Teaching Methodology

B.A. (Film, Television and New Media Production)

Semester-I:

BAFTNMP-101: Effective Communication Skills

- Fundamentals of Communication: Reading, writing, editing, summarizing, oral communication in Marathi, Hindi, and English.
- Enhanced Communication Skills: Verbal and non-verbal communication, body language, psychology of communication.
- Personality Development: Voice training, speech clarity, stress management, table manners, etiquette.

BAFTNMP-102: Introduction to History of Art/ Storytelling through other forms of Art

- Music: Genres, contemporary music, folk music in Indian cinema.
- Dance: Folk dance, contemporary dance, role in Hindi cinema.
- Theatre: Acting schools, makeup, study of English and Hindi/regional plays, influence on cinema.
- Paintings: European and Indian paintings, important movements in Indian painting.

BAFTNMP-103: Initiation to Literature & Creative Writing

- Introduction to Indian Writers: History, prominent works, cultural significance. - Creative Writing: Forms, styles, building skills.
- Short Story Structure, Poetry Elements, Drama Structure.
- Writing for the Internet: Blogging, social media, SEO.

BAFTNMP-104: Basics of Photography

History of Photography, types of cameras, composition, lighting theory.

- Post-production: Digital image editing, Adobe Photoshop.

BAFTNMP-105: Film Appreciation – Genres

- Cinema fundamentals, film analysis, history of cinema (Hollywood, Indian cinema).

BAFTNMP-106: Graphic Designing (Photoshop, Illustrator, etc.)

- Colour theory, perspective study, still life, texture study, portrait painting, Photoshop, Illustrator, typography.

BAFTNMP-207: Basics of Post Production

- Introduction to editing theory, Premiere Pro basics, editing exercises.
- Efficient editing habits, non-linear editing concepts, working in the timeline, compositing, colour correction.

Learning process: Introduction to the principles and workflow of post-production in filmmaking, covering editing, color grading, and audio mixing. Hands-on practice with industry-standard editing software to assemble footage, refine sequences, and add visual effects. Exploration of color theory and techniques for enhancing the mood and aesthetic of film through color grading. Training in audio post-production, including sound editing, mixing, and mastering to achieve professional-quality soundtracks.

Learning outcome: Proficiency in utilizing post-production tools and techniques to refine and polish raw footage into a cohesive and engaging final film. Understanding of the creative possibilities and technical considerations in editing, color grading, and audio post-production. Ability to critically analyze and evaluate post-production choices in films, recognizing their impact on narrative and audience experience. Capacity to collaborate effectively with post-production professionals and

oversee the entire post-production process, ensuring the realization of the filmmaker's vision.




BAFTNMP-208: History of Non-fiction Film

- Exploration of documentary filmmaking, its relationship to narrative fiction, various formal approaches.
- Screening and analysis of documentaries, ethics of representation, impact on society.


Course 1: BAFTNMP 209 - Writing for Visual Media

Overview: BAFTNMP 209, Writing for Visual Media, is designed to provide students with a comprehensive understanding of screenwriting fundamentals. The course delves into the intricacies of crafting compelling narratives for the screen, focusing on character development, dialogue writing, and

the structural elements of storytelling.

Key Objectives:

- Understand the basic structure of a screenplay.
- Develop fundamental skills in screenwriting.
- Explore the nuances of effective storytelling for visual media.

- Learn to create well-rounded characters and write impactful dialogue.

Course Structure:

- Unit I: Preparing to Think Visually: Students delve into the mind-set of a screenwriter, breaking down story elements and exploring various approaches to screenwriting.
- Unit II: Structure of Story & Screenplay: Focuses on the three-act structure, dissecting beginnings, middles, and endings of plots.
- Unit III: Dynamics of Characterization: Explores techniques for character building and crafting engaging dialogue, including non-traditional approaches to filmmaking.
- Unit IV: Finalizing the Script: Covers the process of rewriting, adapting stories for the screen, and collaborating with others in the filmmaking process.

Integration of Critical Theory and World Cinema: Throughout the course, students are encouraged to analyse and discuss films from various cultural backgrounds, incorporating critical theories to deepen their understanding of storytelling techniques. This exposure to world cinema broadens students' perspectives and enhances their ability to create diverse and impactful narratives.

Course 2: Writing for Visual Media/Drama Production

Overview: This module is designed to equip students with the practical and theoretical skills necessary for digital short film production, particularly in the realm of drama and fiction. Emphasizing collaboration and collective responsibility, students will learn pitching, planning, writing, shooting, and editing techniques to produce coherent and compelling cinematic projects.

Key Objectives:

- Develop practical and theoretical skills in digital short film production.
- Foster collaboration and interpersonal skills essential for team-based projects.
- Gain proficiency in pitching ideas, planning, shooting, and editing fictional moving image projects.

Curriculum Content:

- Examine a Range of Current Short Fiction Films: Students analyse and draw inspiration from contemporary works to inform their own projects.
- Pitching Fiction Ideas to Peers: Practice presenting and refining project ideas through peer feedback.
- Researching Locations and Production Demands: Learn to identify suitable locations and assess production requirements.
- Work with a Range of Production Skills: Gain hands-on experience in various aspects of film production, including directing, cinematography, and editing.
- Negotiate Team and Group Work Develop effective communication and collaboration skills within a production team.

- Undertaking the Three Stages of Fiction Production: From pre-production planning to shooting and editing, students navigate each phase of the filmmaking process.
- Basic Ideas and Concepts Around Screenwriting: Introduces students to fundamental principles of screenwriting, emphasizing their application in visual storytelling.
- Direction and Team Interplay: Explore the dynamics of working within a production team, including the director' s role and effective collaboration strategies.

Integration of Praxis and Physical Aspects: The course emphasizes the practical application of theoretical knowledge through hands-on production experience. Students engage in scenography, scene work, and theatre drama production, fostering a deeper understanding of praxis—the integration of theory and practice in artistic endeavours. Through collaborative projects and practical exercises, students develop proficiency in translating creative concepts into tangible visual narratives.

BAFTNMP 210: Importance of Sound and Sound SFX

- Basics of sound: Acoustical waves, psycho-acoustics, stereophony.
- Sound for film and video: Importance of sound in audio-visual medium, sync sound. - Analog & digital equipment interconnectivity, microphone types, acoustics. - Mixing console basics, digital audio, computers in audio, recorders.
- Film showcase, microphone techniques, production process of a song.

Learning process: Introduction to the fundamental principles of sound design, including sound theory and terminology. Exploration of the role of sound in storytelling, emphasizing its emotional and narrative impact. Hands-on experience with recording techniques, sound effects creation, and mixing using industry-standard software. Analysis of sound design in film examples, identifying effective use of sound to enhance immersion and evoke mood.

Learning outcome: Proficiency in understanding and applying sound design principles to enhance the quality and impact of audio in film projects. Ability to creatively use sound effects to convey atmosphere, emphasize action, and engage the audience's senses. Improved critical listening skills to analyze and evaluate sound design choices in films, identifying their contribution to storytelling. Enhanced capacity to collaborate with sound professionals and integrate sound seamlessly into film productions, ensuring a cohesive audiovisual experience.

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BAFTNMP 211: Basics of Cinematography-1

- Power of a picture, composition-framing, lighting techniques. c
- Role of light, types of lighting, camera movements, lenses.
- Basic grammar of shots, camera movements, understanding digital video recording.

Learning process: Introduction to the fundamental principles of cinematography, including camera operation, shot composition, and lighting techniques. Hands-on experience with various camera types and equipment, exploring their functionalities and creative possibilities. Study of visual storytelling techniques, such as framing, movement, and perspective, through analysis of film examples. Practical exercises and assignments to develop skills in achieving visual coherence, mood, and narrative impact through cinematography.

Learning outcome: Mastery of essential cinematography skills, including camera operation, framing, and lighting, to effectively capture visual narratives. Ability to apply cinematic techniques creatively to enhance storytelling, evoke emotion, and engage audiences visually. Understanding of the technical and artistic considerations in cinematography, enabling critical analysis and evaluation of cinematic choices. Proficiency in collaborating with directors, production designers, and other crew members to translate creative vision into compelling visual imagery on screen

BAFTNMP 212: Practical Film Making 1 (Only non-fiction film)

- Film making process for non-fiction films, workflow, exposure to cameras and software. - Basic exercises on framing, composition, movement, editing.
- Final project: Non-fiction film production.

