations*. University of Michigan Press.
4. Mitchell, J. M. (2015). *International cultural relations*. Routledge.

#### Web URL's

1. <http://www.nd.edu/~dlindley/govt241/govt241maincoursepage.html>
2. <http://www.nytimes.com/>
3. <http://www.washingtonpost.com/>
4. <http://www.nd.edu/~dlindley/>
5. <http://www.economist.com/>
6. <http://www.worldnews.com/>
7. <http://www.cfc.dnd.ca/spotlight.en.html>
8. <http://www.sais-jhu.edu/cse/links.html>

## **Major Courses (Graphics, Animation & Videography)**

### **4.1 Semester 1**

#### **Course Profile**

##### **Course Information:**

Course Code: CAS1011

Course Title: **Basic Drawing**

Credit Hrs: 3

Pre-requisites: Nil

##### **Course Objectives:**

This course is designed to meet the below objectives.

1. To help students improve their practical skills
2. To help students having solid understanding of the basic concepts, principles and various techniques of drawing.
3. Students will be encouraged with a strong foundation to experiment with different mediums and take a creative approach to drawing styles.
4. To help students to develop understanding of different techniques of drawing in order to develop aesthetics coherence of the creative product.

##### **Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Understanding basic drawing Tools, Mastering Line Quality, Proportions and Perspective, Shape and Form and Light and Shadow.
2. Still life drawing arrangements such as observation skills, capturing textures of objects. Sketching from Life such as real-life subjects for example landscapes, architecture, and people, to improve accuracy and observational skills.
3. Introduction to Composition: Explore principles of composition, such as balance, symmetry, and the rule of thirds, for harmonious drawings.
4. Creating Value and Contrast Learn how to use shading techniques to create different values and achieve a range of tonal contrasts in drawings.

**Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Introductory lecture & skill assessments.	Drawing an object for assessment purposes	Quiz 1		Discussion involving course topics. Assessment of drawing skills.	2, 3, 1
2	Line exercise	Various line exercises on newspaper sheets.			Discussion involving hands pressure on pencil and hand movement for drawing.	1,
3	Line exercise measurement & Proportion with shapes	Various line exercises on cart paper. Drawing object with measurement			Discussion about how light effects the shape of object	1, 2
4	Drawing real life objects without shading	Study of proportions of objects using method of measurement			Discussion about the compositions	1, 3
5	Shading techniques	Try all types of techniques in the square box.			Discussion on various types of shading techniques	1, 4
6	Line drawing with proportions	Drawing of a still life object with proper proportion.				1, 2
7	Perspective in drawing and line weight	Drawing and modeling of chair			Discussion about line weight	1, 2

8	1 point perspective study	Creating a point perspective scene		Midterm Project Presentation		1, 3
9	<b>Midterm</b>					
10	Nature study	Studying structure of various types of leaves. some sketches should also focus on detailed study of particular section of plants				1, 4, 3
11	Line weights and study of anatomy	Studies of hand in various poses			Discussion about approach to anatomy study	1, 2, 3
12	Fruits study	Studies of structure of various fruits			Discussion about approach to nature study	1, 2, 4
13	Fruits Study	focus on detailed study of fruits in pencil colors	Quiz 2			1, 3
14	2-point perspective	Study of stools for the demonstration of two-point perspective			Discussion about how to use shading for realistic look	2, 4
15	Shading technique	Shading of still life objects with shading				1, 2, 4,
16	Shading technique	Shading of still life		Final term Project Presentation		
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Christakos, C. (2022). Basic Drawing for Beginners: How to Draw for Beginners Step by Step Easy Guide. (n.p.): Amazon Digital Services LLC - Kdp.

2. Powell, W. F., Butkus, M., Foster, W., Tavnotti, M. (2020). The Art of Basic Drawing: Simple Step-by-step Techniques for Drawing a Variety of Subjects in Graphite Pencil. United States: Walter Foster Publishing.
3. Basic Drawing Course. (2023). (n.p.): On Line Editora.
4. The Still Life Sketchbook. (2018). United Kingdom: Octopus Books.
5. Box, R. (2013). Basic Drawing Techniques. United Kingdom: Search Press.

### Course Profile

#### Course Information:

Couse Code: CAS1012

Course Title: **Basic Design**

Credit Hrs: 3

Pre-requisites: Nil

#### Course Objectives:

This course is designed to meet the below objectives.

1. Provide an understanding of design elements along with their types and significance.
2. Exhibit a thoughtful application of the elements of visual design to successfully communicate different ideas and concepts.
3. Introduce the terminology necessary to communicate the concepts in the field of graphic design.
4. Familiarize students with the color theory and its application.
5. Make students understand how to manipulate space to communicate specific objectives.

#### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. Identify and explain fundamental design elements such as line, shape, form, color, texture, and space.
2. Analyze real-world examples of design and identify how specific elements contribute to the overall message.
3. Teach essential design terminology, such as balance, contrast, alignment, hierarchy, proportion and psychology of color and its impact on emotions and perceptions.
4. Practice using spatial techniques like perspective, scale, and depth to create visual interest and convey specific messages. Utilizing text and image in layout and composition

#### Weekly Distribution of Course Contents:

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Introduction to the course  Elements of Design and their importance in composing a balanced Design	Activity: Name composition			-Introduction to Line	1

2	Types of Lines and their significance	Composing different types of lines			-Gesture lines -Contour lines -Line as value	1,2
3	-Quality of Line -Characteristics of line	Composing different types of lines				1,2
4	Color Theory	Color wheel			Classification of colors -Color scales -Color temperature	4
5	Shape & Form	Composing and Balancing different shapes	Quiz 1		- Basic Shapes - Types & Meanings of Shapes	1,2
6	Transformation of Shapes Usability of shapes	Transformation of Shapes from complex shapes to simple shapes			Discussion on the formation of graphical forms	1,2
7	Color Significance	Idea development and execution plan of midterm Project			Discussion on different mediums for midterm project	3
8	Color Schemes			Presentatio n on midterm project		1,3
9	<b>Midterm</b>					
10	Textures -Types of texture	Activity: Record textures and compose them in an aesthetically pleasing manner			How to compose textures	1,2,3
11	Space -Types of Space -Function of Space in Design	Activity: how to use space effectively			-positive space -negative space	3,4
12	Introduction to text in design	Assignment on using text in a layout/design			Art of type	4
13	Using image in design	Assignment on using image in a layout/design			Simplification of image for manual design	4
14	Illusions on 2D surface	Creating illusions	Quiz 2		-How to create illusion -Perspective in illusion -Movement in illusion	3,4
15	Combining illusions with Different objects/themes	Composing selected			Idea Development,	3.4

		illusions with any object			Medium & process for final term project	
16	Grid Design	Working on final term project		Presentation on midterm project		3,4
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

Books:

1. Caldwell, C. (2019). *Graphic Design for Everyone*. Penguin Random House.
2. Landa, R. (2018). *Graphic design solutions*. Cengage Learning.
3. Poulin, R. (2018). *The Language of Graphic Design Revised and Updated: An Illustrated Handbook for Understanding Fundamental Design Principles*. United States: Rockport Publishers.
4. Dabner, D., Stewart, S., & Vickress, A. (2017). *Graphic design school: the principles and practice of graphic design*. John Wiley & Sons.
5. Sherin, A. (2012). *Design elements, Color fundamentals: A graphic style manual for understanding how color affects design*. Rockport Publishers.

**Course Profile**

**Course Information:**

Couse Code: CAS1013

Course Title: **Drafting**

Credit Hrs: 3

Pre-requisites: Nil

**Course Objective:**

This course is designed to meet the below objectives.

1. Drafting is a technical drawing used by designers to graphically present ideas and represent objects necessary for a designed environment.
2. To be able to read and interpret working sketches and working drawings.

3. Prepare technical drawings utilizing traditional drafting tools and techniques.
4. Drafting course is designed to prepare students in the areas of product design and/or mechanical drafting.

### **Course Outcomes**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Students will learn the meaning and application areas of lines used in mechanical drawing. performs several drawing applications.
2. Students will learn how to analyze complicated tasks by reducing them to their individual components; generating design concepts to fulfill these complex tasks
3. Students will learn how to communicate their ideas and concepts through engineering drawings
4. Students will learn to demonstrate technical ability and craftsmanship in their artworks.

### **5. Weekly Distribution of Course Contents:**

<b>Week #</b>	<b>Topics</b>	<b>Problem Set/ Assignments</b>	<b>Quizzes</b>	<b>Presentations</b>	<b>Discussions</b>	<b>Mapping with CLOs</b>
1	Introduction to the course				Introductory class	1
2	Lettering and Construction Symbols	Types of symbols			Discussion on drafting symbols.	1
3	Introduction to scales Drafting of a table	Take dimensions of a table and draft plan and elevations of a table			Discussion on scales and how to take dimensions	1,2
4	Drafting of a rostrum	Draft plan and elevations of a rostrum			Discussion on 1/4 <sup>th</sup> , 1/2 and other scales	1,2,3
5	Drafting of a chair	Draft plan and elevations of a chair	Quiz 1		Demonstration on how to make top plan, sections and elevations of a chair	3,4
6	Dimensions of a room	Take dimensions of a room			Demonstration on how to take dimensions of a room	3,4
7	Drafting of a class room	Top plan, section and elevation of a room		Presentation on assigned topic	Demonstration on drafting of top plan, section, elevation of a room	2,3

8	Furniture Fixtures according to international standards	Exercise on furniture fixtures			Discussion on different furniture fixtures	3,4
9	<b>Midterm</b>					
10	One point perspective	Drafting of a room in one point perspective			Discussion on one point perspective	2,3
11	Isometric view	Draw an isometric view of a cellphone			Discussion on isometric view.	3,4
12	Creative 3d art card shapes	Create a practical project through different geometric shapes			Demonstration on how to make 3d geometric shapes	1,2,3
13	Drafting of top plan and furniture layout of an interior space.	Measure and draft top plan of an existing interior space.	Quiz 2		Discussion on top plan and furniture layout	2,3
14	Drafting of sections of an interior space and its rendering.	Draft sections and elevations of an interior space and render it.			Discussion on elevation, sections and color rendering.	3,4
15	Designing of an existing space into a new interior space.	Create a new experiential interior space.			How to develop ideas to transform an existing space into a new interior space.	2,3,4
16	Final Project Presentation					3,4
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

Books

1. Talipov, N. X., & Aliev, N. S. (2021). The importance of perspective in teaching art to future fine arts teachers. *Asian Journal of Multidimensional Research (AJMR)*, 10(2), 97-103.
2. Madsen, D. A., & Madsen, D. P. (2016). *Engineering drawing and design*. Cengage Learning.
3. Jefferis, A., Madsen, D. A., & Madsen, D. P. (2012). *Architectural Drafting and Design (Book Only)*. Cengage Learning.
4. Henkin, H. (2005). *Drafting engineering contracts*. Routledge.

## **4.2 Semester 2**

### **Course Profile**

#### **Course Information:**

Course Code: CAS1014

Course Title: **Still-life Drawing**

Credit Hrs: 3

Pre-requisites: Nil

#### **Course Objectives:**

This course is designed to meet the below objectives.

1. The primary aim of this course is to cultivate a high level of proficiency in various drawing techniques among students. The course also fosters a comprehensive comprehension of fundamental concepts. This includes the intricacies of measurement, the significance of eye-level, the demarcation of the horizon line, the profound implications of vanishing points, the challenges posed by foreshortening, and the discernment of differing planes. These facets collectively unveil the intricacies of perspective.
2. Within this course, two crucial elements among the seven recognized in the realm of art (with the initial five elements encompassed in the first semester drawing curriculum) take center stage. These elements are "volume" and "space," both intricately interwoven with the overarching principles of art.
3. Aspiring artists will gain a profound understanding of indispensable compositional tools such as the "golden ratio" and the "rule of thirds."

#### **Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Proficiency in Drawing Techniques
2. Mastery of Perspective and Spatial Representation
3. Application of Compositional Principles
4. Students will possess the skill to apply artistic grammar in diverse mediums, including both manual and digital techniques, while adeptly collaborating within the context of their future courses.

#### **Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quiz zes	Presentations	Discussion s	Mapping with CLOs
1	Introduction to Still-life Line exercise and grayscale					1
2	Solid Shapes 1	Measurements, difference of plan				1,2,3
3	Solid shapes 2	Horizon line, Vanishing points				1,2,3
4	Perspective drawing, chair	1 point /2points perspective	Quiz 1			2
5	Compositional tool, golden ratio	Fibonacci sequence and golden spiral				3
6	Compositional tool, rule of thirds	Division of nine blocks		Presentation on given topic		3
7	Casting shadows, different shapes, casting and forming shadows-grill	Rendering to create 3D effect				2,3
8	Fleeting effects of light	Movement of light				1,2
9	<b>Midterm</b>					
10	Water color study	Use of watercolors				1,4
11	Violin in watercolors	Texture difference				1,3,4
12	Still life with lamp	Contrast of light				1,2,3,4
13	Still life guitar	Rhythm, balance, harmony		Presentation on given topic		1,2,3,4
14	Study of clay pots	Composition, space utilization	Quiz 2			1,2,3,4
15	Still life with Books	Elements and Principles of arts				1,2,3,4
16	Final Project presentation and jury					1,2,3,4
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term – 25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Oehr, A. (2021). Still Life Drawing: A Creative Guide to Observing the World Around You. Australia: Hardie Grant Books.

2. Bergin, M., Scrace, C. (2020). Still Life Drawing: Inspirational Step-By-Step Illustrations Show You How to Master Still Life Drawing. United Kingdom: Book House.
3. Barber, B. (2020). Essential Guide to Drawing: Still Life. United Kingdom: Arcturus Publishing.
4. The Still Life Sketchbook. (2018). United Kingdom: Octopus Books.
5. Pearce, S. (2013). *Drawing Still Lifes: Learn to Draw a Variety of Realistic Still Lifes in Pencil*. Walter Foster.

### Course Profile

#### Course Information:

Course Code: CAS1021

Course Title: **History of arts in Ancient Civilization**

Credit Hrs: 3

Pre-requisites: Nil

#### Course Objectives:

This course is designed to meet the below objectives.

1. To introduce students to basic terminology of art history.
2. Students will be taught characteristic features of art produced in Eastern and Western parts of the world.
3. Various cultural, political and religious circumstances that contributed to these art movements will also be discussed.

#### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. How to analyze Paleolithic, Mesolithic, Neolithic periods of art?
2. Critically review and discuss art of the first, second and third Aegean culture period.
3. Demonstrate effective knowledge about Indus Valley Civilization Vedic culture Art.
4. Build practical art and development skills through Art Project.

#### Weekly Distribution of Course Contents:

Week #	Topics	Problem Set/ Set/	Quizzes	Presentations	Discussions	Mapping with CLOs

		Assignment s				
1	Introductory Lecture and Conceptual Assessment.				Discussion focusing on general views about Eastern and Western Art. A brief outline of topics to be followed in the course	.
2	Old Stone Age Art (Paleolithic) (Lecture I)	Understanding Paleolithic art through its art piece	*		Discussion regarding widespread imagery and the role of religion. Selected art from Old Stone Age.	1
3	Old Stone Age Art (Paleolithic) (Lecture II)		*		Analyzing the life of earliest humans through cave art.	1
4	Middle stone age (Mesolithic)				Analysis of features of Middle Stone Age Art. Study of examples of their dwellings, cave art and societies.	1
5	New Stone Age Art (Neolithic)		*Quiz #1		Analysis of features of New Stone Age Art. Study of examples their dwellings, and societies.	1
6	First Aegean Culture Cycladic		*		Exploration of art from First Aegean Culture.	2
7	Second Aegean Culture (Lecture I) Minoan	Aegean architecture and its characteristics through architectural site	*		Analysis of Second Aegean Culture.	2
8	Second Aegean Culture (Lecture II)		*Quiz #2		Analysis of architecture, pottery, metalwork, sculpture and painting from Old and New Palace periods of Second Aegean Culture.	2
9	<b>Midterm</b>					
10	Third Aegean Culture Mycenaean		*		Examination of legends, origins and terms of Third Aegean Culture. Analysis of architecture, pottery, metalwork, sculpture and painting of Third Aegean Culture.	2
11	Indus Valley Civilization (Lecture I)		*Quiz #3		Discussion about discovery of Indus Valley Civilization along with a focus on its society, religion and politics.	3
12	Indus Valley Civilization (Lecture II)		*		Analysis of writing and art from Indus Valley Civilization.	3
13	Vedic Period (Lecture I)		*			3

14	Vedic Period (Lecture II)					
15	Final project		*	Presenttion on Vedic art	Discussion about Final project.	4
16	Art History Project	Submission of Art History Project	*		Discussion about project.	4
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Ducoudray, G. (2022). *The History Of Ancient Civilization: A Handbook*. United States: Creative Media Partners, LLC.
2. Ducoudray, G. (2018). *The History of Ancient Civilization: A Hand-Book Based Upon M. Gustave Ducoudray's Histoire Sommaire de la Civilisation (Classic Reprint)*. United States: FB&C Limited.
3. Farthing, Stephen, Richard Cork. *Art: The Whole Story*. London: Thames & Hudson, 2010. Print.
4. Getlein, Mark. *Living with Art*. New York: McGraw, 2010. Print.
5. Kleiner, Fred S., and Christin J. Mamiya. *Gardner's Art Through the Ages*. Boston: Wadsworth, 2004. Print.
6. Ocvirk, Otto G. et al. *Art Fundamentals: Theory and Practice*. New York: McGraw, 2006. Print.

### **Course Profile**

#### **Course Information:**

Course Code: CAS1041

Course Title: **Graphic Design**

Credit Hrs: 3

Pre-requisites: Nil

#### **Course Objectives:**

This course is designed to meet the below objectives.

1. Provide an understanding of two-dimensional design as a common language in art and design fields.
2. Familiarize students with the basic design principles and fundamentals in visual design.
3. Describe the creative process, techniques and methods of creative problem solving.
4. Expose the students to the topics of composition, space utilization, scale, contrast, and transformation.

**Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Understand the processes and materials that are used in two-dimensional design.
2. Use design principles including balance, rhythm, unity, emphasis, Harmony, unity and proportion in the ideation, development, and production of visual messages.
3. Understand how to convey message through visual communication.
4. Understand the importance of visual hierarchy.
5. Come up with creative graphic design outcomes from visual vocabulary used in the design process.

**Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Introduction to the course	Design on 2D surface (with given specifications)			Importance of Principles of design	1
2	-Principles of Design -Balance -Types of Balance -Creating balance in a composition	Creating designs by using alphabets (Implementation of balance principle)			Design with Type	1,2
3	Graphic Design -Image based communication -Text based communication -Emphasis	Assignment on Image & text-based communication (Ad/ Quotes)		Presentation on assigned topic	-How to communicate through -Importance of emphasis in a design -Creating emphasis in design visuals?	2,3
4	-Principles of Design -Rhythm -Types of Rhythm		Quiz			2,3,5
5-6	Visual Vocabulary	Visual representation of			▪ Contrast	2,5

		different design terms & Concepts			<ul style="list-style-type: none"> <li>▪ Alternating Rhythm</li> <li>▪ Emphasis</li> <li>▪ Symmetry</li> <li>▪ Asymmetry</li> <li>▪ Crystallographic</li> <li>▪ Minimalism</li> <li>▪ Radial Balance</li> <li>▪ Flowing Rhythm</li> </ul> Invariance	
7	-Principles of Design -Contrast				Types of repeats	2
8	-Principles of Design -Proportion	Idea development and process of Midterm Project			Creating mood boards	1,2,3
9	<b>Midterm</b>					
10	-Principles of Design -Unity	-Grid Design			-Crating Patterns in a grid	1,2
11	Expressive words in design	Expressive words			How type can lend expression to a design	3
12	Principle of Repetition	Repeating self-portraits/object/elements in an aesthetically pleasing manner			How Repetitions can make various compositions interesting?	2,3
13	Graphical Forms Importance and understanding of graphical forms	Creating graphical forms	Quiz		-Methods to create graphical forms	3
14	Theme based illustration	Creative Design on 2D surface			Methods of creating different designs on 2D surface	1,3,4
15	Panoramic panel	Using all the elements and principles of design				2,3,4,5
16	-Final Project Idea Development, Medium & process	Execution phase		Presentation		1,2,3,4,5
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks

- Quizzes
- Assignments
- Presentations
- Projects

### **Reference Materials:**

#### **Books**

1. Samara, T. (2023). *Making and breaking the grid: A graphic design layout workshop*. Rockport Publishers.
2. Caldwell, C. (2019). *Graphic Design for Everyone*. Penguin Random House.
3. Poulin, R. (2018). *The language of graphic design revised and updated: An illustrated handbook for understanding fundamental design principles*. Rockport Publishers.
4. Dabner, D., Stewart, S., & Vickress, A. (2017). *Graphic design school: the principles and practice of graphic design*. John Wiley & Sons.
5. Harris, G. A. (2011). *The Fundamentals of Creative Design*. AVA Publishin

## **4.3 Semester 3**

### **Course Profile**

#### **Course Information:**

Code: CAS2015

Title: **Landscape Drawing**

Credit Hrs: 3

Pre-requisites: Student must have basic drawing skills and understanding of elements and principles of arts.

#### **Course objectives**

1. The aim of this course is to make students skillful in creating illusion of depth on a 2d surface by have a good understanding of Arial and linear perspective, Through the exploration of cityscapes, and landscapes, students will gain a comprehensive understanding of different landscape contexts.
2. Practice based course having various exercises for understanding of station and vanishing points, horizon line, eye level. Students will explore various mediums such as color, tone, light, shape, and texture to bring depth on flat surface.
3. By engaging with various compositions and subjects, students will learn to adapt their techniques and approaches to capture the unique qualities and characteristics of each type of environment, enhancing the versatility as artists.

#### **Course Learning Outcomes**

1. By the end of the course student will not only have a good understanding of landscape drawing, but also, they will gain the confidence to draw and paint own landscape by understanding how to use tonal ranges for illusion of depth. Student will understand how to divide a surface in plans to develop landscape setting.
2. Students will be able to understand the elements and principles of art as applied to landscape drawing practice.

- Students will be able to create landscape. Cityscape, sky scape of seascape drawings that demonstrate a conceptual understanding and practical proficiency in line and Arial drawing methods. These include contour, and perspective construction, as well as an understanding of light to describe three-dimensional forms, textures, and atmospheric effects. After the successful completion of this course student will capable to produce illusion of depth in digital mode in the advance stages of this program.

**Weekly Distribution of Course Contents:**

Week#	Topics	Problem Set/Assignments	Quiz	Presentat ions	Discussions	Mapping with CLOs
1.	Introduction to Landscape drawing,				Landscape painting offers a creative outlet for students to express their own interpretations of the natural world. It encourages them to develop their unique artistic voice and style.	1
2.	Landscape with “T’s”	Eye-level, Horizon Line, Vanishing Point and role of vertical and horizontal lines.			To help students or amateur artists develop confidence in using space effectively while creating a dense forest landscape.	
3.	3 objects from nature	Microscopic details to study nature			The detailed study of nature can enhance a student of drawing, the understanding of how nature assembles itself by honing their observation skills, promoting interdisciplinary thinking, and facilitating the communication of complex ideas.	1
4.	Sketch a tree under bright sunlight from the campus	Rendering. Students can experiment with how the intensity and direction of light influence the overall atmosphere of their drawing.			This exercise helps students develop their technical skills, including shading, to render the tree's appearance accurately.	1,3
5.	Linear Perspective, to create illusion of depth.	One point perspective Understanding of horizon line, vanishing point and			Linear perspective is a fundamental concept in art and design that helps create the illusion of depth and three-	1,2,3

		rule of convergent on Sketchbook with pencil.			dimensionality on a two-dimensional surface.	
6.	One point Perspective Street	How vertical, horizontal and diagonal lines help to create perspective			By carefully incorporating of Vertical, horizontal and diagonal lines into a one-point perspective street drawing, an artist can achieve the convincing illusion of depth and distance.	1, 2,3
7.	One point perspective Pillars and staircase				The interplay of vertical, horizontal, and diagonal lines in a one-point perspective drawing of pillars and a staircase is crucial for creating the illusion of depth and spatial relationships	1,2,3
8.	Two-point perspective rural street	Difference of station point, numbers of vanishing point guides toward multiple illusion of depth		Presentatio n	2 point perspective is crucial for creating a convincing and aesthetically pleasing composition. it allows the artist to guide the viewer's eye and create a sense of depth, space, and scale in the artwork, making it more engaging and realistic.	1,2,3
9.	<b>Midterm Project</b>					
10.	Aerial perspective	Cool and warm colors			By strategically using these colors and paying attention to other factors like value, saturation, and color harmony, you can make your landscapes appear more realistic and three-dimensional.	1,2,3
11.	Skyscape	Variety of Skys			Different times of day, weather conditions, and seasons can dramatically change the appearance of the sky. Learning to paint various skylscapes can help a student understand how	3

					atmosphere and lighting affect the overall landscape.	
12.	Aerial perspective in grayscale	Tonal values in pencil			Grayscale teaches artists how to vary the pressure, density, or opacity of their medium to create different shades of gray. This control can be applied to more complex color works as well.	1,2
13.	Monochrome landscape	Tonal gradation of greens			Monochromatic painting is an excellent tool for beginners as it simplifies the learning process, allowing artists to build a strong foundation in art fundamentals while gradually developing their skills and understanding of color	1,2,3
14.	Single tree landscape	Play of light, draw and Sketch the Fleeting effect of light. Concept of casting and forming shadows			Mastering the skill	1,2,3
15.	Landscape in oil painting				Implementation of technique	1,2,3
16.	Landscape with steel wool	Difference of medium			Play with the unconventional tools	1,2,3
17.	Assigning the final project	Discussion and assigning the final project		Presentatio n		1.2.3
18.	<b>Final Term</b>					

**Grading Model:**

- Mid-Term–25Marks
- FinalTerm–50Marks
- Sessional –25Marks
  - Quizzes –5Marks
  - Assignments –10Marks

- Project and Presentation –10Marks

### **Reference Materials:**

1. Harrison, B. (1913). *Landscape painting*. C. Scribner's Sons.
2. Carlson, J. F. (1934). *Elementary principles of landscape painting*. The author.
3. Albala, M. (2011). *Landscape Painting: Essential Concepts and Techniques for Plein Air and Studio Practice*. Watson-Guption.
4. Ravshanovich, J. R. (2021). Formation of Creative Abilities of Students by Teaching the Genre "Landscape" of Fine Arts. *International Journal of Academic Pedagogical Research (IJAPR) ISSN, 2643-9123*.
5. Khamidovich, T. N., Nozimovich, T. N., Ibrohimovna, Y. N., Ravshanovich, J. R., & Kholmuratovich, M. K. (2019). DEVELOPMENT OF STUDENTS' CREATIVE ABILITIES THROUGH TEACHING "LANDSCAPE PAINTING". *Journal of Critical Reviews, 7(6)*, 2020.