BAFTNMP 313: Introduction to Direction for Television

- Understanding television culture, semiotics, space, and time.
- Writing for television, constructing plots, character biography, non-fiction AD filmmaking.
- Director's role in television, understanding TV formats and genres.

BAFTNMP 314: Basics of Cinematography-2

- Structure of film and digital camera, special effects and cinematography. - Mood lighting, colour lighting theory, image formation, understanding co-creators. - Digital video recording, film stock, processing.

BAFTNMP 315: Understanding TV formats & Genres

- Nature of drama in television, creating drama for TRPs, niche television programming. - Differentiation of genres, infotainment, edutainment, entertainment, lifestyle genres.

BAFTNMP 316: Concepts of Storyboarding

- Need for storyboarding, fundamentals of shots, storyboarding techniques.
- Composition, perspective, lighting, continuity, storyboarding for animations, commercials.

BAFTNMP 317: Graphics and Post production (Flash, Editing software, After effects)

- Basics of 2D animation, vector, and raster graphics, editing in Flash.
- Using After Effects for animation, compositing.

BAFTNMP 318: TV Production / Ad film making

- Process of 25 mins television series making, production pipeline, exposure to cameras and software.
- Exposure to professional HD cameras, production workflow, working on TV series and ad films.

BAFTNMP 419: Introduction to Direction for Film

- Need for direction in films, role of a director, qualities required.
- Screenwriting, aesthetics, authorship, production, organizing action in narrative and action scenes.

BAFTNMP 420: Basics of Visual Communication

- Aesthetics, perception, representation, visual rhetoric, semiotics.
- Basics of visual literacy, cultural studies, media aesthetics, ethics.

BAFTNMP 421: Convergence and Basics of Web Designing

- Concept of convergence, internet key terms, new media.
- Basics of web designing, HTML programming, basic JavaScript.

BAFTNMP 22: Concepts of Post Production & Computer Graphics (including VFX)

- Basics of visual effects, GUI and CG, 3D modelling, compositing.
- Lighting and rendering, camera tracking, FX effects, compositing software.

BAFTNMP 421: Drama Production

- Introduction to digital short film production for drama and fiction.
- Practical and theoretical skills in pitching, planning, writing, shooting, and editing.

BAFTNMP 422: Intermediate Practical Film Making (Ad and Short Fiction Film)

- Production pipeline of advertisement and short fiction film making.
- Exposure to professional HD cameras, production workflow, Advertisement and Short Film production.

BAFTNMP 525: Laws related to Films, TV and Internet

- Indian contract act, media law, copyright, intellectual property rights.
- Business ethics, CSR, ethical issues in media, role of regulatory bodies.

BAFTNMP 526: New Media Theory and Practice (With advanced Web design and app making)

- Web designing, new media and popular culture, social networking, mobile journalism. - Web design tools, SEO, JavaScript, embedding multimedia, PHP, MYSQL.

BAFTNMP 527: Understanding Indian Contemporary Cinema

- Changing trends in Hindi popular cinema, emergence of digital media. - Impact of film festivals, changing aesthetic trends in regional films.

BAFTNMP 528: Introduction to Media Project Management

- Production management, business creation, contracts and negotiations. - Conflict resolution, scouting for business opportunities, financial projections.

BAFTNMP 529: Basics of Marketing and Publicity

- Introduction to marketing, market research, consumer behaviour. - Segmentation, targeting, positioning, IMC, packaging for film & television.

BAFTNMP 530: Advanced Practical Film Making – Music Videos

- Production pipeline of music videos, production workflow.

- Exposure to professional HD cameras, software, and production of music videos.

BAFTNMP 631: Final Project- Short Film (30 minutes)

- Writing and production of a 30-minute short fiction project.

- Distribution of film, creation of online presence, report on student roles.

Subject: History Of Contemporary Indian Cinema

Learning process: Exploration of key movements, trends, and milestones in Indian cinema through lectures, readings, and screenings of representative films. Critical analysis of the socio-political, cultural, and economic factors influencing the development of contemporary Indian cinema. Examination of the contributions of prominent directors, actors, and other industry professionals to the evolution of Indian cinema. Engaging discussions, research assignments, and presentations to deepen understanding and appreciation of the history and significance of contemporary Indian cinema.

Learning outcome: Comprehensive knowledge of the historical context and evolution of contemporary Indian cinema, including its diverse regional industries. Enhanced critical thinking skills to analyze films within their socio-cultural and historical contexts, discerning thematic motifs and cinematic techniques. Appreciation of the cultural heritage and artistic achievements of Indian cinema, fostering a deeper understanding of its global influence. Ability to articulate informed perspectives on the challenges, innovations, and future prospects of Indian cinema in a rapidly changing media landscape.

Subject: Introduction to Nonfiction Filmmaking Evaluation –

Course Description: Introduction to Nonfiction Filmmaking provides students with a foundational understanding of the principles, techniques, and processes involved in creating nonfiction films.

Through a combination of theoretical discussions, practical exercises, screenings, and hands-on projects, students will explore the art and craft of documentary storytelling.

Week 1: Introduction to Nonfiction Filmmaking. Course overview, objectives, and expectations. Introduction to the history and evolution of nonfiction filmmaking. Discussion on the role of nonfiction films in society and the documentary genre

Week 2-3: Fundamentals of Storytelling. Understanding narrative structure and storytelling techniques in documentary filmmaking. Analysis of nonfiction film examples to identify storytelling strategies. Workshop: Developing a documentary concept and crafting a compelling story

Week 4-5: Pre-production Process. Overview of pre-production stages: research, planning, and logistics. Introduction to documentary proposal writing and treatment development. Guest speakers: Documentary filmmakers or producers sharing insights into pre-production practices

Week 6-7: Cinematography and Visual Language. Principles of cinematography and visual storytelling in nonfiction filmmaking. Techniques for capturing compelling visuals and conveying meaning through imagery. Practical exercise: Camera operation and shot composition workshop Week 8-9: Sound Design and Recording. Importance of sound in documentary filmmaking. Fundamentals of sound design, recording, and post-production audio editing. Field recording exercise: Capturing high-quality audio in various documentary scenarios

Week 10-11: Interview Techniques and Documentary Ethics. Strategies for conducting effective interviews and eliciting authentic responses. Ethical considerations in documentary filmmaking: Representation, consent, and storytelling responsibility. Interview simulation exercise: Conducting and filming interviews with subjects

Week 12-13: Post-production and Editing. Introduction to editing software and workflow for documentary post-production. Hands-on editing exercises: Organizing footage, crafting sequences, and refining the narrative. Guest speaker: Professional editor or post-production supervisor sharing insights into editing practices

Week 14: Distribution and Exhibition. Overview of distribution options for nonfiction films: Festivals, broadcast, online platforms, etc.. Discussion on marketing, promotion, and audience engagement strategies. Screening and critique of student projects, followed by discussion on feedback and revision Assessment:. Assignments: Documentary proposal, treatment, production plan. Projects: Short nonfiction film project (individually or in groups). Participation: Engagement in class discussions, workshops, and peer feedback sessions Resources:. Required Readings: Selected chapters/articles on documentary theory and practice. Recommended Films: List of essential nonfiction films for analysis and inspiration. Equipment: Access to cameras, audio recording equipment, and editing software

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Subject: Importance Of Sound & Sound SFX

Learning process: Introduction to the fundamental principles of sound design, including sound theory and terminology. Exploration of the role of sound in storytelling, emphasizing its emotional and narrative impact. Hands-on experience with recording techniques, sound effects creation, and mixing using industry-standard software. Analysis of sound design in film examples, identifying effective use of sound to enhance immersion and evoke mood.

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Subject: Basis Of Storyboarding

Learning process: Introduction to the principles and techniques of storyboarding through lectures and demonstrations. Hands-on practice creating storyboards for different scenarios, focusing on composition, framing, and sequential storytelling. Feedback sessions where students receive critique and guidance on improving their storyboards. Exploration of advanced storytelling techniques and industry-standard practices in storyboarding.