### **Course Profile**

#### **Course Information:**

Code:

Title: **History of Western Arts**

Credit Hrs: 3

Pre-requisites: Nil

#### **Course Objectives:**

1. Understand the role of the artist in historical and contemporary societies.
2. Use creative and research skills, as well as museum experiences, as a means of exploring interdisciplinary methods of inquiry that will promote excellence in the arts.
3. Demonstrate proficiency in the skills necessary for success in graduate school and/or the professional workplace.
4. Demonstrate the potential for a lifelong appreciation and understanding of the visual arts through classroom as well as co-curricular experiences.
5. Apply educational and experimental knowledge to further an appreciation of the arts of diverse cultures and medium.

#### **Course Learning Outcomes:**

1. Students will be able to examine the evolution over centuries and observe how art advanced and transformed in response to the political, economic and societal changes.
2. The student will recognize, identify, and utilize the terms form, style, and iconography when discussing various works of art.
3. The student will have the capability to present information about art movements and artists from different periods, and they will be able to recreate historical artworks in a contemporary style.

#### **Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1.	Introduction and Timeline of History of western arts				The students will comprehend the chronological progression of art eras and movements, along with the global events taking place during those periods.	1
2.	Roman Era and its Downfall	Class Activity (pointalism)			Students will able to learn Roman history over centuries	1,2
3.	Roman Art and Architecture				Detail study of Roman arts sculpture, mosaics and different styles of architecture	1,2
4.	Medieval era			Presentation	Medieval time art and architecture	3
5.	Introduction of Renaissance Early/Proto Renaissance		Quiz#1		Origin, Patons, term artist of Renaissance Early/Proto Renaissance Artist and paintings	1,2,3
6.	High Renaissance	Assignment-1			High Renaissance Explain by videos and visuals	1,2,3
7.	Late Renaissance				Students will be able to familiarize with renowned artists, ] techniques of High Renaissance era	2
8.	Baroque 1600-1700				Study the paintings, sculpture and architecture of baroque artists	1,2
9.	Mid Term					1,2,3
10.	Neo Classism				Neo Classism origin concept , style of paintings, architecture, sculpture and furniture and music	1,2
11.	Impressionism				Impressionism Origin style and post impressionism	1,2

12.	Fauvism		Quiz#2		Fauvism Use of colour, style and artists and background	1,2,3
13.	Cubism	Assignment-2			Cubism and artist Cubism in today's world	1,2,3
14.	Surrealism	Video			Surrealism , farida khalo history	1,2,3
15.	PopArt				Pop art origin and the how pop art is still in our everyday life.	2,3
16.	Project Presentation			Presentation		1,2,3
17.	Project Display	Class Project Employ the artistic technique of a particular artist to craft a self-portrait.		Presentation	Contemporary media trends	1,2,3
18.	Final examination					1, 2, 3

### **Grading Model:**

- Mid-Term–25Marks
- FinalTerm–50Marks
- Sessional –25Marks
  - Quizzes –5Marks
  - Assignments –10Marks
  - Project and Presentation –10Marks

### **Reference Materials:**

1. Kleiner, F. S. (2020). *Gardner's art through the ages: The Western perspective, Volume I*. Cengage Learning.
2. Ballou, H. (2019). *Performance Now: Live Art for the 21st Century*. By RoseLee Goldberg. London: Thames & Hudson, 2018. Pp. 272+ 361 illus.£ 32/\$45 Hb. *Theatre Research International*, 44(3), 322-323.
3. Margolis, J. (2023). *Interpretation radical but not unruly: the new puzzle of the arts and history*. Univ of California Press.
4. Belting, H. (2008). Perspective: Arab mathematics and renaissance western art. *European Review*, 16(2), 183-190.
5. Janson, H. W., & Janson, A. F. (2004). *History of art: the Western tradition*. Prentice Hall Professional.
6. Kemp, M. (Ed.). (2000). *The Oxford history of western art*. Oxford University Press, USA.

## Course Profile

### Course Information:

Code: CAS2031

Title: **Computer Graphics**

Credit Hrs: 03

Pre-requisites: Nil

### Course Objectives:

1. Understanding raster and vector graphics
2. Defining layout, illustration, and typography terminology.
3. Guidelines & techniques to make design functional and successful.
4. Exploring effective combinations of type and image to support a design concept.
5. Understanding the importance of visual hierarchy
6. Understanding Layout design and composition (poster)
7. Understanding of basic promotional materials (Branding)

### Course Learning Outcomes:

1. Differentiate between various layout elements and typographic elements commonly used in design.
2. Apply design techniques to effectively communicate messages and concepts.
3. Demonstrate the ability to choose the appropriate graphic format based on specific design requirements.

### Weekly Distribution of course contents:

Week #	Topics	Problem Set/ Assignments	Quiz	Presentations	Discussions	Mapping with CLOs
1.	Introduction to Computer Graphics  Course Overview  Understanding visual language	Using past knowledge about basics of design. Design a composition using any two elements of design on drawing app of your choice. (preferably Sketchbook app)	Quiz		A thorough study on basics of a visual. Brief overview of elements of design.  Significance of visuals	1,2,3
2.	Evolution in Graphic Design  Understanding usage of graphic design from the ancient era to modern times.	Make a small report on all the recent trends of print media and digital media.			Study on evolution in graphic types and graphic communication from cave paintings to modern graphic tablets.	1,2,3
3.	Understanding Graphic images	Overview of both Photoshop and Illustrator interfaces to		Presentat ion	Study on basics of Digital imaging. Difference between	1,2,

	<p>Vector vs Raster images</p> <p>Image resolution, Image formats, Image color modes</p>	<p>learn about colour modes and file formats.</p> <p>Create a small illustration on both softwares and export in different formats.</p>			<p>Raster and Vector image.</p>	
4.	<p>Visual Communication Trends / Evolution in Graphic Design Techniques.</p>	<p>Study of different types of image i-e still, sequence and moving images and their usage in graphic design.</p>			<p>Study of Nonverbal and verbal communication. How a visual was/is used for communication in prehistoric/modern times.</p>	2,3
5.	<p>Graphic Communication / Functions of an image</p>	<p>Choose an AD based on any product, service or idea e-g fast food, sports, fashion, clothing, awareness etc. and study it thoroughly.</p> <ul style="list-style-type: none"> <li>• Look for the elements and principles highlighted in that poster.</li> <li>• Look for the colour scheme, font used in it.</li> <li>• Look for raster and vector graphics used in it.</li> <li>• What is it emphasizing on? What is it about?</li> </ul>			<p>Study of image in different advertising mediums i-e Logos, Magazines, newspapers, TV screen, smart phone, printed ads etc. Studying different functions of an image i-e informative, exhortative, expressive and aesthetic.</p>	1,2,3
6.	<p>Illustration and its styles</p>	<p>Digital Collage illustration (to be done in Photoshop)</p> <p>Choose a photo from each of the following categories and create a collage:-</p> <ul style="list-style-type: none"> <li>• Portrait / Anatomy</li> <li>• Animal / Bird / Insect</li> <li>• Landscape / Architecture</li> <li>• Texture / Shape</li> </ul>			<p>Difference between design and illustration. Study of traditional and Modern Illustration styles.</p>	2

		• Flora / plant				
7.	Image Tracing Technique / Basic drawing tools	Choose any cartoon character and trace it in illustrator.		Presentat ion	Learning basic drawing tools in illustrator i-e Shapes, pencil, line and Pen tool. Learning about Anchor points and paths.	1,2,3
8.	Mixing Vector and Raster Graphics	Draw an abstract landscape in illustrator and render it in Photoshop.			Illustrating a design in illustrator and adding textures and effects in Photoshop. From line art to realistic illustration.	1,2,3,
<b>9.</b>	<b>Mid Term</b>					
10.	Information Design	Image as means of communication. Studying types of info graphics and its uses.			Design an info graphic poster on any art movement.	1,2,3
11.	Layout Design / Composition rules  Techniques to make design functional and successful, Setting Up Crops and Bleed, Design Size Requirements, The Safe Design Area.	Redesign a book cover.	Quiz		Exploring the effective combinations of type and image to support a design concept by making innovative poster/brochure.	1,2,3
12.	Typography Terminology	Design a Typographic poster			Learning Typography in design. Type tool basics, Type effects in illustrator or Photoshop	1,2
13.	Graphics Interchange Format	Animate a logo/scene.			Creating Gif in Photoshop. Logo intro video.	1,2,3
14.	Photo Manipulation	Fantasy manipulation. Think of your fantasy and manipulate with support of suitable images in Photoshop.			Image blending modes, Layer styles, creating multiple exposure in Photoshop.	1,2
15.	TERM PROJECT Branding Identity Design  Creative design process. From	Design a logo of your chosen brand.			Study of different types of logos. Pictorial, text based, emblem, mascot etc.	1,2,3

	Research, brainstorming to editing and presentation.					
16.	TERM PROJECT Product package design	Design a package of your chosen product.			Learning product design, packaging and printing process. Using product mockups for promotion.	1,2,3
17.	TERM PROJECT Social Media Post design	Design an Instagram post to advertise your brand product.		Presentat ion	Study of advertising campaign. Print and digital advertising platforms. Instagram post design.	1,2,3
18.	Final examination					

### **Grading Model:**

- Mid-Term – 30 Marks
- Final Term – 50 Marks
- Class Participation – 5 Marks
- Sessional – 15 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Landa, R. (2018). *Graphic design solutions*. Cengage Learning. Basics of computer Graphic Design “by NIIT
2. Hembree, R. (2006). *The complete graphic designer: a guide to understanding graphics and visual communication*. Rockport publishers. Fundamentals o creative design by Paul Harris
3. Lupton, E., & Phillips, J. C. (2008). *Graphic design: The new basics*. Princeton Architectural Press.
4. Meggs, P. B., & Purvis, A. W. (2016). *Meggs' history of graphic design*. John Wiley & Sons.

#### Web URL's

<http://www.noupe.com/design/45-free-lessons-in-graphic-design-theory.html>  
<http://blog.teachbook.com.au/index.php/computer-science/graphic-design/typography-101/>  
[http://graphicdesign.about.com/od/graphicdesignbasics/u/design\\_basics.htm#s3](http://graphicdesign.about.com/od/graphicdesignbasics/u/design_basics.htm#s3)  
<http://www.dafont.com/>  
<https://unsplash.com/>  
<http://www.creativebloq.com/illustration/top-10-comic-book-artists-712389>

## 4.4 Semester 4

### Course Profile

#### Course Information:

Code: CAS2071

Title: **Fundamentals of Photography**

Credit Hrs.3

Pre-requisites: Nil

#### Course Objective:

Photography is a Form of visual communication. It is a process by which we present expressions of impression, to communicate a message. The goal of this class is:

1. To teach pupils the basics of photography, both from a technical and an artistic point of perspective.
2. Students will gain a thorough understanding of how a camera works, how to avoid the most common mistakes while handling the camera, how to create technically good images.
3. Students will be able to have an idea about the basics of composition.

#### Course Learning Outcomes:

Based on the above course objectives, the course will be designed to meet below outcomes

1. Describe and handle the camera/ Digital camera process.
2. Understand, identify, and apply compositional principles to form a frame.
3. Develop visual esthetics and styles.
4. Explore effective gadgets and images to support a visual concept.

#### Weekly Distribution of course contents:

Week #	Topics	Problem Set/ Assignments	Quiz	Presentation	Discussions	Mapping with CLOs
1	Introduction of Photography	Explore different photographers and types of photography.			Digital visualization and basic roots of Photography and Introduction of different reference photographers.	1
2	History of photography	Explore different brands of camera.			Identify the components that makes and modernize the camera. Concept of "Camera Obscura". Development and its usage instill/moving.	1

3	-ISO -Combination of three factors in exposure settings	Wide angle and close up shoot.			How we increase or decrease light and image quality. How we use all three factors in picture.	2,
4	Shutter Speed	Use two purposes of Shutter speed.	Quiz	-	- Properties - Purposes.(light/speed -Technical Requirements - Aspects of Shutter speed in flashlight and with out flash.)	2,
5	Aperture	Focus products with blur backgrounds			Different frame buildings with the help of focusing formation. Role in exposure settings	2
6	Depth of field -Types of depth of field	Create DOF with the help of Focal length and distance of point in focus.	-	-	Factors affecting <ul style="list-style-type: none"> <li>• Focal length of lens.</li> <li>• F-stop. Distance of point in focus.</li> </ul>	3
7	Principles of Composition	Individually create pictures for each principle.	-	-	Principles helps to create good composition.	2,4
8	Product Photography	Create a composition for your product and shoot from different angles	-	Presentation	Creating a photography setup and Practice of Principles, which can help to create a well composed image	3,4
9	<b>Mid Term Project Submission</b>					
10	Spot metering	Effect on Portrait	-	-	Use of AF Change focus points -how to get detail from spot metering	3,4
11	Light Reflectors	Portrait photography with reflected light.	-	-	-Warm up sharp shadows -defusing sharp edge lights. – Impact of shadows on portrait photography.	3,4
12	Color Temperature.	Use of different light tones change an impact of subject.	Quiz	-	How can we handle color temperature in DSLR indifferent Light situations?	3
13	Monochromatic photography	Create a monochrome picture	-	-	Set custom monochrome settings in DSLR and Handling light situations.	3,4
14	Difference between file	Change light of subject with raw	-	-	-Impact of raw file on picture -introduction of camera raw	3,4

	formats.	editing			-correction of colors	
15	Camera Raw editing	Work on final project			-frame-saturation-contrast-exposure Correction	4
16	Assigning Final Project	Project			Discussion	1,2,3,4
17	Final Project presentation and viva	presentation and viva		Presentation		1,2,3,4,
18	Final Display					

### **Grading Model:**

- Mid-Term – 25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes – 5Marks
  - Assignments – 10 Marks
  - Project and Presentation – 10 Marks

### **Reference Material:**

#### Books

1. Kelby, S. (2020). *The digital photography book* (Vol. 1). Rocky Nook, Inc..
2. Ang, T. (2007). *Digital Photography An Introduction*. Dorling Kindersley Ltd.
3. Bendavid-Val, L. (2008). *National Geographic: the photographs*. National Geographic Books.
4. Kunst, F. J., Ogasawara, N., Moszer, I., Albertini, A. M., Alloni, G., Azevedo, V., ... & Yoshikawa, H. (1997). The complete genome sequence of the gram-positive bacterium *Bacillus subtilis*. *Nature*, 390(6657), 249-256.
5. Praker, D. (2021). *The fundamentals of creative photography*. Routledge.
6. Daly, T. (2020). *The fundamentals of digital photography*. Routledge.