Learning outcome: Proficiency in translating script or narrative ideas into visual sequences using storyboard format. Understanding of composition, shot framing, and visual storytelling elements essential for effective storyboarding. Development of critical thinking and problem-solving skills to convey narrative and emotion through visuals. Ability to communicate and collaborate effectively with directors, cinematographers, and production teams using professional storyboarding techniques.

B.A. Multimedia & Mass Communication

Class: FYBAMMC Semester I

1. Effective Communication – I: The college strives to inculcate learning through innovative methods in classrooms. Healthy debates and insightful group discussions are a staple, and practices by most of the teachers who teach the classes. Furthermore, students are groomed in soft skills and are required to make presentations on the topics from within their prescribed syllabi. The presentations are made individually, as well as through groups. This teaches the student how to prepare individually, as well as, if required, in groups, which require them to coordinate and cooperate with each other.

2. Foundation Course – I: This course, due to its generality, require students to go outside the bookish realm and explore the topics through films, art exhibitions and media content analysis. Books reviews, film reviews and content analysis formed part of the learning process. Students were given Print Media articles to analyze, understand and discuss the various social phenomenon and their impacts.

3. Visual Communication: Visual communication through observation of everyday life and its documentation through the use of photographs, drawings, charts, posters and digital art. Students were allowed use of the college cameras and the lab software for production and editing of their projects. Students were required to make presentations of their understandings. Field visits to Production & Animation Studios were also made to give enhanced knowledge and special insights of their topics. Students interacted with Creative Artists during their studio visits.

4. Fundamentals of Mass Communication: Students were required to explore the various media and their histories to gain a comprehensive know-how of the features and uses of the media used for mass communication. Visit to newspaper office and TV Channel was made and interaction was done with the professionals at these places. Students were required to write reviews of their visits.

Semester II

1. Content Writing: A reading club was introduced to exchange literary understandings and the students were exposed to various styles of writing, both literary and mediated. Students were

required to maintain a scrap book in which they cut-pasted relevant bits of articles, news reports and print ads. Students were also required to read and analyze the different types of media content – both, Indian and International to gain a worldwide perspective.

2. Introduction to Advertising: Students are introduced to the basics of advertising (on all platforms) through classical as well as experiential learnings. The theories of advertising, after being covered, students are required to put them in practice through ideating and executing it on an ad campaign project that covers their learning 360 degrees (Both, online and offline). Students also were taken on an ad agency visit wherein they interacted with the staff thereon, leading to a better understanding of the workings of a professional ad agency. Furthermore, students are also encouraged to make scripts, storyboards and ad films.

Learning process: Teacher will explain the concept of advertising. Few product ads will be discussed. Colour theory, Product attributes, Designing Principles will be taught by the subject teacher.

Learning outcome: Students will apply the color theory and knowledge of product/service Ad campaign. Design. Students can work as a graphic designer or concept developer in future.

3.Introduction to Journalism: To understand the basics of journalism, the classroom teachings are supplemented by field visits, industry visits, and practical assignments like interviewing people, garnering reports and photojournalism. Students were trained to identify newsworthy stories and

photos and to write headlines and captions. Their writing skills and editing skills were also tried and tested through such assignments.

4. Media, Gender & Culture: To sensitize the students on these emerging topics, appropriate assignments were given in form of Content Analysis, Film Reviews and Field Visits. Furthermore, students were encouraged to do their own research through observations and interviewing persons from different genders to understand how media is gendered, like everything else, and the form, structure, content, policies and culture of the media industry is gendered and biased, and what methodologies can be used to unlearn this.

Class: SYBAMMC Semester III

1. Motion Graphics & Visual Effects: Along with classroom sessions, workshops also were organized by the college of Industry Experts, who visited and guided the students regarding the tools and techniques of motion graphics, visual effects and animation through use of latest software in the computer labs. Students were also encouraged to take up individual assignments in VFX production & editing. Visits to VFX & Animation studios was also conducted.

2. Corporate Communication & Public Relations Since this forms an important aspect in today's industry, students were given theoretical overview and then to gain practical insights, they were required to make Press Releases, organize Mock Press Conferences and critically analyze online and offline PR Campaigns of certain organizations. They also were taken on a Corporate Visit, and they are also involved in departmental corporate communications and departmental PR activities.

3. Media Studies: Students were required to analyze news content and then relate it to the media theories they study. Students were required to give presentations of their understandings of the topics and they were guided accordingly by the subject faculty. Students were also taught to look at the media through the following angles – content, sociological, creative, technical, economic, political and psychological.

4. Introduction to Photography: Photography, being an important component of mass media, requires even more special attention. Students were given to handle the departmental cameras and other equipment to give them a hands-on training and exposure. Suitable assignments were given to students to help them understand concepts of daylight photography, night photography, indoor and outdoor photography, and other types of photography. Students were also taken to cover live events to give them the practical experience.

SYBAMMC Semester IV

1. Media Laws & Ethics: Law, being a rich subject, students are required to cultivate a legal perspective in looking at the world around them. The ethical dimension, too, is not to be overlooked, as it can lead to practical problems if the ad is ethically short. Towards this end, students were sensitized about the need for laws and ethics, and guided as per the Constitution of India, and appropriate examples and case studies were discussed. A Mock parliament session was also held through Role Play.

2. Mass Media Research: Research is fundamental to any media. Research is also a hard ball game, and if done incorrectly or inefficiently, the results will go wrong, which would lead to misleading content being produced. To help students gain a research perspective, they were taken through all the relevant steps and then asked to make a questionnaire and also to gather and sample the data from a social science and humanities perspective. Qualitative as well as quantitative research was focused upon.

3. Writing & Editing for Media: Writing & Editing for Media require the students to first understand the media writing styles. Towards this end, they were first exposed to the writing styles (Indian and Foreign) on different media platforms (Towards different objectives such as journalistic, advertising, PR, etc) and then made to practice writing for these media platforms.

4. Film Communication: Students were exposed to the basics and nuances of world cinema and Indian cinema and its origin, history and development, plus the creativity and technology that films work with today. Guest Sessions and Seminars were organiz3ed wherein cinematographers, directors, actors and editors were invited to speak to the students. Students were also taken to international film festivals and they interacted with film makers and other cinema professionals there.

Class: TYBAMMC (Journalism) Semester V

1. Reporting: Reporting is a skill and students of journalism are required to know its basics. Students were given various tasks of reporting (Different sectors & Beats) and asked to make a presentation of their experiences. They also were taught of sources and given assignments to scout for and approach / contact different sources for their data / information. They were also trained how to filter the information received from sources.

2. Investigative Journalism: This is a specialized area of journalism. A suitable understanding was first given, and the topics were taught through Case Studies and newspaper reports analysis. Investigation risks and the dangers were also told, and safety and security of journalists and sources were also discussed. Investigative journalism also has socio-political impacts and these are to be understood as well. Keeping this end in mind, the students were told of the legal and ethical dimensions that Investigative Journalism has to go through.

3. Global Media & Conflict Resolution: Students were given exposure and understanding of diverse media and the factors due to which the media is so diverse. Media pluralism was also discussed and students were told to do Comparative Analysis of different media houses on both the sides of the conflicts or disagreements. Students were also told the role of media plays in de-escalating a conflict or being Peacemakers. The socio-psychological reasons of conflicts and models of de-escalation were also discussed.

4. Mobile Journalism & New Media: Mobile Journalism, Citizen Journalism are new trends and journalism students have to get a know-how of them. They were therefore exposed to the concepts and theories of these newer emerged trends and their features. Students were given practical assignments like mobile news reporting, capturing everyday news on mobiles and ethical use of social media for journalism. Some case studies were discussed.

Hotel Management & Hospitality Studies

Subject: Advanced Food Production

Learning process: The learning process outlined for the culinary and food production department involves a comprehensive and progressive approach to equip students with the right attitude, basic knowledge, and technical skills. Here's a breakdown of the learning objectives and stages:

1. Introduction to Culinary Basics:

- Inculcate a right attitude and provide basic knowledge and technical skills in the art of culinary.
- Classroom lectures to cover theoretical aspects.
- Hands-on practical sessions to introduce basic cooking techniques.
- Demonstration of fundamental culinary skills.