#### Web URL's

- <https://digital-photography-school.com/>
- <https://www.nationalgeographic.com/photography/photo-tips/digital-photography-tips/>
- <https://www.digitalphotopro.com/>
- <https://practicalphotographytips.com/Photography-Basics/what-is-digital-photography.html>

## **Course Profile**

### **Course Information:**

Code: CAS 2051

Title: **Basic Animation**

Credit Hrs: 3

Pre-requisites: None

## Course Objectives:

This Course is designed to help you learn everything you need to create basic animation content using different mediums. Throughout the course, students will learn different animation techniques manually as well as on software. Learn the capabilities of the interface of different software, how to work efficiently, and how to apply toolset in the workplace. This course will take you from basic to intermediate skill set.

1. Understand the mechanics of software for animation.
2. Be able to create animation using different techniques.
3. Work with handmade assets and their compilation.
4. Understand how efficiently to use the properties of tools.
5. Be able to create animations and stage a scene.

## Course Learning Outcomes:

1. Understanding basic concepts of animation.
2. Understanding software and hardware with relevant to animation
3. Combining basic concepts with software to understand the process of making animation.
4. Understanding the animation technology

## Weekly Distribution of course contents

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussion s	Mapping with CLOs
1	Introduction to the course. Concept of Animation. Types of Animation. Basic principles of Animation	Types of Animation. Principles of Animation				1
2	Introduction to classic animation Making Bouncing ball and understanding it.	Making different types of bouncing balls and understanding animation physics.	Quiz			1
3	Concept of flipbook animation.	Making bouncing ball on flipbook inside perspective				1
4	Use of views and perspective in flipbook	Making bouncing ball in one point perspective			Topic: Discussion on traditional animation cartoons	1
5	Concept of camera and parallax effect	Using parallax effect make a game concept in flipbook				1, 3
6	Understanding character walk on flipbook	Make character walk using			See the bts videos of	1,4

	Using tracing table to make a scene on flipbook	different camera angles			traditional cartoons	
7	Flipbook story building with the use of camera angles	Take character & object as hurdle to show walk by avoiding hurdles in way.		Presentation		1
8	Introduction to software	Use of tools, properties, and timeline To make a frame				2,4
9	Mid term					
10	Concept of traditional animation on software	Making a shot on software By taking flipbook scene	Quiz			2,3
11	Concept of storyboarding and compiling preproduction	Make storyboard of flipbook to digitalize it				1,2,3
12	Importing assets in software and making multiple scenes and shots	Import your flipbook images and start digitalizing it				2
13	Concept of Roto-scopy for making traditional animation	Shoot a scene with mobile phone and import it in software to paint it.				2,3,4
14	Drawing scenes frame by frame and paint it in software	Take flipbook shoots and paint it by using Rotoscopy technique				3
15	Lip-sync and Audio making in software	Make a character voice over and attach it with software				3,4
16	Compiling multiple camera shots in in software	Complete your story that you made in mid term				1,2,3,4
17	Discussion on final submission			Presentation		1, 2, 3, 4
18	Final examination					

**Grading Model:**

- Mid-Term – 25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Attendance– 5Marks
  - Assignments – 20 Marks

### **Reference Materials:**

1. Blain, J. M. (2019). *The complete guide to Blender graphics: computer modeling & animation*. AK Peters/CRC Press.
2. Du, J. (2021, November). Comparison Between 3d Animation Design and 2d Animation Design. In *2021 3rd International Conference on Literature, Art and Human Development (ICLAHD 2021)* (pp. 336-340). Atlantis Press.
3. Williams, R. (2012). *The animator's survival kit: a manual of methods, principles and formulas for classical, computer, games, stop motion and internet animators*. Macmillan. Turow, J. (2016).
4. Willett, N. S., Li, W., Popovic, J., Berthouzoz, F., & Finkelstein, A. (2017, October). Secondary motion for performed 2D animation. In *Proceedings of the 30th Annual ACM Symposium on User Interface Software and Technology* (pp. 97-108).
5. Wang, Y., & Zhou, Y. (2022). ANALYSIS OF PSYCHOLOGICAL PHENOMENON AND ITS DEVELOPMENT AND CHANGE LAW IN ANIMATION ART DESIGN ACTIVITIES. *Psychiatria Danubina*, 34(suppl 5), 215-215.

## **Course Profile**

### **Course Information:**

Code: CAS2061

Title: **Video Production**

Credit Hrs: 3

Pre-requisites: Nil

### **Course Objective:**

This course is designed to meet the below objectives.

1. Concept of pre-production and Post-Production: Discussion on Pre-Production and Post-Production Phases of Video Production.
2. Discussion on Camera Types, Camera Movement: Learn to work on different shoot angles by using different cameras and parameters.
3. Idea development and Story Boarding technique: Introduction to story boarding concept, learn how to design digital story boarding and how to narrate story by designing script on an idea.
4. Production techniques: Learn how to create setup for the production by collecting data from pre-production and how to get output through post-production by using different editing software's.

### **Course Learning Outcomes**

Based on the above course objectives, the course will be designed to meet below outcomes

- 1 Video Production Phases: Students will have a deep understanding of different phases of Video Production including, pre-production, Production and Post-Production phase.
- 2 Idea development and Script Writing: Students will learn how to develop Ideas for Production, how to choose topics for the project and how story can be narrated through script form. Develop storyboards.
- 3 Production Techniques: Students will learn techniques for working with different types of cameras, production standards preset, choice of location according to the story line and distribution of work to the crew.
- 4 Types of Shots and Postproduction Techniques: Student learn different types of shots in production phase and how footage behave on the timeline of editing software, also discuss different types of capturing cards and input devices.

**Weekly Distribution of course contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Concept of pre-production & post production, component requires for production and discussion on different software's used for production.					1
2	Develop an understanding of the digital video production process: pre-production, shooting, editing, and post-production.	Assignment 1			Discussion on Idea Development	1,2
3	Utilize different shot types including the wide shot, establishing shot, long shot, medium shot, close up, point-of-view, and over-the-shoulder.				Submission of assignment	1,2
4	Cameras types, lens, Manipulate white balance, aperture, shutter speed, and focus in a video camera to optimize the picture quality in video images.	Assignment 2				1,2,
5	Utilize different camera movement techniques including static, hand-held, tracking, dolly, pan, tilt, and zoom shots.		Quiz		Submission of assignment	1,2,
6	Carry out basic pre-production tasks, including location planning and scouting, props, wardrobe, and sets, working with talent, and basic lighting setups.	Assignment 3				1,2,
7	Explore various concept and direction styles ranging from scripted narrative and live documentary movie-making traditions.				Submission of assignment	1,2,
8	Concept of script & storyboarding.			Presentat ion		1,2,
9	<b>Mid term</b>					
10	Introduction to software "adobe Premiere" user interface, workflow, hardware supported by software, capturing cards & input wires.					1,2,3
11	Discussion on project setting, different file formats supported (still & video), CTI concept, A-B roll editing.					1,2,3

12	Importing videos, placing on timeline, cutting/trimming, transition, concept of transitions.	Assignment 4				1,2,3
13	Video effects, concept & requirements of alpha channel, keying.				Submission of assignment	1,2,3,4,
14	Audio/sound, audio channels, volume, effects, fill A, fill B, Preparation of Audio/sound in sound booth software, concept of mono & stereo channel.		Quiz			1,2,3,4
15	Output formats & techniques, on disk or on tape.					1,2,3,4
16	Project Assigning	Assign Final project		Presentat ion		1,2,3,4
17	Project evaluation					1,2,3,4
18	<b>Final Term</b>					

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Attendance – 5 Marks
- Sessional – 20 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books:

1. Su, Y., & Sun, W. (2023). Classification and interaction of new media instant music video based on deep learning under the background of artificial intelligence. *The Journal of Supercomputing*, 79(1), 214-242.
2. Eliashberg, J., Elberse, A., & Leenders, M. A. (2006). The motion picture industry: Critical issues in practice, current research, and new research directions. *Marketing science*, 25(6), 638-661.
3. Owens, J., & Millerson, G. (2012). *Video production handbook*. Routledge.
4. Diefenbach, D., & Slatton, A. (2019). *Video production techniques: Theory and practice from concept to screen*. Routledge.
5. Shyles, L. (2007). *The art of video production*. Sage Publications.
6. Rosenberg, J. (2006). *Adobe Premiere Pro 2.0: Studio Techniques*. Adobe Press.
7. Greenberg, J. I., Kolb, T. I., Steele, C., & Winters, L. (2013). *Adobe Premiere Pro Studio Techniques*. Adobe Press.

#### Web URL's

<https://www.youtube.com/watch?v=or6zXz0VrIE>

<https://www.youtube.com/watch?v=itbW1eNruuI>

<https://www.youtube.com/watch?v=h6eeDgBjZq8&list=PLW-zSkCnZ-gABGZU8--ISUauyewG>

## Course Profile

### Course Information:

Code: CAS2042

Title: **Communication Design**

Credit Hrs. :3

Pre-requisites: Nil

### Course Objective:

1. Understanding of Elements & Principles of Communication Design, defining layout and typography terminology, understanding of graphics types & color theory, guidelines & techniques to make design functional and successful, exploring effective combinations of type and image to support a design concept, understanding the importance of visual hierarchy and understanding of basic promotional materials for Communication.
2. Latest Marketing trends would be explained to enhance their leadership skills for making audience adopt their business, introduce students to the foundational principles of communication design and its role in conveying messages effectively and Familiarize students with design software and tools commonly used in the industry to facilitate the creation of visual designs.
3. Encourage students to experiment with different media and platforms, such as print, web, mobile, and social media, to understand their unique design requirements and encourage students to build a portfolio of their design work to showcase their skills and growth throughout the course.

### Course Learning Outcomes

At the end of the course the students will be able to:

1: Utilize industry-standard design software and tools by developing proficiency in using software like Adobe Creative Suite (Photoshop, Illustrator, InDesign), Sketch, or other relevant tools used in the communication design industry and demonstrate the ability to manipulate and enhance visual elements effectively within these software applications.

2: Apply principles of visual communication to create impactful designs by understanding the fundamental principles of visual communication, including composition, balance, color theory, typography, and hierarchy and utilizing these principles to create compelling visual designs for various media, such as print, digital, and multimedia platforms.

3: Differentiate between ways of communication. Understand how to choose the best medium and make a creative and interactive design, communicate on social media with this world.

### Weekly Distribution of course contents:

Week #	Topics	Problem Set/ Assignments	Quiz	Present ation	Discussions	Mapping with CLOs
1	Course overview, Design elements and principles review		Quiz 1 (on previous knowledge)		Individual to Group	1, 2
2	Design elements and principles	Creating 5 compositions on the principles of design using basic shapes			Individual to Group	1, 2

3	<p>Association of shape and color in an image</p> <p>Significance of basic, organic and abstract shapes in a visual.</p> <p>Color theory</p>	<p>-Pick one element and compose/photograph/visualize it in three different ways.</p> <p>-Keep in mind the shape/form/color used in your compositions with respect to the story/concept behind it.</p> <p>-Think before you compose what you want to represent/tell through these images.</p>			<p>Class activity: Study of different images and finding out the hidden meaning of shapes and color used in then.</p>	1, 2
4	<p>Iconicity of an Image</p> <p>Semiotics, learning physical form and concept behind a visual.</p>	<p>-Keep the same element/subject you chose for the last assignment. Pick one concept and recompose/revisualize it.</p> <p>-Keep in mind the shape/form/color/iconicity used in your compositions w.r.t the story/concept behind it.</p> <p>-Think before you compose what you want to represent/tell through these images.</p>			<p>Class activity: Study of different images and finding out the physical form and concepts from them.</p>	1, 2
5	<p>Significance of text in a visual / advertisement</p>	<p>Logo fusion</p>			<p>Studying the psychology behind logos. Basic shape editing tools in Illustrator.</p>	1, 2
6	<p>Rules Of Composition</p>	<p>Ad-redesign</p>			<p>Study of basic composition rules i-e Hierarchy, contrast, emphasis, dominance, alignment, whitespace etc.</p>	1, 2

7	Types Of Campaign	A teaser campaign			Studying advertising platforms, Print vs digital media, teaser campaign, launching campaign, awareness campaign.	1, 2, 3
8	Advance Shape Editing Tools In Illustrator	Project continued		Project presentation	Illustrator overview, Shape builder tool, pathfinder tool, brush tool etc. Learn align panel, shape effects panel, image tracing tools. Color panel, creating custom color schemes in Illustrator.	1, 2, 3
9	<b>Mid Term</b>					
10	Intro To Photoshop	Studio Practice			Photoshop interface overview	1, 2
11	Non - Destructive Editing In Photoshop	Recreate a kid's drawing in Photoshop	Quiz		Practicing Tools	1, 2
12	Image Processing In Photoshop	Restoring an old photo in Photoshop			Retouching tools	1, 2
13	Gif Making In Photoshop	Create a time-lapse animation in Photoshop			Timeline settings in Photoshop, Frame by frame drawing	1, 2
14	Term Project Rebranding	Project: <ul style="list-style-type: none"> <li>• Create a strategy for any established brand.</li> <li>• Give it a new name, term, symbol, design, concept or combination.</li> <li>• Intend to develop a new, differentiated identity in the minds of consumers, investors, competitors, and other stakeholders.</li> </ul>			Significance of rebranding	1, 2, 3
15	Term Project Rebranding	<ul style="list-style-type: none"> <li>• Logo</li> <li>• Typeface</li> <li>• Color scheme</li> <li>• Graphics</li> </ul>				1, 2, 3

		<ul style="list-style-type: none"> <li>• Product Modification (optional), Product packaging and labeling</li> <li>• 1 Promotional Poster</li> </ul>				
17	Project Discussion	Progress Check		Project presentation		1, 2, 3
18	<b>Final Term</b>					

**Grading Model:**

- Mid-Term – 25 Marks
- Final Term – 50 Marks (Project Display and Jury)
- Sessional – 25 Marks
  - Class Participation/Attendance
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

**Books:**

1. Stone, T. L., Adams, S., & Morioka, N. (2008). *Color design workbook: A real world guide to using color in graphic design*. Rockport Pub.
2. Krause, J. (2014). *Color for designers: ninety-five things you need to know when choosing and using colors for layouts and illustrations*. New Riders.
3. Campbell, N. (2014). The signs and semiotics of advertising. *The Routledge companion to visual organization*, 130-145.
4. Hopkins, C. C. (1998). Scientific advertising. *Lincolnwood, IL: NTC*.
5. Pricken, M. (1919). *Creative advertising: Ideas and techniques from the worlds best campaigns*. -
6. Ries, A., & Ries, L. (1998). A Brandbook to Live By: Cogent excerpts from a new book, The 22 Immutable Laws of Branding, depicting what works and what doesn't. *BRANDWEEK-NEW YORK-*, 39, 46-69.