2. Kitchen Equipment and Utensils:

- Familiarize students with various equipment and utensils used in the kitchen.
- Equipment identification sessions.
- Practical demonstrations on proper usage.
- Hands-on practice using different tools.

3. Interest Development and Experimentation:

- Develop a keen interest in food production and encourage experimentation.
- Creative cooking assignments and projects.
- Exposure to diverse ingredients and cuisines.
- Group activities to promote collaboration and innovation.

4. Menu Planning and Execution:

- Enable students to prepare a variety of dishes, both Indian and Continental.
- Menu planning exercises.
- Practical cooking sessions with diverse recipes.
- Guest chef sessions for exposure to different culinary styles.

5. Confidence Building and Skill Enhancement:

- Build confidence in technical skills to prepare for bulk cookery challenges.
- Progressive difficulty in cooking tasks.
- Real-world simulation exercises.
- Feedback and evaluation to boost confidence.

6. Specialization in Regional Indian Cuisine:

- Gain expertise in quantity food production with a focus on regional Indian cuisine.
- Specialized courses on regional cuisines.
- Practical sessions emphasizing quantity production.
- Field trips to experience regional culinary practices.

7. Culinary Education and Global Perspective:

- Educate students on basic to advanced culinary skills and global culinary trends.
- Lectures on advanced cooking techniques.
- Exposure to international culinary practices.
- Research assignments on global food trends.

8. Food Safety and Employment Skills:

- Highlight the importance of food safety and prepare students for employment.
- Food safety training sessions.
- Workshops on professional conduct in the culinary industry.
- Resume building and interview preparation.

9. Expertise Attainment and Kitchen Management:

- Attain expertise in culinary skills and familiarize students with kitchen management.
- Advanced cooking challenges.
- Kitchen management modules.
- Guest lectures from industry experts.

10. Entrepreneurial Development:

- Encourage and develop students to become independent entrepreneurs.
- Entrepreneurship workshops.
- Business plan development.
- Mentorship programs for aspiring entrepreneurs.

This structured learning process aims to provide a holistic culinary education, ensuring that students not only acquire the necessary skills but also develop the right mindset for success in the culinary and food production industry.

Learning outcome :

- To inculcate a right attitude and the required basic knowledge and technical skills in the art of culinary and the food production department.

- To introduce the various equipment and utensils used in the kitchen.
- To develop a keen interest in food production and to enable students to experiment, innovate and progressively produce a variety of preparation / dishes.
- To gain confidence to adapt to the technical skills and the art of preparing different menus, Indian as well as Continental.
- By the end of the second semester students should be confident enough in their skills which would boost their morale to take up the challenge of bulk cookery in the third and fourth semester.
- To get trained on various aspects of regional Indian cuisine – Quantity Food Production
- To educate students on the basics to advance culinary skills.
- To give an overview of culinary specialties across the globe.
- To educate students on the latest food trends.
- To highlight the importance of food safety.
- To train students for better employment prospects
- The objective is to get students to attain expertise in their culinary skills.
- To familiarize students on various aspects of kitchen management.
- To encourage and develop students to become independent entrepreneurs.

Subject: Food And Beverage Service

Learning process: Studying food and beverage management will help provide you with the following. Knowledge and skills: You'll gain the skills needed for menu planning, staff management Marketing and promotion, and cost control.

Learning outcome:

- Basic Food & Beverage Service
- Understanding Service to guest Communication
- Type of Guest
- Greeting and seating the guest
- General Rules in Service
- Food service procedure
- Presenting Menu
- Standard clearing of tables
- Telephone etiquette

Department of Housekeeping

Learning process: Students will learn technical skills and information. students will understand housekeeping's work methods workflow processes, and business procedures. students will learn to control and avoid mistakes in decision – making while working in the housekeeping department.

Learning Outcome: Upon completion of this course students will be able to.

1.Identify and perform different housekeeping services

Handle housekeeping requests,

2.Advice guests on room and housekeeping equipment

3.Set-up equipment and trolleys

4.Access rooms for servicing

5.Make -up beds

6.Clean and clear rooms

7.Clean and store trolleys and equipment

8. Select and use equipment and materials properly for cleaning premises.

9.Comply with occupational; health and safety requirements in preparing dry and

wet cleaning agents and chemicals

10.Identify and explain different cleaning operations, chemicals and treatment of common hazards in the workplace

11.Dispose garbage and used chemicals properly

12.Clean wet and dry areas according to enterprise procedures

13.Maintain and store cleaning equipment and chemicals

14.Identify Valet services

15.Perform proper coordination to ensure optimum privacy, security and confidentiality of all guests.

16.Display professional valet standards

17.Ensure proper handling of guest's property.

18. Identify types of fabric and laundry equipment

19.Observe safety practices in handling laundry equipment and chemicals.

20.Follow correct procedure in laundering process for guest's laundry items.

Making of bed

Cleaning Corridor

Cleaning glasses

Cleaning Carpet

Dusting of Guest Room

Cleaning Washroom

Cleaning Telephone

Setting up Amenities

Entering the guest room

Subject Front Office:

Learning Process:

- Knowledge about various types & classification of hotel, rooms and types of properties, types of hotel brands based on location, clientele, no. of rooms, facilities, star classification
- Inter & Intra departments associations, functioning & hierarchy of different sections
- All steps related to Guest Cycle during the time the guest spends time in the hotel.
- All the facilities provided by the hotel and the departments linked to it
- Auditing system, End of Day process along with flash reports & daily reports and forecasting mediums
- Communication & IT Devices, Reservation systems & mediums, Property management systems, Central Reservation systems.
- Yield management, statistics, forecasting systems, discounting systems.

Learning Outcome:

- Thorough knowledge about hotel industry & its classification
- Proper Knowledge & execution about procedures related to guest interaction and additional services
- Telephone & Business communication etiquettes.
- Basic computer skills, and PMS/CRS operating systems in the hotel.
- Handling and tackling guest complains and different types of situations at the hotel like Fire, Security threat, Bomb, Flood, etc.
- Revenue management & Yield statistics skills are well developed along with Sales & Business forecasting.

Subject: Bakery & Confectionery

Learning process: Introduction to Baking and Confectionery: Begin by introducing students to the fundamentals of baking and confectionery, including the history, basic techniques, and key ingredients used in both disciplines.

Safety and Sanitation: Emphasize the importance of safety and sanitation in a bakery setting. Teach students proper hygiene practices, food handling procedures, and how to maintain a clean work environment.

Ingredient Identification and Functionality: Dive deeper into the various ingredients used in baking and confectionery, such as flour, sugar, fats, leavening agents, and flavourings. Explain the role of each ingredient and how they interact with one another in recipes.

Baking Techniques: Cover a range of baking techniques, including mixing methods, dough preparation, shaping, proofing, and baking temperatures and times. Provide hands-on practice opportunities for students to develop their skills.

Pastry Making: Introduce students to the art of pastry making, including pie crusts, puff pastry, shortcrust pastry, and laminated doughs. Teach techniques for rolling, folding, and shaping pastry doughs.

Cake Decorating: Teach students the basics of cake decorating, including icing techniques, piping, fondant work, and sugar craft. Allow students to experiment with different decorating styles and designs.

Confectionery Skills: Explore the world of confectionery, including making chocolates, candies, truffles, and other sweet treats. Cover topics such as tempering chocolate, caramelization, sugar pulling, and molding techniques.

Specialty Breads and Desserts: Introduce students to specialty breads and desserts from around the world. Explore regional specialties, unique ingredients, and cultural influences on baking and confectionery.

Menu Development: Teach students how to develop menus for bakeries and confectionery shops, considering factors such as seasonality, customer preferences, and cost efficiency. Encourage

creativity and innovation in recipe development. Business and Marketing Skills: Provide instruction on the business side of running a bakery or confectionery business, including pricing strategies, inventory management, marketing techniques, and customer service best practices. Internship or Work Experience: Offer students the opportunity to gain real-world experience through internships or work placements at local bakeries, pastry shops, or confectionery businesses. This hands-on experience will further reinforce their learning and prepare them for careers in the industry.

Final Project or Showcase: Allow students to demonstrate their skills and creativity through a final project or showcase, where they can present their own original baked goods and confections to peers, instructors, and industry professionals. By following this learning process, students will develop a comprehensive understanding of bakery and confectionery techniques, as well as the business acumen needed to succeed in the industry.