## **4.5 Semester 5**

### **Course Profile**

**Course Information:**

**Course Code:** CAS3033

**Title:** Intro to Web Design

**Credit Hrs.** 03

**Pre-requisites:** Nil

## **Course Objectives:**

This course is designed to meet the below objectives.

1. This course curriculum is an introduction to the design, creation, and maintenance of web pages and websites and to critically evaluate website quality.
2. To create and maintain quality web pages and how to manipulate images.
3. To Understand Web design standards and why they're important.

## **Course Learning Outcomes (CLOs):**

By the end of this Course students will be able to:

1. Explain server technologies and management services associated with hosting and managing websites.
2. Categorize website technologies, tools and software, used to develop websites.
3. Utilize website technologies, tools and techniques with good design principles and to create a multipage website and how to create and use a Test Plan to review the performance and design of a multipage website.

## **Weekly Distribution of Course Contents:**

<b>Week #</b>	<b>Topics</b>	<b>Problem Set/Assignments</b>	<b>Quizzes</b>	<b>Class Exercise /Presentation</b>	<b>Discussions</b>	<b>Mapping with CLOs</b>
1	Introduction to web design principles				Modern Web design	1
2	Web Design Process		Design Principles		Data Collection Wire Frames	1
3	Websites Basics	Develop static website			Tools	1
4	Webpage design Basics			How to create Templates	Editable, Repeating Regional	2
5	Planning and Designing for Web (Adobe Photoshop)	Develop Template	Templates		Why use libraries	1,2
6	Making Basic Concepts					1,2
7	Building Foundation with HTML	Syntax			Syntax	1,2
8	Midterm Project				Syntax	1,2

9	Mid Term					
10	Formatting Web Page Text			Difference between CSS2 and CSS3	Syntax	3
11	Introduction to CSS				Syntax	3
12	Web Page Layouts			Jquery and	Introduction	4
	Dynamic Web pages Design			Plugin's	to Grid System	4
13	Introduction to Word Press	Bootstrap	Jquery	Bootstrap	16 and 12 system	3,4
14	CSS Templates		HTML 5		Implementation	3,4
15	Web making tools ,web server and Launching Website ,	Responsive web design			Design and technique	3,4
16	Responsive Websites					2,3,4
17	Final Project					1,2,3,4
18	Final Term Examination					

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Attendance – 5 Marks
- Sessional – 20 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books:

- Marcotte, E., Keith, J., & Robert, C. (2011). *Responsive Web Design*.
- Boulton, M. (2009). *A practical guide to designing for the web*. Mark Boulton Design.
- Casabona, J. (2021). *HTML and CSS*. Peach pit Press.

#### Web URL:

- <http://jqfundamentals.com/><http://www.w3schools.com/><http://singg.one>

#### Article:

- <http://www.smashing magazine.com/tag/web-design/><http://webmarketingtoday.com/articles/12-Web-Design-Trends-for-2013/><http://sixrevisions.com>

## **Course Information:**

Course Code: **CAS3019**

Title: **Illustration**

Credit Hrs: **3**

Pre-requisites: **Nil**

## **Course Objectives:**

1. **Fundamental Drawing Skills:** Develop foundational drawing skills, including line work, shading, perspective, and proportion, to create accurate and visually compelling illustrations. And to Explore a variety of illustration techniques, including traditional (e.g., pencil, ink, watercolor) and digital (e.g., vector graphics, digital painting), and become proficient in using relevant tools and software.
2. **Conceptual Thinking:** Learn to translate ideas, concepts, and stories into visual form, developing the ability to convey meaning and emotion through illustration and to understand the principles of visual composition, including Balance, Contrast, Rhythm, and Focal points, and apply them to create visually engaging illustrations.
3. **Typography Integration:** Learn how to incorporate text and typography effectively into illustrations, especially in contexts like Editorial illustrations and Graphic design. And to become proficient in using Digital illustration software and tools, enabling students to create illustrations suitable for various digital media and platforms.

## **Course Learning Outcomes (CLOs):**

**1:** Mastery of Illustration Techniques: Students should develop a strong foundation in various illustration techniques, including Drawing, Painting, Digital Illustration, and Vector graphics. Students should also learn how to create visually pleasing compositions, considering elements like balance, contrast, harmony, and focal points. Depending on the course, students may gain proficiency with specific Illustration Software such as Adobe Illustrator, Adobe Photoshop, or CorelDRAW. Illustrations can break down intricate ideas into simpler components, making it easier for learners to grasp the core concepts. By presenting information visually, learners can see the relationships between different elements, leading to a deeper understanding.

**2:** Students should develop the ability to translate abstract ideas and concepts into visual representations. This involves critical thinking and problem-solving skills. For courses focused on narrative or sequential art, students should learn how to convey stories, emotions, and messages effectively through illustrations. Understanding the principles of color theory and how to use color effectively in illustrations is often a key outcome of illustration design courses. students may also learn how to integrate text and typography effectively into their illustrations.

**3:** The ability to give and receive constructive criticism is often emphasized, helping students improve their work through peer and instructor feedback. Illustration design often involves adapting to various styles and experimenting with different techniques. Students should be encouraged to explore and expand their creative boundaries. Depending on the course's focus, students may be expected to apply their illustration skills to real-world projects, such as creating illustrations for

publications, advertising, or digital media. Students may also learn how to present their work effectively, whether in a Portfolio showcase, Client presentation, or Art exhibition.

**Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Discussion	Learning outcomes
1	Introduction to Illustration	Copy to copy			2
2	History of illustration design And its prospects	Copy with difference			2
3	Difference between Cartoon design and Drawing	Cartoon design			1,2
4	Importance of Manual illustration	Stick figure drawing			2
5	Mixing of Vector and Raster images to create illustrations	Scene creation on text of story			1,3
6	Different mediums and their importance in illustrations	Shape figures			2
7	Human structuring with reference to background	Cubical Human figure formation			2
8	Image manipulation	Cover design			1,3
9	Color theory and its principles for communicating emotions	Case study			2
10	Mid Term	Project Submission & Jury			
11	Story board development, Idea development and Concept building	Storyboard of visual biography			1,2
12	Character building	Desi character design			1,3

13	How to create water color effect digitally	How to develop copy for design			1,3
14	Caricature design	Activity book			1,3
15	Composition of illustration with typography	Create emoticons			1,2
16	Thumbnails and concept building for final project				1,3
17	Presentation skills	Organizing skills for Portfolio showcase, Client presentation and Art exhibition			2,3
18	Final Term	Project Submission & Jury			1,2,3

### **Grading Model:**

- Mid-Term – 25 Marks
- Final Term – 50 Marks
- Attendance – 5 Marks
- Session – 20 Marks
  - Assignments
  - Presentations
  - Projects
  - Equipment: Multimedia

Software: Adobe Photoshop CS5, CS6, illustrator

### **References:**

- Rees, D. (2014). *How to be an illustrator*. Laurence King Publishing.
- Heller, S., & Fernandes, T. (1995). *The business of illustration*. Watson-Guptill.
- Blake, Q. (2013). *Words and pictures*. Tate Publishing.
- Mateu-Mestre, M. (2015). *Framed ink drawing and composition for visual storytellers*. Designstudio Press.
- Holmes, M. T. (2016). *Designing creatures & characters: How to build an artist's portfolio for video games, film, animation, and more*. Cincinnati, OH: Impact Books.

## **Course Information:**

Code: CAS3043

Title: **Typography**

Credit Hrs: **03**

Pre-requisites: **Nil**

## **Course Objectives:**

This course is designed to meet the below objectives:

1. Develop the skills necessary to construct typographic layouts that effectively serve functional purposes, facilitating clear and coherent communication through the strategic arrangement of text elements, to acquire a foundational understanding of composition principles, enabling the creation of visually harmonious and engaging designs that capture attention and communicate effectively.
2. Discriminate between serif and sans serif typefaces, comprehending their distinct characteristics and their implications on design aesthetics and readability. To Demonstrate proficiency in applying typography across diverse mediums such as web layouts and magazines, adapting design approaches to suit specific contexts while maintaining visual impact.
3. To develop the ability to use typography to construct compelling visual narratives that evoke emotions, convey messages, and enhance user engagement.

## **Course Learning Outcomes (CLOs):**

Upon successful completion of the course, students will be able to:

1. Create typographic layouts that effectively organize textual content, utilizing hierarchy and arrangement to optimize readability and visual impact and to apply foundational composition principles to design layouts that exhibit balance, rhythm, and visual coherence, contributing to the overall effectiveness of the design. And to innovate with expressive typographic techniques to convey emotions, ideas, and concepts in unconventional and engaging ways, demonstrating a versatile design approach.
2. Differentiate between serif and sans serif typefaces, making informed design decisions based on their respective attributes, and understanding how these choices affect design outcomes and Implement typography in various mediums such as web interfaces and print materials, adapting design strategies to meet the requirements and constraints of each medium, to demonstrate precision in adjusting leading, kerning, and tracking, showcasing meticulous attention to detail in optimizing typographic elements for visual appeal and readability.
3. Employ typography to construct narratives that convey messages, emotions, and concepts effectively, enhancing the user's engagement and understanding of the content. To Incorporate typography best practices, including legibility, spacing, and alignment, to create designs that are both visually appealing and functionally effective, Select and utilize different typefaces appropriately based on their historical contexts, stylistic attributes, and suitability for specific design intents.

## Weekly Distribution of Course Contents:

Week #	Topics	Status/Remarks	Problem Set/Assignments	Quiz	Presentations	Discussions	Mapping with Course Learning Outcomes
1	Introduction to Typography		Task: Select Typeface, Research its Creator and Font Family			Course Overview Typography in Design Brief Graphic Design History	2,8
2	Typeface Study and Assignment		Research-based Report on Chosen Typeface			Discuss Selected Typeface and Creator. Complete Font Family Research	2,3,8
3	Typeface vs. Fonts and Assignment		Title and Paragraph in 8 Typeface Combinations			Understanding Typeface vs. Font Differences: Serif, Sans-serif, Decorative, Script Fonts	3,4
4	Type Anatomy		Study Ascender, Descender, Bowl, Counter, x-height, cap-height of any chosen typeface			Detailed Study of Type Anatomy	4,5,6
5	Typographic Hierarchy and Assignment		Design Text-based Ad with Composition Rules			Rules for Typographic Composition Line Spacing, Size Contrast, Color Position, Text Alignments	4,5,6,7
6	Grid System and Magazine Columns		Recreate a 1-page Magazine Article with Hierarchy			Magazine Column Creation and Layout Grid Design for Various Layouts	6,7,10

						Drop Caps and Typography Tools	
7	Significance of Text and Typography in Visuals		Design Poster for Chosen Typeface as Product			Importance of Text in Visual Communication  Composition Rules and Psychology behind Logos	7,8,9,10
8	Calligram and Self-Explanatory Type		Design Visually Self-Explanatory Word Pairs			Creating Word Compositions Mimicking Meaning  Tools: Pathfinder, Shape Effects, Wrinkle, Width, Envelope Distort	8,5,9
9	<b>Mid Term</b>						
10	Basic Typographic Composition		Design a Typographic Composition			Type Composition Basics and Techniques  Converting to Outlines, Positive Shape, Negative Space  Tools: Area type, Mesh, Envelope, Warp	7,8,9,10
11	Typographic Portrait		Design a Typographic Portrait			Portrait Drawing with Typography  Adding Forms with Text	8,9
12	Continuing Typographic Portrait		Continue Designing Typographic Portrait			Further Exploration of Typographic Portrait Techniques	8,9
13	Layout Design and Text Manipulation		Design a Book Cover with Emphasized Title			Text Effects and Manipulation Techniques  Using Type in Posters and Book Covers	1,2,10

						Combining Image and Text for Enhanced Composition	
14	Vernacular Type and Collage		Creating a Collage Incorporating Found Type			Discovering Letters in the Environment	4,7,8
15	Term Project - Typeface Design Concept		Finalize Concept for Typeface Design			Developing a Concept for Typeface Design	2,4,7,8,9
16	Term Project - Type Design Techniques		Sketching Typefaces based on Selected Theme			Creating Grid for Typeface Design Making Brushes and Choosing Color Schemes	2,4,7,8,9
17	Term Project Submission		Submitting Final Term Project - Designed Typeface and Application				2,4,7,8,9
18	<b>Final Project Display</b>						

### **Grading Model:**

- Mid-Term – 30 Marks
- Final Term – 50 Marks
- Class Participation – 5 Marks
- Sessional – 15 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

- Malamed, C. (2011). *Visual Language for Designers: Principles for Creating Graphics that People Understand*. Rockport Publishers.
- Gatto, J. A., Porter, A. W., & Selleck, J. (2000). *Exploring visual design: The elements and principles*. Davis Publications.
- Hornung, D. (2004). *Colour: A workshop for Artists and Designers*. Laurence: Laurence King Pub.
- Joseph A. Gatto, Albert W. Poerter, Jack Selleck. (1999). *Exploring Visual Design: The Elements and Principles*. Davis Pubns.
- Hauffe, T. (1998). *Design*. Laurence King Publishing.