Learning outcome: Introduction to Baking and Confectionery. Overview of the course objectives and outline. Introduction to the history, significance, and basic principles of baking and confectionery.

Kitchen Safety and Hygiene. Importance of sanitation practices in a bakery environment. Training on proper handling of ingredients, equipment, and tools to ensure food safety.

Ingredient Knowledge and Functionality Understanding the role and properties of key ingredients like flour, sugar, fats, leavening agents, and flavourings. Practical sessions on ingredient selection, measurement, and preparation.

Baking Techniques: Hands-on instruction on various baking methods including creaming, folding, whipping, and fermentation. Practice sessions for making doughs, batters, and yeast-raised products.

Pastry Making: Introduction to pastry doughs such as shortcrust, puff pastry, and choux pastry. Techniques for rolling, shaping, and baking pastry products.

Cake Decoration and Design: Learning basic to advanced cake decorating techniques including icing, piping, fondant work, and sugar craft. Creative exploration of cake designs and themes.

Confectionery Artistry: exploration of confectionery specialties like chocolates, candies, truffles, and nougats. Techniques for tempering chocolate, caramelizing sugar, and creating intricate confectionery designs.

Specialty Breads and Desserts: Introduction to artisanal bread-making techniques and specialty desserts. Understanding the science behind bread fermentation and dessert flavor combinations.

Menu Development and Presentation: Guidance on creating appealing bakery and confectionery menus. Practice in menu planning, pricing, and visual presentation of products.

Business Skills and Entrepreneurship: Introduction to business fundamentals including cost analysis, inventory management, and customer service. Insight into entrepreneurship opportunities in the bakery and confectionery industry.

Industry Insights and Trends: Guest lectures from industry professionals to provide insights into current trends and innovations. Discussions on sustainability, dietary preferences, and emerging market demands.

Culinary Showcase or Project: Culmination of the course with a showcase event or final project where students display their skills and creations. Evaluation and feedback from instructors and peers.

Data Science

Subject: Introduction to Programming

Learning process: Real-world applications and group projects reinforce skills, with regular assessments and coding assignments for practice. Independent exploration through online resources is encouraged, highlighting Python's versatility in solving data-related challenges. The course balances theory with hands-on application, providing a strong foundation for future data science studies.

Learning outcome: Python Proficiency: Attain a strong grasp of Python fundamentals, enabling the writing and comprehension of intermediate-level code.

Data Manipulation Skills: Develop expertise in using Python libraries (e.g., NumPy, Pandas) for data manipulation, analysis, and visualization.

Problem-Solving and Collaboration: Enhance problem-solving abilities through coding assignments, projects, and teamwork, while integrating feedback for continuous improvement.

Subject: Descriptive Statistics

Learning process: Key Concepts: Introduce mean, median, mode, range, and variance.

Data Handling: Cover data collection, organization, and cleanlines

Calculation and Visualization: Teach computation and use graphs.

Real-world Application: Apply statistics practically.

Software Proficiency: Introduce statistical software.

Critical Thinking: Discuss limitations.

Hands-on Practice: Reinforce learning practically.

Learning outcome:

1. Students will achieve proficiency in computing and interpreting descriptive statistics such as mean, median, mode, range, and variance.

2. They will develop skills in collecting, organizing, and cleaning datasets for effective analysis.

3. Practical application of descriptive statistics to real-world scenarios will enhance problem-solving abilities.

4. Proficiency in statistical software tools will empower students to efficiently analyze and visualize data.

5. Critical thinking will be fostered, enabling students to understand the limitations of descriptive statistics and consider alternative measures when necessary.

Subject: Web Technology

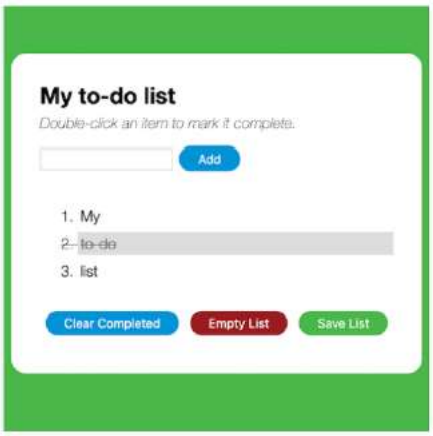
Learning process: Basics: Begin with fundamental web concepts, including HTML, CSS, and JavaScript. Hands-on Coding: Emphasize practical coding exercises for hands-on experience.

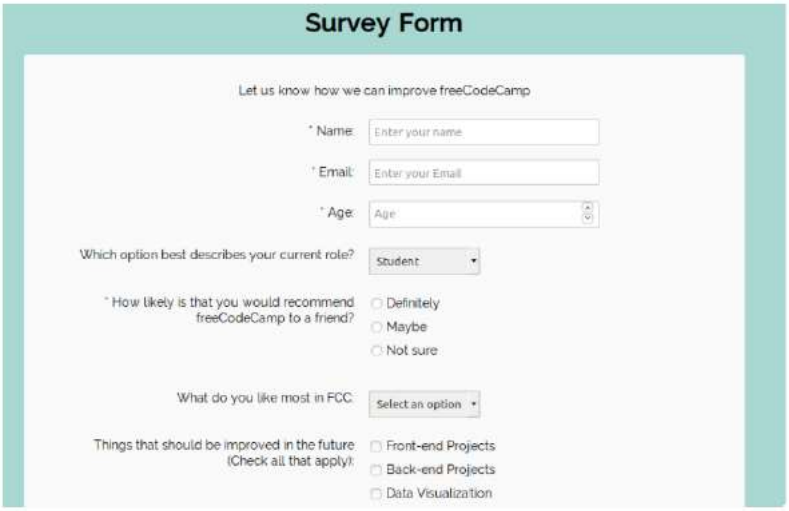
Responsive Design: Teach responsive design principles for compatibility across devices.

Frameworks and Libraries: Introduce popular web development frameworks and libraries.

Project Work: Culminate with a practical project to apply learned skills in a real-world context.

Learning outcome: Upon project completion, students will have acquired a proficient understanding of HTML, CSS, and JavaScript, demonstrating their ability to construct and style web pages and showcasing through power point presentation. The utilization of popular web development frameworks and libraries showcases advanced tool application for enhanced functionality. The project's successful conclusion signifies their practical problem-solving skills, providing tangible evidence of their competence in web technology for inclusion in their portfolios.





Subject: Business Communication and information Ethics

Learning process: Business communication typically involves several key stages. Initially, students are introduced to fundamental communication principles, covering written and verbal skills, etiquette, and professionalism. Practical exercises, such as drafting emails and delivering presentations, allow for hands-on application. The curriculum often emphasizes the importance of audience analysis and effective use of communication channels

Learning outcome : Students will have developed strong written and verbal communication skills, enabling them to convey messages clearly and professionally. Additionally, they will have honed their abilities to tailor communication to diverse audiences, considering cultural nuances and context

Subject: Pre-calculus

Learning process:

- Key Concepts: Introduce mean, median, mode, range, and variance.
- Data Handling: Cover data collection, organization, and cleanliness
- Calculation and Visualization: Teach computation and use graphs.
- Real-world Application: Apply statistics practically.
- Software Proficiency: Introduce statistical software.
- Critical Thinking: Discuss limitations.
- Hands-on Practice: Reinforce learning practically.

Learning outcome: Students will achieve proficiency in computing and interpreting descriptive statistics such as mean, median, mode, range, and variance. Practical application of descriptive statistics to real-world scenarios will enhance problem-solving abilities. Students are able to solve the problem ,also working on their assignment to get the proper insights.

Subject: Probability and Distributions

Learning process: The learning process in Probability and Distributions begins with foundational probability theory, covering concepts like sample spaces and events. As the course progresses, focus shifts to discrete (binomial, Poisson) and continuous (normal) probability distributions, with practical examples for real-world applications. Students learn to calculate probabilities, expected values, and variances, utilizing statistical software for simulations. Problem-solving exercises and assessments reinforce the application of probability concepts, providing a comprehensive understanding of probability theory and its practical implications in statistical analysis.

Learning outcome: Upon completing the Probability and Distributions course, students will demonstrate a strong grasp of fundamental probability theory, proficiency in calculating probabilities for discrete and continuous distributions, and the practical application of statistical software for simulations. Real-world examples will illustrate the relevance of probability in various fields, and successful assessments will showcase their ability to apply probability concepts in statistical analysis, providing a well-rounded skill set for practical use.

Decision support programs are designed to help managers make	Budget projections	visual presentation	Business decisions	Vacation schedulus	**(c)**
Which of the following places would be LEAST likely to include operational robots?	Ware house	Factory	Hospitals	Private home	**(d)**
The number of movable joints in the base, the arm,and the efforts of the Robert determines ?	Degree of freedom	Payload capacity	Operation limits	flexibility	**(a)**
In rule based system, procedural domain knowledge is in the form of	Productive rules	Rule interpretes	Meta rules	Control rules	**(a)**
The robots with the designation TRI are known as _____ robots?	Spherical	Articulated	Both a and b	None of the abov	**(a)**
How many sections does robot manipulator consists of?	One	Two	Three	Four	**(b)**
Which one of the following generation robots are remote controlled?	First	Second	Third	Fourth	**(a)**
What is the standard form of DOF?	Degree of Finance	Degree of Freedom	Degeer of fail	None of this	**(a)**
Which one of the following robots also called spherical robot?	SCARA	Delta	Polar	None of the above	**(c)**
which one of the following robots comes under first generation?	Information robots	Autonomous loading	Autunomous harvesting	None of the above	**(a)**
which one of the following engineering deals with machinery and structure of robots	Electrical	Mechanical	Computer	All of the above	**(b)**
_____ is an example for simple level robots?	Washing machine	Fully automatic washing machine	Laptop	None of this	**(a)**
Which one of the following is flexible and easy to use?	Robot	Cobot	Both a and b	None of this	**(b)**
The dynamic robots are categorized into_____ types?	One	Two	Three	None of the above	**(c)**
What is the standard form of PTP?	Point to Point	Point to Path	Path to Point	None of the above	**(a)**
Which one of the following robots is based on control system?	SCARA	Polar	Cylindrical	Continuous path	**(d)**
The robots are categorized into _____ types based on physical configuration?	One	Two	Four	Five	**(d)**
Which one of the following provides force for robot motion?	Kinematics	Dynamics	Actuator	None of the above	**(c)**
Which one of the following generation robots are networked?	First	Second	Third	Fourth	**(c)**
How many modes of operations are there?	One	Three	Two	None of these	**(b)**
What is standard form of SCARA?	Selective Compliance Articulated Robot Arm	Simple Compliance Articulated Robot	Single Compliance Articulated Robot	None of the above	**(a)**
What are the advantages of robots?	Saving companies' time	Increased profitability	Higher quality	All of the above	**(d)**
Which one of the following robots is difficult to move?	Collaborative robot	Traditional industry robot	Both a and b	None of the above	**(b)**
What is the standard form of SFA?	Service First Amps	Service Factor Amps	Simple Factor Amps	None of the above	**(b)**
1. What is the full form of DBMS?		Database Management System	Database Management Service	Data Backup Management System	**(b)**
2._____ is a set of one or more attributes taken collectively to uniquely identify a record.		Foreign key	Super key	Candidate key	**(b)**
3.The ability to query data, as well as insert, delete, and alter tuples, is offered by _____		DCL (Data Control Language)	DDL (Data Definition Language)	DML (Data Manipulation Language)	**(d)**
4.The DBMS acts as an interface between _____ and _____ of an enterprise-class system.		Application and SQL	c) Database application and the database	The user and the software	**(c)**
5._____ is a hardware component that is most important for the operation of a database management system.		High speed, large capacity disk to store data	High-resolution video display	Printer	**(b)**
6.What does an RDBMS consist of?		Collection of Keys	Collection of Tables	Collection of Fields	**(c)**

Subject: Database Management

Learning process: Begin with foundational concepts and hands-on exercises in database design and SQL. Progress to cover architecture, indexing, and practical projects for real-world applications. Also preparing the questionnaire for solving the multi aspect of Data base Management System.

Learning outcome: Upon completion, students will demonstrate proficiency in designing and managing databases, writing complex SQL queries, implementing security measures, and working with popular database management systems. These skills prepare them for effective database administration in professional settings.

Questionaire (2).xlsx

Robotics | Operating system | C programming | Software engineering | Java | Python | DB

QUESTIONS	Option A	Option B	Option C	Option D	Answer
What is the full form of DBMS?	a) Data of Binary Management System	b) Database Management System	c) Database Management Service	d) Data Backup Management System	
What is DBMS?	a) DBMS is a collection of queries	b) DBMS is a high-level language	c) DBMS is a programming language	d) DBMS stores, modifies and retrieves data	
Who created the first DBMS?	a) Edgar Frank Codd	b) Charles Bachman	c) Charles Bachman	d) Shamin B. Codd	
Which type of data can be stored in the database?	a) Image stored data	b) Text, files containing data	c) Data in the form of audio or video	d) All of the above	
In which of the following formats data is stored in the database management system?	a) Image	b) Text	c) Table	d) Graph	
An ATTRIBUTE is called	row	domain	field	column	option C
Data about data is called	database	Data independence	meta data	meta field	option C
Records are organized in hierarchical model	like graph	like link	like a list	like a tree	option D
E-R model is	relation	internal	entity-relationship	network	option C
What is the full name of SQL?	Strong Query Language	Standard Query Language	Structured Query Language	none of these	option C

QUERIES PRACTICAL.docx

ALTERING A TABLE /DROPIING A TABLE /RENAMING THE TABLE /TRUNCATION A TABLE

a) ALTERING A TABLE **: (adding new col)**

✓ SYNTAX: ALTER TABLE *table_name*
ADD *column_name datatype*;

✓ EXAMPLE : ALTER TABLE Student1
ADD Email varchar(255);
✓ ALTER TABLE Student ADD marks INT;

TABLE - DROP COLUMN

✓ ALTER TABLE Customers
DROP COLUMN Email;

✓ ALTER TABLE *table_name(**change col datatype)*
ALTER COLUMN *column_name datatype*;

DROPPING /TRUNCATING /RENAMING TABLES

SQL TRUNCATE TABLE

The TRUNCATE statement is used to delete the data inside a table, but not the table itself.

TRUNCATE TABLE *table_name*;

RENAMING THE TABLE

ALTER TABLE Student RENAME COLUMN NAME TO FIRST_NAME;

✓ ALTER TABLE Student RENAME name TO FIRST_NAME;
✓ ALTER TABLE Student RENAME TO Student_Details;

✓ you can use **ALTER Command** whenever you want to change the data in an existing table like datatype from int to float and CHAR to

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Subject: R Programming

Learning process: Faculties gave Power point Presentation on the ongoing topic to enhance the knowledge of students. It Commence with basic R programming concepts, syntax, and data structures. Engage in coding exercises to apply theoretical knowledge practically. Progress to cover data manipulation, visualization, and statistical analysis using R. Real-world projects and practical examples enhance hands-on coding skills. Integration of R packages and exposure to various data science applications further enrich the learning process.

Learning outcome: Upon completion, students will showcase proficiency in R programming, including data manipulation, visualization, and statistical analysis through PPT. They will have hands-on experience in solving real-world problems using R. The ability to use R packages and apply data science techniques prepares students for practical applications in analytics and research.

Subject: Environmental Science

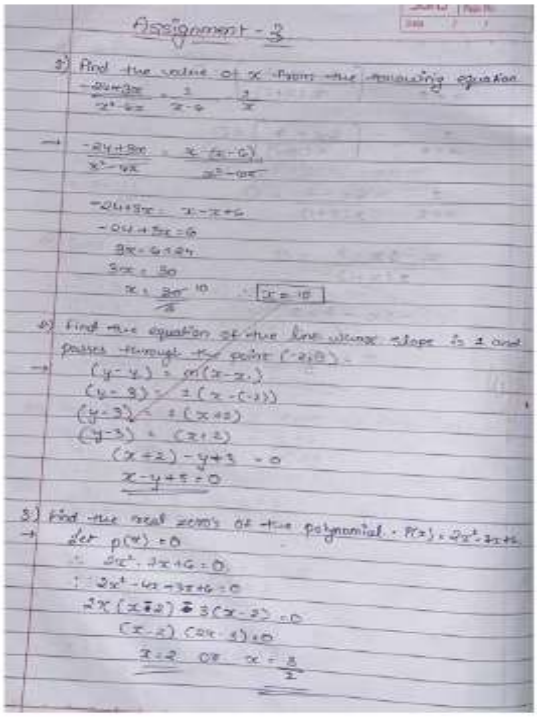
Learning process: Start with foundational concepts in environmental science, covering ecosystems, biodiversity, and environmental issues. Engage in fieldwork, experiments, and case studies to apply theoretical knowledge. Progress to explore topics like climate change, conservation, and sustainability. Real-world projects and practical experiences, such as environmental impact assessments, contribute to a comprehensive understanding of environmental science.