#### Web URL's

- <http://blog.teachbook.com.au/index.php/computer-science/graphic-design/typography-101/>
- <http://www.dafont.com/>
- <https://unsplash.com/>
- [Thinkingthetype.com](http://Thinkingthetype.com)

**Course Information:**

Code: **CAS2072**

Title: **Digital Photography**

Credit Hrs.3

Pre-requisites: Nil

**Course Objective:**

1. Photography is a Form of visual communication, and this course will bring it to the post processing level, It is a process by which we present expression of impression, so as to communicate a message through digital visuals.
2. The goal of this class is to teach pupils the Advance of photography, both from a technical and an artistic point of view, students will have a thorough understanding of how a camera works with extra flashes, how to avoid the most common mistakes,
3. Students will learn to create technically good images, prepare them for presenting in different mediums and have an idea about the Advance editing Photography.

**Course Learning Outcomes**

At the end of the course the students will be able to:

1. Understand, identify, and apply composition of light and principles to form full frame and to describe the digital editing after camera process.
2. Identify problem-solving light equipment and client objectives and to develop visual aesthetics and styles from the perspective of various light strobes.
3. Explore effective gadgets and images to support a visual concept.

**Weekly Distribution of course contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with Course Learning Outcomes

1	Revision of basic Photography Reference Photographers	Candid photography Class Presentation		Presenting one inspired Photographer	Detailed overview of course and subject. Candid Shoots (Camera Handling + quick Setting) -Examples of Good Photographers and new emerging Artist's work (Detail discussion on Photography) -Understanding about Style and Aesthetics.	2,4,5
2-3	Black n White and Monochrome Photography	Minimalistic approach + Texture + Contrast and balance.			-Effect of pictures with limited one color. -Impact of contrast and brightness on picture forming. -Selection of subject. Aesthetical study with Practical demonstration. How can we generate good visualization within Black and white	1
4	Low Keys and High Keys	Impacts of light			-Formation of light in environment. -How to control light to get manageable results.	3
5-6	-Portrait Photography -Light Reflector	Use of Affected/dramatical lights on portrait			-use of studio light -Catch lights -split lights -Rembrandt light -loop light	3,4
7	HDR Toning	Create your own HDR			-Effect of HDR on picture.	1,2

					-use of PS in HDR	
8	Raw editing techniques	Photo stitching			Effective techniques for image's exposure. -Use of Camera raw and PS -Use of different poses in one picture.	1,2,5
9	Color editing	Patch stitching			Effective techniques for color exposure. -Use of Camera raw and PS -Use of different poses in one picture.	1,2,5
10	<b>Mid Term</b>	<b>Project display and Presentation</b>				
11	Difference between image file formats.	Change light of subject with raw editing.			Solving problems with raw image. -Impact of raw file on picture -introduction of camera raw -correction of colors	2,4
12	Editing Techniques	Photo Montage			Class discussion and practice on editing. -Creating concept while editing.	2,3
13	Double Exposure	Create your own double expose image.			-conceptually manipulate different images. -use of raw files -color correction -Impact with self portrait	1,2,4
14	Long Exposure	Low light photography.			-Light recording -light paintings	2,4
15	-Color exposure - Discussion about projects	Change light of subject with raw editing		Class editing quiz	-correction of colors -frame -saturation	4

					-contrast –exposure correction	
16	Printing types for photography	Different types of paper for printing			Photography display	
17	Portfolio presentation	Work on final project			-Compiling projects -Selection of subject	
18	<b>Final Term</b>	<b>Project Submission and Presentation</b>				

### Grading Model:

- Mid-Term – 25 Marks
- Final Term – 50 Marks
- Attendance – 5 Marks
- Sessional – 20 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### Reference Materials:

#### Books

- MARTIN, R. S. (2015-2019, December friday). *National Geographic*. Retrieved from Digital photography:
- Kelby, S. (2020). *The digital photography book* (Vol. 1). Rocky Nook, Inc.. Digital photography an introduction by TOMANG.
- Bendavid-Val, L. (2008). *Odysseys and Photographs: Four National Geographic Field Men: Maynard Owen Williams, Luis Marden, Volkmar Wentzel, Thomas Abercrombie*. National Geographic Books.
- Winters, D. The grey ghost. (No Title). Kennedy, M. (2006-2019, December sunday). *Digital photography school*.
  - Langford, M. (2013). *Basic photography*. Routledge.
  - Ang, T. (1999). Digital photography .In TomAng, *an introduction (Fourth Edition)*.

- Milicia, G. (2006-2019, December sunday). *Digital photography school*. Retrieved from Get started with photography tips and techniques:
- <https://digitalphotographyschool.com/start-here/>
- Web URL's <https://digital-photography-school.com/>
- <https://www.nationalgeographic.com/photography/photo-tips/digital-photography-tips/>
- <https://www.digitalphotopro.com/>
- D:\hec undergraduate policy\deeqa\updated\<https://practicalphotographytips.com/Photography-Basics/what-is-digital-photography.html>
- <https://digital-photography-school.com/use-monochrome-color-photography/>
- <https://petapixel.com/2014/11/24/6-black-white-photography-tips-monochrome-enthusiasts/>
- <https://expertphotography.com/monochrome-vs-black-and-white-photography/>
  - <https://www.nationalgeographic.com/photography/phototips/digital-photography-tips/>
  - <https://digital-photographyschool.com/use-monochrome-color-photography/>

## 4.6 Semester 6

### Course Profile

#### Course Information:

Couse Code: CAS2016

Course Title: **Portrait Drawing**

Credit Hrs: 3

Pre-requisites: Nil

#### Course Objectives:

This course is designed to meet the below objectives.

25. Understanding Facial Anatomy: Gain knowledge of facial features, proportions, and the underlying skull structure to accurately depict human faces.
26. Understanding Facial Anatomy: Gain knowledge of facial features, proportions, and the underlying skull structure to accurately depict human faces.
27. Creating Realistic Skin Tones: Develop skills to render realistic skin tones, understand light and shadow on the skin, and portray different ethnicities convincingly.

#### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

- 5 Proficiency in Facial Anatomy: Students will be able to accurately depict facial features and understand the underlying anatomy, resulting in more realistic and proportionate portraits. And develop keen observation skills, enabling them to notice and capture subtle details in the subject's face, such as unique characteristics and expressions.
- 6 Accurate Proportions and Shading and Value: Students will be able to measure and apply correct proportions in their portraits, ensuring a strong resemblance and likeness to the subject. Students will also be able to master a range of shading techniques to create realistic three-dimensional forms, capturing highlights, midtones, and shadows.
1. Texture and Color Theory: Students will be able to learn techniques to depict intricate details, textures (such as skin, hair, and fabric), and surface qualities to enhance the realism of portraits. Students will also learn to understand color theory and effectively mix, blend, and apply colors to accurately represent diverse skin tones and add depth to portraits.

**Weekly Distribution of course contents:**

<b>Week #</b>	<b>Topics</b>	<b>Status/ Remarks</b>	<b>Problem Set/ Assignments/ Presentations</b>	<b>Quizzes/ Present</b>	<b>Discussions</b>	<b>Outcomes</b>
1	<b>Introduction to Portrait Drawing Fundamentals</b> Understanding the basic proportions of the human face			Oral quiz	Student-Centered / Constructivist Approach	1
2	<b>Structure of the Head and Facial Features</b> In-depth study of the skull's basic structure		1 the skull's basic structure	Quiz 1	Lecture /Discussion Centered	1,2
3	<b>Proportions and Measurements</b> exploration of facial proportions and measurements		3 facial proportions and measurements			1,2,3
4	<b>Facial Features and Expressions</b> Step-by-step guidance on drawing realistic eyes and eyebrows		3different drawing realistic eyes and eyebrows			1,2,3
5	<b>Facial Features and Expressions</b> Techniques for capturing various nose types		3different drawing realistic noses			1,2,3
6	<b>Facial Features and Expressions</b> Techniques for capturing various mouth types		3different drawing realistic mouth			1,2,3
7	<b>Facial Features and Expressions</b> Techniques for capturing various ear types		3different drawing realistic ears			1,2,3
8	<b>Proportions, Measurements, and Perspective</b> Methods for achieving accurate placement of features		3 different angles of head			1,2,3

	<b>Proportions, Measurements, and Perspective</b> Drawing the head from different angles and perspectives		3 different angles of head			1,2,3
9	<b>Midterm</b>					
10	<b>Proportions, Measurements, and Perspective</b> Focus on foreshortening and three-dimensional representation		3 different angle of head			1,2,3
11	<b>Lighting, Shadows, and Value</b> Introduction to light sources and their impact on the face		3 different angles of head with shading			2,3
12	<b>Lighting, Shadows, and Value</b> Applying shading techniques to create depth and form		3 different angles of head with shading			2,3
13	<b>Lighting, Shadows, and Value</b> Rendering facial features in different lighting conditions		3 different angles of head with shading			2,3
14	<b>Hair and Textures</b> Techniques for drawing various hair types and textures		3 different angles of head with shading			4,5,6
15	<b>Hair and Textures</b> Techniques for drawing various hair types in different lighting conditions		3 different angles of head with shading			2,3
16	<b>Skin Tones and Color Theory</b> Basics of color theory and skin tone variation		3 different angles of head with color			2,3
17	<b>Skin Tones and Color Theory</b> Basics of color theory and skin tone variation to create depth and form		3 different angles of head with color			2,3
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks



## Course Outcomes

Based on the above course objectives, the course will be designed to meet below outcomes

14. Students will learn to seamlessly combine multiple visual elements into a cohesive and convincing composition.
15. Students will develop skills to enhance video quality through effects, color grading, and creative enhancements.
16. Students will gain expertise in using compositing to enhance storytelling through creative visuals and special effects.
17. Students will learn how to achieve complex visuals efficiently and economically compared to practical alternatives, making them valuable assets in the filmmaking industry.

## Weekly Distribution of course contents:

Week #	Topics	Status/ Remarks	Problem Set/ Assignments/ Presentations	Quizzes/ Present	Discussions	Outcomes
1	<b>Introduction to Video Compositing:</b> <ul style="list-style-type: none"><li>• Overview of the course objectives and structure.</li><li>• Explanation of video compositing and its role in filmmaking.</li><li>• Introduction to industry-standard compositing software.</li></ul>					1
2	<b>The Basics of Visual Elements:</b> <ul style="list-style-type: none"><li>• Understanding the different visual elements in compositing, such as footage, images, and graphics.</li><li>• Importance of clean and well-lit footage for successful compositing.</li></ul>					1
3	<b>Compositing Software Fundamentals:</b> <ul style="list-style-type: none"><li>• In-depth exploration of the chosen compositing software's interface, tools, and workspace.</li><li>• Navigating the software and managing media assets.</li></ul>					1
4	<b>Layering and Blending:</b> <ul style="list-style-type: none"><li>• Concepts of layering and blending modes in compositing.</li><li>• Practical exercises in layering and applying blending modes for different effects.</li></ul>					1,2

5	<b>Masks and Rotoscoping:</b> <ul style="list-style-type: none"> <li>Techniques for creating and refining masks to isolate specific elements within a scene.</li> <li>Introduction to rotoscoping for complex masking tasks</li> </ul>					2
6	<b>Green Screen and Keying Techniques</b> <ul style="list-style-type: none"> <li>Chroma keying and green screen fundamentals.</li> <li>Tips and tricks for achieving clean keying results.</li> <li>Hands-on exercises in keying.</li> </ul>		Students are given a simple video clip with a green screen background and a separately shot object or character.			2
7	<b>Tracking and Match moving</b> <ul style="list-style-type: none"> <li>Introduction to motion tracking and match moving techniques.</li> <li>How to track footage and integrate elements seamlessly into moving shots.</li> </ul>					2,3
8	<b>Effects and Animation</b> <ul style="list-style-type: none"> <li>Adding visual effects and animations to composite shots.</li> <li>Techniques for creating effects like fire, smoke, and particle simulations.</li> <li>Practical exercises in adding effects and animation.</li> </ul>		Students receive a live-action video sequence and are tasked with adding a dynamic special effect, such as explosions, fire, or magical elements.			2,3
9	<b>Midterm</b>					
10	<b>3D Integration and CGI</b> <ul style="list-style-type: none"> <li>Introduction to 3D integration and working with CGI elements.</li> <li>Incorporating 3D models, objects, and environments into composites.</li> <li>Hands-on exercises in 3D integration.</li> </ul>		Students receive 3D models or objects and a live-action background plate.			2,3
11	<b>Color Correction and Grading</b> <ul style="list-style-type: none"> <li>Basics of color correction and color grading in compositing.</li> </ul>					3

	<ul style="list-style-type: none"> <li>Enhancing the overall look and feel of composite shots.</li> <li>Practical exercises in color correction and grading.</li> </ul>					
12	<b>Advanced Masking and Rotoscoping</b> <ul style="list-style-type: none"> <li>Advanced masking techniques, such as motion tracking masks.</li> <li>Rotoscoping for intricate and challenging elements.</li> <li>Hands-on exercises in advanced masking and rotoscoping.</li> </ul>		Students are provided with a challenging video clip containing a moving object or character.			3,4
13	<b>Expressions and Scripting</b> <ul style="list-style-type: none"> <li>Introduction to expressions and scripting for automating tasks and creating custom effects.</li> <li>Customizing compositing workflows using scripting.</li> <li>Practical exercises in expressions and scripting.</li> </ul>					3,4
14	<b>Project Management and Collaboration</b> <ul style="list-style-type: none"> <li>Efficient project management strategies for compositing work.</li> <li>Collaborating with other team members in a production pipeline.</li> <li>Case studies of collaborative compositing projects.</li> </ul>					3,4
15	<b>Course Review, Certification, and Career Opportunities</b> <ul style="list-style-type: none"> <li>Final course review and assessment.</li> <li>Certification of completion for students who meet course requirements.</li> <li>Discussion of career opportunities and next steps in the field of video compositing.</li> </ul>					1,2,3,4
16	<b>Final Project</b>					1,2,3,4
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

Books

Web URL's

**Course Profile**

**Course Information:**

Course Code:

Course Title: **Research Methodology**

Credit Hrs: 3

Pre-requisites: Nil

**Course Objectives:**

This course is designed to meet the below objectives.