Learning outcome: Upon completion, students will demonstrate a solid grasp of environmental science principles, including ecosystems, biodiversity, and sustainability. They will have practical experience in conducting fieldwork, experiments, and environmental impact assessments. A well-rounded understanding of climate change, conservation, and environmental issues will prepare students for addressing challenges in environmental science and promoting sustainable practices.

Subject: Calculus

Learning process: Commence with foundational concepts such as limits, derivatives, and integrals, introducing fundamental principles of calculus. Engage in problem-solving exercises and given to students in the form of Assignments. Progress to advanced topics like multivariable calculus and differential equations, delving into real-world scenarios and mathematical modeling.

Learning outcome: Upon completion, students will exhibit a strong grasp of calculus principles, including limits, derivatives, and integrals. They will demonstrate the ability to apply calculus in problem-solving and real-world scenarios, exploring multivariable calculus and differential equations. Proficiency in mathematical modeling and the use of technology tools prepares students for advanced applications in various fields, laying the foundation for further studies in mathematics and related disciplines.



Subject: Testing of Hypothesis

Learning process: Commence with an understanding of hypothesis formulation and significance testing concepts. Engage in statistical techniques, covering both parametric and non-parametric tests. Practical applications involve formulating hypotheses, collecting data, and conducting hypothesis tests. Faculties gives the power point presentation to make student more understandable more. Real-world examples and case studies enhance the application of hypothesis testing in various contexts.

Learning outcome: Upon completion, students will demonstrate proficiency in formulating hypotheses, selecting appropriate statistical tests, and interpreting results. They will apply hypothesis testing in practical scenarios, making informed decisions based on statistical evidence. The ability to

critically evaluate hypotheses prepares students for statistical analysis in research, providing a foundation for data-driven decision-making in diverse fields.

Subject: Data Structures

Learning process: Initiate with fundamental data structures like arrays, linked lists, and stacks, introducing principles of organization and manipulation. Progress to more advanced structures such as trees, graphs, and hash tables, exploring their applications and algorithms. Engage in hands-on coding exercises to implement and manipulate data structures. Real-world projects may involve optimizing data storage and retrieval for efficiency. Practical applications in sorting and searching algorithms contribute to a comprehensive understanding.

Learning outcome: Upon completion, students will demonstrate proficiency in designing, implementing, and manipulating various data structures through power point presentations, assignments. They will apply data structures in real-world projects, optimizing storage and retrieval for efficiency. Mastery of sorting and searching algorithms will prepare students for effective problem-solving and algorithmic thinking in software development and related fields.

Subject: Micro economics

Learning process: Commence with the foundational principles of microeconomics, covering topics such as supply and demand, elasticity, and consumer behavior. Progress to explore market structures, cost analysis, and the theory of production The integration of mathematical models and economic theories enhances problem-solving skills and decision-making.

Learning outcome: Upon completion, students will demonstrate a solid understanding of microeconomic principles, including supply and demand dynamics, market structures, and production theory. Proficiency in cost analysis and consumer behavior equips students for critical thinking in economic matters, preparing them for applications in business, policy analysis, and related fields.

Subject: Data Warehousing

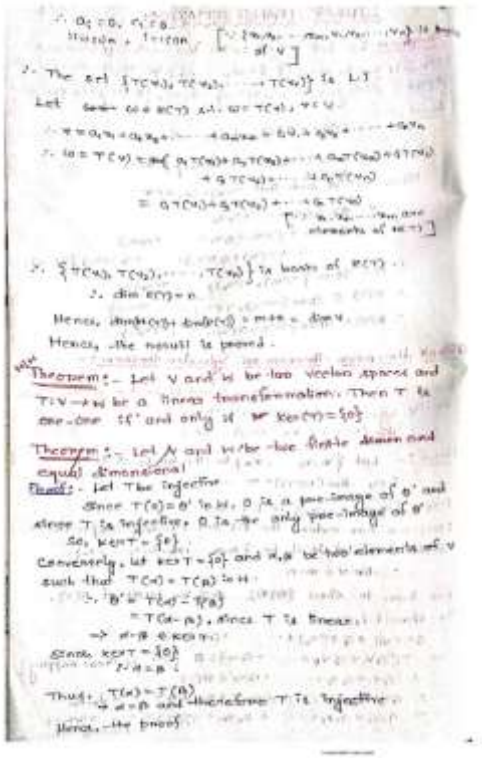
Learning process: Initiate with an introduction to the fundamentals of data warehousing, including concepts like data integration, ETL (Extract, Transform, Load) processes, and data modeling. Progress to explore dimensional modeling and the design of data warehouses. Engage in hands-on activities involving the implementation of data warehousing solutions. Real-world case studies may involve integrating data from multiple sources and optimizing data retrieval for analytical purposes.

Learning outcome: Upon completion, students will demonstrate proficiency in understanding data warehousing concepts, including data integration, ETL processes, and dimensional modeling. They will be capable of designing and implementing data warehousing solutions. The ability to optimize data retrieval for analytical purposes prepares students for roles in business intelligence, analytics, and data-driven decision-making in various industries.

Subject: Linear Algebra

Learning process: Commence with foundational concepts, including vectors, matrices, and basic operations. Progress to explore linear transformations, eigenvectors, and eigenvalues. Engage in practical applications, such as solving systems of linear equations and geometric interpretations. The use of mathematical software enhances understanding and visualization. Advanced topics may include applications in computer science, physics, and engineering.

Learning outcome: Upon completion, students will exhibit proficiency in manipulating vectors and matrices, understanding linear transformations, and solving systems of linear equations. They will demonstrate the ability to apply linear algebra concepts to real-world problems in various disciplines. Proficiency in eigenvectors and eigenvalues equips students for advanced applications in fields such as data science, machine learning, and computer graphics.



Subject: Big Data

Learning process: Initiate with an introduction to the fundamental concepts of Big Data, covering the three Vs: Volume, Velocity, and Variety. Progress to explore distributed computing frameworks like Hadoop and Spark. Engage in hands-on projects involving large-scale data processing and storage. Real-world case studies may involve processing and analyzing massive datasets.

Learning outcome: Upon completion, students will demonstrate a solid understanding of Big Data principles, distributed computing frameworks, and technologies. They will be proficient in handling large-scale data processing and storage. The ability to work with NoSQL databases and can perform other operations, and streaming technologies prepares students for roles in Big Data analytics, machine learning, and data engineering, addressing the challenges of massive datasets.

Subject: ECommerce

Learning process: Begin with an overview of foundational concepts in e-commerce, including online business models, payment systems, and electronic transactions. Students learn new things through various sources like PPT, online data. Real-world case studies may cover aspects like supply chain management, digital marketing, and customer relationship management in an e-commerce context.

Learning outcome: Upon completion, students will demonstrate proficiency in understanding e-commerce fundamentals, website development, and user experience design. Students will show case their proficiency through assigned PPTs. They will possess the skills to create and manage e-commerce platforms, addressing security concerns. Proficiency in supply chain management, digital marketing, and customer relationship management in an e-commerce context equips students for roles in the dynamic field of electronic commerce.


Unit - 1
Introduction to E-commerce

E-Business :=
E-commerce comprise business processes of buying, selling of goods & services and information with the help of internet.

E-Insurance Market :=
Internet a range of offering available in market segment so that the purchasers can compare the prices of the offerings & make a purchase decision

Internet Commerce :=
It is used to advertise and make sales of wide range of goods and services. This application is for both B2B and B2C.