- 1 Understand the creative research methods and contexts and to understand the nature of problem to be studied and identifying the related area of knowledge.
- 2 Apply different research methods to generate ideas, proposals, creative works, and arguments.
- 3 Exploration of creative research processes to transform ideas into material outcomes.

**Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Writing research proposals: Students will learn to develop clear and well-structured research proposals, outlining the research questions, objectives, methods, and expected contributions.
2. Research design: Students will learn about various research designs, including experimental, qualitative, and mixed methods, and when to use each approach based on research objectives.
3. Critical thinking: Students will enhance their critical thinking skills by evaluating the strengths and weaknesses of various research methodologies and making informed decisions about their own research approach.

**Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1	Introduction to research methodologies in visual communication.				Purpose of conducting Research Importance of Research in visual communication	1
2	Types of Research Basic Research Applied Research Quantitative research Qualitative Research	Selection of final project topic				1,2
3	Types of Research Exploratory Research Experimental Research	Selection of final project topic				1,2
4	Variables in research		Quiz 1			1,2
5	Review of literature Purpose of literature review	Review of the literature on selected topics			How to generate hypotheses or questions for further studies	1,2,3
6	Research Problem Identifying and Stating a Research Problem	Identifying and Stating Research Problem of students' final project (Individual activity)			Qualities of a Good Research Problem	1,2,3
7	Research Question Characteristics of a good research question <ul style="list-style-type: none"> <li>• Clear</li> <li>• Focused</li> <li>• Concise</li> <li>• Complex</li> <li>• Arguable</li> </ul>	Developing research questions on selected topic by each student.			Examples of various research questions.	1,2,3
8	Research Hypothesis		Quiz-2		Discussion on research hypotheses of different published articles	1,2
9	<b>Midterm</b>					
10	Research in Visual Communication <ul style="list-style-type: none"> <li>• Primary Research</li> <li>• Secondary Research</li> <li>• Tertiary Research</li> </ul>			Presentations on project proposal		1,2
11	Applied and Pure research in Design			Presentations		1,2
12	Visual Research Process Stage 1: Definition <ul style="list-style-type: none"> <li>• Defining design problem</li> <li>• Causes of Problems</li> </ul>	Writing reflection articles			-Analyzing problem and the identification of target audience -Developing a clear set of objectives for the project	1,2,3

	<ul style="list-style-type: none"> <li>Defining target audience</li> </ul>					
13	Stage 2: Divergence <ul style="list-style-type: none"> <li>Gathering quantitative and qualitative data</li> <li>Design objectives</li> <li>Channels of distribution</li> </ul>	Writing reflection articles			Discussion on contextual research into the areas within the intended project will operate	2,3
14	Stage 3: Transformation <ul style="list-style-type: none"> <li>Designing prototypes</li> <li>Testing on members of target</li> <li>Re-evaluation of design objectives</li> </ul>			Presentation on reflection article	Discussion on transforming ideas into material outcomes.	2,3
15	Stage 4: Convergence <ul style="list-style-type: none"> <li>Rolling out full scale</li> <li>Measuring effectiveness</li> <li>Feedback process</li> </ul>			Presentation on reflection article	Measuring effectiveness in both terms of the quality and quantity of information delivered, against budgetary, production and distribution, and also in the responsiveness of the target audience.	2,3
16	American Psychological Association (APA) 7th edition Style and grammar guidelines		Quiz-3		<ul style="list-style-type: none"> <li>Different styles of in-text citations</li> <li>Reference list entry</li> <li>Reference of journal articles, Magazine, articles, News</li> </ul>	3
17	Final presentation and Viva				Viva	1,2,3
<b>Final Term Examination</b>						

**Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

**Reference Materials:**

**Books**

1. Bestley, R., & McNeil, P. (2022). *Visual research: An introduction to research methods in graphic design*. Bloomsbury Publishing.
2. Rabin Kemchand, “Journalism and Human Development”, first Edition 2000, A. S. Saini for Dominant Publisher and Distinctions, Orient Offset Delhi, 110053.
3. Rose, G. (2022). Visual methodologies: An introduction to researching with visual materials. *Visual methodologies*, 1-100.
4. Bell, E., Bryman, A., & Harley, B. (2022). *Business research methods*. Oxford University Press.
5. Khosla, I. (2021). Book review: Social research methods: Qualitative and quantitative approaches.
6. Web URL's
7. N. C. Pant, “Modern Journalism–Principles and Practices”, first Edition 2002, Kanishka Publisher, 4697/5-21A, Ansari Road, Darya Ganj, New Delhi 110002.
8. Shearon A. Lowery, Melvinl. De Fleur, “Milestones in Mass Communication Research”, 2nded 1988, LongmanInc 95, Chrch Street, White Plains, NY 10601

### Course Profile

#### Course Information:

Course Code: CAS 3062

Course Title: **Idea Development and Script Writing**

Credit Hrs: 3

Pre-requisites: Nil

#### Course Objectives:

This course is designed to meet the below objectives.

1. The purpose of the course is to learn, create and bring to market innovative ideas, to invest substantial strategies in their creation so that their idea will be successful, students will also learn film and television screenplay structure, analyze dramatic strategies in film, TVCS, television and print media, learn and apply correct script form, and creatively engage in the various stages of original script writing.
2. Develop a deep understanding of narrative structures, character development, and plot progression for various mediums and create authentic and engaging dialogue that reflects characters' personalities, advances the story, and resonates with audiences.
3. Tailor scriptwriting skills to different mediums, such as film, television, theater, and digital content, while maintaining storytelling coherence and how to collaborate with other creative, effectively communicate ideas, and integrate feedback into script revisions.
4. Analyze and critique scripts from various genres, time periods, and cultural contexts to enhance your own writing skills and to give insights into industry expectations, formatting guidelines, and market trends in scriptwriting and to teach the students to address ethical considerations and cultural diversity when developing characters, themes, and narratives.

## **Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. **Introduction to Script Writing and Storytelling Fundamentals:** Define the importance of scriptwriting in various creative mediums, Identify the key components of a well-structured script. Demonstrate an understanding of narrative structure, including exposition, rising action, climax, and resolution. Develop compelling story concepts that engage audiences.
2. **Character Development and Crafting Dialogue:** Create multidimensional characters with distinct personalities, motivations, and arcs. Showcase character growth and transformation throughout the script. Write dialogue that reflects characters' voices, advances the plot, and enhances character relationships. Understand the shades of subtext and implication in dialogue.
3. **Medium-Specific Writing and Collaborative Writing and Feedback:** Adapt scriptwriting techniques to suit specific mediums (film, television, theater, etc.). How to write copy of design such as (caption, sub caption, paragraph) Apply appropriate formatting and structure guidelines for the chosen medium. Provide constructive feedback to peers on their scripts. Incorporate feedback from peers and instructors to revise and improve your scripts.
4. **Script Analysis and Genre Exploration, industry Standards and Trends, Ethical and Cultural Considerations:** Analyze scripts from different genres, identifying common themes, motifs, and narrative devices. Explore how different genres influence storytelling techniques. Industry and market Standards and Trends. Understand industry standards for script formatting, submission, and presentation. Stay informed about current trends and developments in the scriptwriting field. Consider ethical implications when developing characters and storylines. Develop narratives that are culturally sensitive and inclusive.

## **Weekly Distribution of course contents:**

<b>Week #</b>	<b>Topics</b>	<b>Problem Set/ Assignments</b>	<b>Quizzes</b>	<b>Presentations</b>	<b>Discussions</b>	<b>Learning Outcomes</b>
1	Introduction to innovation and idea	Use 3 words and generate one liner from them.			Understand the concept of innovation and idea Know the difference between innovation and invention and understanding the reasons for innovation	1
2	Idea development and innovative culture	Search folk stories and generate scripting in short form.			Know the variables determining the rate of adoption of an innovation Challenge, Idea, Action and Understand the discovery process for opportunities.	1,2
3	Types of innovation and Perspective on how ideas are developed	Polish that folk story and re write the story with three possible ways.			Understand the various innovation typologies based on different dimensions of the innovation space.	1,2

4	Story boarding and sequence of song	Identify form and process, treatments, outlines, scripts of existing music video			The Main Components of a Storyboard 5 Steps to Design Storyboard Slides 5 Important Traits of Storyboards	2
5	Telling the Story in Pictures	Story boarding of song in video format			Methods of working, screenwriting, visual storytelling, research-based writing, writing outside the realist tradition, examining different genres.	2
6	Elements of writing TV script	Pick a genre for your story. Choose a setting for your script to take place			Elements of Screenplay format Making Interesting Protagonist. Create antagonist that opposes your protagonist	3
7	Types of Scene construction, types of scenes and the organization of time.	Write a treatment, and make and make Handout for outlining the beats in each scene of the treatment. How to make scene cards. Team Presentation on Effective Scene	quiz		Dramatic progression and dramatic economy within a scene. Practice in writing a scene with obstacles.	2,3
8	Storylines and Subplots	See film to analyze dramatic structure.			Begin discussion of characters and dramatic structure. Value of character biographies. Ways to get "into" your characters. Character biography and double spaced.	3,4
9	<b>Midterm</b>					
10	<b>Visual Communication in Advertising</b> Role of visuals in advertising	Visual Mood Board - Students create a mood board for a visual ad campaign.			Elements of design (layout, color, typography)	3,4
11	How to write copy for web	Write effective website copy that Sells			Print advertisements are not dead but most campaigns involve the web at some point. How to Write Content for Web; Several Simple Tips for Writing Persuasive Web Content	4
12	Caption formation and structuring	How to write a caption in advertising tools			Write Advertisements that Grab Attention	2,3

13	Using Words to Sell	The goal of advertising is to sell products and services. Use words to sell those products and services.		quiz	Create Marketing Words That Sell Without Really Trying and learn the Several Most Powerful Words in Advertising	3,2
14	Print ads and its effective copy Copywriting for Advertising Crafting persuasive and memorable ad copy Storytelling in advertising	Make effective print ads and Write Higher Converting Display Ads in effecting write up and theme. Ad Copywriting - Students write ad copy for a chosen product			Discussion on different types of print advertisements that appear in magazines, newspapers, and directories.	3,4
15	Writing narration and voice overs	Design and arrange puppet show		presentation	workshop and collaboration with sound	4
16	Stage and film script	Design a stage play in group			Developing a short play and practicing the essential difference between writing for stage and screen further development of feature film projects	3,4
17	Stage and play performance				Perform a short play on stage	3,4,5
<b>Final Project</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Dröse, J., & Wessel, L. (2022). Prospective teachers' competence of fostering students' understanding in script writing task.
2. Pineda, C. G., Santagata, R., & Jenkins, J. (2022)." Writing What Matters to Me": Voicing Latinx Youth Concerns through Theatre Scriptwriting. In *The Routledge Companion to Theatre and Young People* (pp. 279-295). Routledge.
3. Gandhi, P., Pramanik, V., & Bhattacharyya, P. (2023)." Kurosawa": A Script Writer's Assistant. *arXiv preprint arXiv:2308.03122*.
4. Hueth, A. (2019). *Scriptwriting for film, television and new media*. Routledge.
5. Lund, N. F., & Kimbu, A. N. (2021). Applying the Hollywood scriptwriting formula to destination branding. *Current Issues in Tourism*, 24(8), 1058-1078.

6. Liu, G., & Zhang, Y. (2020, February). The integration and application of animation script creation and modern concept. In *IOP Conference Series: Materials Science and Engineering* (Vol. 750, No. 1, p. 012059). IOP Publishing.
7. Retno, W. (2019). Development of theater education textbook with character education and local wisdom through active learning to improve the students' script writing ability. *VNU Journal of Science: Education Research*, 35(3).