Electronic Data Interchange :=
It provides standardize systems, coding, trade transaction, communicated from one computer to another without need for printed orders and invoice and details & enter in paper handing.
Ex := EDI is use in the large market change for transaction with their suppliers.

Subject: Numerical Methods

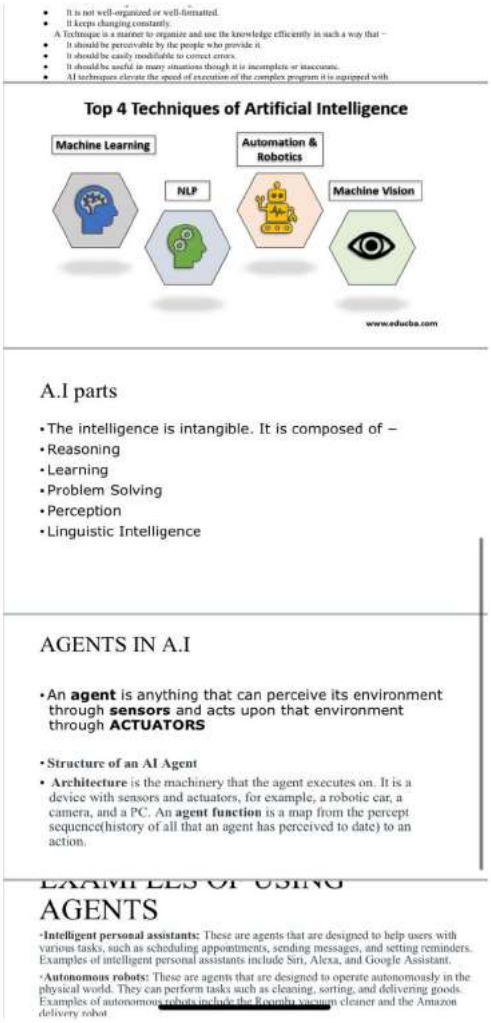
Learning process: Initiate with a foundation in numerical techniques for solving mathematical problems, including approximation, interpolation, and numerical integration. Progress to iterative methods for solving equations and systems, such as Newton-Raphson and Gauss elimination. Engage in practical coding exercises to implement algorithms and numerical simulations. Real-world applications may involve solving engineering problems, optimization, and data fitting.

Learning outcome: Upon completion, students will exhibit proficiency in employing numerical methods for problem-solving, including approximation and iterative techniques. They will demonstrate the ability to implement algorithms for solving equations and systems through practical coding exercises. Proficiency in numerical methods equips students for applications in various scientific and engineering disciplines, providing a valuable skill set for tackling real-world mathematical challenges.

Subject: Artificial Intelligence

Learning process: Initiate with an introduction to foundational concepts in AI, covering machine learning, neural networks, and natural language processing. Progress to explore algorithms, model training, and optimization techniques. Engage in hands-on projects involving the implementation of AI solutions through PPTs and online source.

Learning outcome: Upon completion, students will demonstrate a solid understanding of AI principles, machine learning algorithms, and neural network architectures. They will be proficient in implementing AI solutions for various applications. The ability to work on real-world projects prepares students for roles in AI development, data science, and advanced technology fields, addressing complex challenges through artificial intelligence. Students were able to deliver their understanding through PPTs.



Subject: Research methods and Ethics

Learning process: Commence with an introduction to research methodologies, covering qualitative and quantitative approaches, survey design, and data collection techniques. Progress to explore ethical considerations in research, including informed consent, confidentiality, and avoiding biases. Engage in practical exercises involving research proposal development and ethical review processes. Real-world case studies may highlight the application of research methods and ethical principles in various disciplines.

Learning outcome: Upon completion, students will demonstrate proficiency in understanding and applying various research methodologies, both qualitative and quantitative. They will possess knowledge of ethical considerations in research, emphasizing principles such as informed consent and confidentiality. The ability to develop research proposals and navigate ethical review processes equips students for conducting responsible and impactful research across diverse fields.

Unlocking the power of : Python

Anjali vishwakarma, Aman singh
Bsc Data Science(Second Year)

Abstract:-Across diverse research fields, Python's versatility is propelling its meteoric rise as the go-to programming language.Let's dive into the world of Python, exploring its unique characteristics and features that make it a favorite among programmers and researchers alike.Unlock the potential of Python's flexibility by mastering file structure and organization, guided by the paper's insights for creating efficient and scalable projects. This paper describes the advancement of one such language "Python" and it's increasing popularity through graphs. We also discuss about application of python in the real-world.

keyword:-Python, programming language, research, web development, data science, machine learning, natural language processing, robotics, scientific computing.

Introduction

Unlock the potential of Python by gaining a deep understanding of its specifications, enabling you to harness its capabilities for any programming challenge.In 1991, the world welcomed Python, a groundbreaking language from the mind of Guido van Rossum, forever shaping the future of development.Python's intuitive explanations unlock its powerful functionality, making it the ideal tool for developers and researchers to turn their ideas into reality.With Python, the journey from ideas to impactful applications is paved with clear explanations and powerful functionalities.Python bridges the gap between languages, effortlessly interweaving the strengths of other languages into its fabric, crafting a tapestry of limitless possibilities for your Pythonic endeavors.

Structure and Organization

The term" structure" refers to the opinions made to optimally align the design with its objects. By Understanding the features of Python we can use in different ways in different sectors. In practical terms, 'structure' means making clean law whose sense and dependences are clear as well as how the lines and flyers are organized in the train system.

Python modulescare one of the main abstraction layers available and presumably the most natural bone Abstraction layers allow separating law into corridor holding affiliated data and functionality.

Packages: Python provides a veritably straightforward packaging system, which is simply an extension of the module medium to a directory.

Dynamic typing : Variables in Python aren't assigned fixed types, reflecting its dynamic typing nature. This stands in discrepancy to the variable operation in numerous other languages, particularly those that are statically compartmented.

Why Pytho[redacted]

FUTURE OF ARTIFICIAL INTELLIGENCE AND ITS IMPACT ON SOCIETY

Hasan Dhuka & Rajan Gupta

Abstract:- Concerns over artificial intelligence's (AI) potential effects on society have grown as a result of the technology's rapid development and application. The goal of this study paper is to examine the future of artificial intelligence and its possible effects on society, taking into account ethical, legal, social, and economic concerns. The study offers a thorough analysis of the literature on the state of artificial intelligence (AI) technology today and its uses in several industries. It also addresses the possible advantages and disadvantages of AI and how it might affect many facets of society.

Keyword:- Artificial Intelligence, Impact on Society, Rapid development, Application, Ethical concerns

Introduction:- The fast-evolving science of artificial intelligence (AI) has completely transformed how humans interact with machines. Artificial intelligence (AI) has allowed us to build computers that can think and behave like people, from virtual assistants to self-driving cars. Though AI boasts no singular inventor, its trajectory has been profoundly steered by the brilliance of many, from leading scientists and engineers to dedicated computer scientists.

John McCarthy is regarded as the "Father of AI" by many

Department of Fashion

Subject: Accessory designing

Learning process: Faculty personally teach making of accessories such as bracelets, necklaces, head gears, earrings, bags and purses. These includes making from variety of beads, wires, stones, zari etc. Different ways of making is taught. It also emphasis teaching appropriate method required for different material.

Learning outcome: Learning accessory helps students to convert their creativity in designing accessories to actually making. This helps them sell these accessories commercially and start earning

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Subject: Hand Embroidery

Learning process: Faculty personally teach each decorative stitch step wise manually. Post that students repeat the process in front the faculty. Since all students are not acquainted with the embroidery process it takes personal teaching (one to one teaching). This helps grasping them each stitch and its variation.

Learning outcome: Learning hand embroidery helps in beautifying the garments and also the accessories.

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Estd. 2007-2008)
ISO 9001:2015 ISO 22000:2018
NAAC Accredited

Subject: Pattern Making and Garment Construction

Learning process: Faculty personally teach each drafting of garments according to the body measurements or the ready measurements on the paper and then on the fabric. Post drafting and cutting, step wise construction of the garment is taught.

Learning outcome: Learning pattern making and garment construction helps students to convert their 2D designs to 3D garments. It also helps improve their creativity with using patterns learned and implying them in their designs.

ATHARVA EDUCATIONAL TRUST'S

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