Web URL's

## **4.7 Semester 7**

### **Course Profile**

#### **Course Information:**

Code: CAS3018

Title: **Full figure Drawing**

Credit Hrs. :3

Pre-requisites: Nil

#### **Course Objective:**

This course is designed to meet the below objectives.

1. Proportion and Measurement: Learn to measure and establish proportions in the human body, enabling the creation of well-proportioned and realistic figures.
2. Constructive Drawing: Apply the principles of constructive drawing to create a solid underlying structure for the figure, facilitating accurate and three-dimensional representations.
3. Foreshortening and Perspective: Master techniques for handling foreshortening and understanding how perspective affects the appearance of the figure.

#### **Course Outcomes**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Students will have a deep understanding of human anatomy, including skeletal structure, major muscle groups, and how they influence the surface forms of the body. Students will learn how to accurately measure and capture proportions, ensuring that their figure drawings are realistic and anatomically correct. Gesture drawing involves capturing the essence and movement of a pose in quick, loose strokes. Students will develop the ability to quickly capture the energy and flow of a pose.
2. Students will learn techniques to add depth and dimension to their drawings, creating a sense of three-dimensionality through shading and rendering. Understanding how light interacts with the human form is crucial for creating realistic and convincing drawings. Students will learn how to use light and shadow to create volume and depth. Students will explore various compositional techniques to create visually engaging figure drawings and explore how to place figures within a scene.
3. The course will expose students to a variety of poses, from static to dynamic, helping them develop the skills to draw figures in different situations and moods. Students will gain proficiency in using different drawing materials such as graphite, charcoal, ink, and various papers. They'll also explore techniques like cross-hatching, blending, and smudging. By the end of the course, students will

have a collection of figure drawings showcasing their growth and abilities, suitable for inclusion in a professional portfolio.

**Weekly Distribution of course contents:**

Week #	Topics	Status/ Remarks	Problem Set/ Assignments/ Presentations	Quizzes/ Present	Discussions	Outcomes
1	<b>Introduction to Figure Drawing Basics</b> Basic shapes and their relevance to figure drawing.			Oral quiz		1
2	<b>Anatomy Fundamentals</b> Introduction to human anatomy: skeletal and muscular systems		1 the skull's basic structure			1
3	<b>Anatomy Fundamentals</b> Proportions and measurements of the human body		3 facial proportions and measurements			1
4	<b>Dynamic Poses and Gesture Drawing</b> Gesture drawing techniques for dynamic and static poses.		Drawing human skeleton with measurements			1
5	<b>Dynamic Poses and Gesture Drawing</b> Capturing poses with varied time limits.		drawing Different angle of hands			1
6	<b>Form, Volume, and Basic Shading</b> Understanding three-dimensional form and volume.		drawing Different angle of hands			2
7	<b>Form, Volume, and Basic Shading</b> Understanding three-dimensional form and volume.		drawing Different angle feet			2
8	<b>Value and Lighting</b> Study of different lighting conditions and their effects.		full figure sketches			2
9	<b>Midterm</b>					
10	<b>Composition and Scene Integration</b> Compositional principles in figure drawing.		full figure sketches			2
11	<b>Composition and Scene Integration</b> Incorporating figures into different contexts and scenarios.		Different poses full figure drawing			3

12	<b>Materials Exploration</b> Experimentation with various drawing materials (charcoal, ink, etc.).		Different poses full figure drawing with color			3
13	<b>Materials Exploration</b> Texture creation and manipulation in figure drawing.		Different poses full figure drawing with color			3
14	<b>Capturing Fabric and Clothing</b> Rendering facial features in different lighting conditions		Rendering facial features in different lighting conditions			3
15	<b>Capturing Fabric and Clothing</b> Study of drapery, folds, and fabric rendering.		drawing of drapery, folds, and fabric rendering.			3
16	<b>Portfolio Development</b> Selecting and refining drawings for a professional portfolio.		Selecting and refining drawings for a professional portfolio.			3
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

- [Swarupa Sakale](#) (2021). Figure Drawing: A Complete Guide to Drawing the Human Body. [Octopus](#).
- [Chris Legaspi](#) (2019). Life Drawing for Artists: Understanding Figure Drawing Through Poses, Postures, and Lighting. [Rockport Publishers](#).
- [Angela Rizza](#) (2020). Figure Drawing for Kids: A Step-By-Step Guide to Drawing People. [Callisto Media](#).
- Loomis, A. (2021). *Figure drawing for all it's worth*. Clube de Autores.

- Swarupa Sakale (2021). *Figure Drawing: A Complete Guide to Drawing the Human Body, Octopus*.
- Drake, R. L., Vogl, A. W., Mitchell, A. W., Tibbitts, R., & Richardson, P. (2020). *Gray's Atlas of Anatomy E-Book*. Elsevier Health Sciences.
- Chris Legaspi (2019). *Life Drawing for Artists: Understanding Figure Drawing Through Poses, Postures, and Lighting*. Rockport Publishers.
- Khattri, N. (2018). *Modeling the Ecorche Human Figure In Clay. Artistic Anatomy, Atlas of Human Anatomy for the Artist*.

## Course Profile

### Course Information:

Couse Code:

Course Title: **Compositing and Effects**

Credit Hrs: 3

Pre-requisites: Nil

### Course Objectives:

This course is designed to meet the below objectives.

4. Compositing & Effect is based on digital arts which includes still and running graphics treated/modified in such a way that bring results you desired.
5. This course teaches software Adobe After effects through a series of hands-on exercises.
6. Students should be able to apply their knowledge and skills to create visually appealing composites and effects for various industries, such as film, television, advertising, or digital media.

### Course Learning Outcomes (CLOs):

Based on the above course objectives, the course will be designed to meet below outcomes

1. Students will acquire proficiency in using popular compositing software like Adobe After Effects. They will learn how to navigate the user interface, import and manage assets, and use various tools and features.
2. Students will learn fundamental concepts such as layering, blending modes, alpha channels, green/blue screen keying, rotoscoping, and masking techniques. They will understand how to combine multiple visual elements and create seamless compositions.
3. Special effects creation: Students will learn how to create various visual effects, such as particle simulations, explosions, fire, smoke, water, and other dynamic elements. They will learn different techniques and workflows to achieve these effects, including using plugins or creating effects from scratch.
4. Integration of 3D elements: Depending on the curriculum, students may learn how to integrate 3D elements into their composites, such as adding 3D models, cameras, and lighting to create realistic or stylized visual effects.

### Weekly Distribution of Course Contents:

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentation s	Discussions	Mapping with CLOs
1	Overview of workflow in AE and compatibility with other softwares.					1
2	Discussion with interface, workflow and project setting in AE. Also discuss on project standards.					1
3	Importing file formats based on still as well as videos and settings.				Discussion of different video standards used for web, television and cinema.	1,2
4	Introduction to composition setting, work with composition settings and timeline panel. Work with the marker.				Discussion of file formats support by AE from other softwares.	1,2
5	Work with views and previews, modifying and using views, adjusting exposure for preview. Work with safe zones, grids, guides and rulers.	Assignment of fundamentals of AE based on given lectures.				1,2
6	Discuss on Layers and properties, managing & modifying layers, layer styles and 3D layers.					1,2
7	Cameras, point of interest, camera properties, Discussion on lights and their properties.				Discussion on layer concept of Adobe Photoshop.	1,2,3
8	Overview of workflow in AE and compatibility with other softwares.				Discussion and concept of AE camera with real camcorder.	2,3
9	<b>Midterm</b>					
10	Animation basics, key frames, motion path animation, interpolation, speed, time stretching and remapping, puppet tool.				Concept of time codes on different standards and animation types.	2,3,
11	Discussion on layer effects, CC and FE effects. (continue)				Discussion on different video filters supported by AE through plug-ins.	2,3,
12	Discussion on layer effects, CC and FE effects. (continue)	Assignment of creating single scene into different situations.				2,3,
13	Camera types & basics, including Camera focal Length, Camera Lens, Depth of field etc.					4
14	Discussion on color keying, alpha channel, masks, transparency and keying.				Discussion blue/green background screen concept.	4

15	Discussion on motion tracking, expressions.					4
16	Discussion on expressions.					
17	Final Project viva			Presentation	Viva	1,2,3,4
<b>Final Term Examination</b>						

### **Grading Model:**

- Mid-Term –25 Marks
- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Fridsma, L., & Gyncild, B. (2019). *Adobe After Effects Classroom in a Book (2020 release)*. Adobe Press.
2. Jago, M. (2022). *Adobe Premiere Pro Classroom in a Book (2022 release)*. Adobe Press.
3. Dockery, J., & Chavez, C. (2019). *Learn Adobe After Effects CC for Visual Effects and Motion Graphics*. Peachpit Press.
4. Bar-Tal, O., Ofri-Amar, D., Fridman, R., Kasten, Y., & Dekel, T. (2022, October). Text2live: Text-driven layered image and video editing. In *European conference on computer vision* (pp. 707-723). Cham: Springer Nature Switzerland.
5. Burian, J. (1974). *The Scenography of Josef Svoboda*. Wesleyan University Press.
6. Balasubramaniam, K., Vidhya, S., Jayapandian, N., Ramya, K., Poongodi, M., Hamdi, M., & Tunze, G. B. (2022). Social network user profiling with multilayer semantic modeling using ego network. *International Journal of Information Technology and Web Engineering (IJITWE)*, 17(1), 1-14.

#### Web URL's

1. Wardhana, M. I., Susilo, G., & Ramadhani, F. D. (2020). Designing digital advertising with Scribble animated video techniques. *KnE Social Sciences*, 291-297.
2. Zhu, T., & Fujimoto, T. (2022). A 360° Video Editing Technique that Can Avoid Capturing the Camera Operator in Frame. In *Advances in Systems Engineering: Proceedings of the 28th International Conference on Systems Engineering, ICSEng 2021, December 14-16, Wroclaw, Poland 28* (pp. 428-436). Springer International Publishing.
3. Kjellmer, V., & Rosen, A. V. (2021). Scenography and Art History.
4. Lotker, S., & Gough, R. (2013). On scenography. *Performance Research*, 18(3), 3-6.
5. Mendes, S. (2021). The Instagrammability of the runway: Architecture, scenography, and the spatial turn in fashion communications. *Fashion Theory*, 25(3), 311-338..
6. Zhang, L. (2023). Scenography and the Production of Artworks in Contemporary Art. *Cultural Sociology*, 17(2), 179-203.

## **4.8 Semester 8**

**Course Information:**

Couse Code:

Course Title: **Ethics for Professional Practices**

Credit Hrs: 3

Pre-requisites: Nil

**Course Objectives:**

This course is designed to meet the below objectives.

1. Ability to engage in informed critical reflection on the nature of professionalism and ethical challenges inherent in professionalism.
2. Knowledge of prominent normative ethics frameworks – consequentialist, deontological, virtue, and contractualism.
3. Awareness of types of ethical challenges and dilemmas confronting members of a range of professions (business, media, police, law, medicine, research)
4. Ability to bring to bear ethical analysis and reasoning in the light of normative ethics frameworks on a selection of ethical challenges and dilemmas, ethical concepts, and materials to ethical problems in specific professions and professionalism. Research appropriate material in relation to set questions in writing essays meeting the highest standards of rigor and clarity.

**Course Learning Outcomes (CLOs):**

Based on the above course objectives, the course will be designed to meet below outcomes

1. Understanding the Importance of ethics or professional ethics and learn the characteristics of Professionalism and skills. 1,2
2. How to analyze and understand the Impact professional ethics in workplace and the factors and elements of professional ethics. 3,4
3. Learning the ethics practices and understanding how to Develop a code of professional ethics. 5

**Weekly Distribution of Course Contents:**

Week #	Topics	Problem Set/ Assignments	Quizzes	Presentations	Discussions	Mapping with CLOs
1.	Introduction to the course					1
2	Introduction to important theories on nature of the good in human conduct.					1,2
3.	Theories of justice related to economics, crimes, political, and social justice.					1

4.	Divine Command Theory		Quiz#1		Topic: Discussion on economics, crimes, political, and social justice.	1, 2
5.	What are Ethics and why they matter	Case study				1, 2
6.	Types of Professional Ethics				Topic: Discussion on cognition, social utility etc.	1,2
7.	Common Ethical Issues in the Workplace		Quiz# 2		Group Activity Ethical Issues in the Workplace	1,2
8.	Ethical Egoism					1,2
9.	<b>Mid-Term Exam</b>					
10	Applied Ethics					2
11	Ethical Problem-Solving Frameworks		Quiz#3			2,3
12	Ethical Choice Making					1,2
13	Individual Factors impacting ethical decision-making	How can media technologies help to create a better Pakistan				2,3
14	Organizational Factors impacting ethical decision-making		Quiz#4			2,3
15	Ethics & Codes of Conduct					2
16	Critical review of media content	Class Project, strengths of mediums	Quiz#5	Presentations		1,2
17	Final Project		Quiz#6	Presentations	viva	1,2,3
18	<b>Final Exam</b>					

**Grading Model:**

- Mid-Term –25 Marks

- Final Term – 50 Marks
- Sessional – 25 Marks
  - Quizzes
  - Assignments
  - Presentations
  - Projects

### **Reference Materials:**

#### Books

1. Koehn, D (2001) The Ground of Professional Ethics, New York, Taylor & Francis e-Library
2. Oakley, J., Cocking, D. (2014). Virtue Ethics and Professional Roles. Cambridge University Press.
3. Clancy Martin, Wayne Vaught, Robert C. Solomon (2009) Ethics Across the Professions: A Reader for Professional Ethics. Oxford University Press
4. Banks, S., (Ed) (2002) Ethical Issues in Youth Work. Routledge Publications. London
5. Richard Hugman & David Smith (2001). Ethical Issues in Social Work. Routledge Publications. London