

## **5. PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

- **PEO 1:** To life-long learning in order to become effective collaborators and innovators, leading or participating in ventures that address social, technical and business challenges.
- **PEO 2:** To transform learners into holistic individuals acquiring higher levels of knowledge and competence.
- **PEO 3:** To approach life skills which are inclusive and value-based to appreciate human values and ethics.

## **6. PROGRAMME OUTCOMES (POs)**

- **PO 1:** Develop sharp cognizance of concepts, apply the domain knowledge with utmost confidence and be assertive at any given opportunity.
- **PO 2:** Possess deeper understanding of life skills to appraise life and draw logical conclusions.
- **PO 3:** Design and develop solutions for challenging problems of society.
- **PO 4:** Acquire programme centric thought process facilitating further studies in the respective domain.
- **PO 5:** Engage in life-long learning to easily adapt to the dynamic environment and obtain clarity and preparedness for field specialization.
- **PO 6:** Self-actualize and self-regulate, focusing on ethical and moral values to become a compassionate human being.

## **7. PROGRAMME SPECIFIC OUTCOMES (PSOs)**

- **PSO1:** Adapt the highest ethical standards when gathering, editing, publishing, distributing and managing visual communication material with the goal of accurately communicate ideas and information to readers and viewers.
- **PSO2:** Demonstrate the skills of drawing, writing, editing, photography, designing, graphics and interactive media with the expertise to compete effectively for employment within the visual communication industry.
- **PSO3:** Develop ability and inquisitiveness to update the changes in technology, professional equipments and techniques to apply aesthetically for appropriate communication.
- **PSO4:** Formulate a solid foundation of visual communication methods and research to expand the quality and effectiveness of their creative work.

- **PSO5:** Interpret the necessary problem-solving skills, such as self-learning to employ the values of teamwork and collaboration, while being able to incorporate personal ideas and goals into outstanding group efforts.
- **PSO6:** Perceive the importance of the media laws and ethics and prove to be a responsible citizen.

## **SEMESTER I**

### **CORE PAPER I**

#### **INTRODUCTION TO COMMUNICATION**

**TOTAL HOURS: 60**

**SUB CODE: 20UVSCT1001**

**CREDIT: 03**

**L-T-P: 2-1-0**

#### **COURSE OBJECTIVES:**

To enable students

- To explain the basics concepts and of effective communication
- To demonstrate the communication process
- To recall the concepts of visual communication
- To interpret various media effect theories
- To discuss about various types of media

#### **COURSE OUTCOME:**

On the successful completion of the course students will be able to

<b>CO No.</b>	<b>CO Statement</b>
<b>CO1</b>	Interpret the basic concepts of effective communication
<b>CO2</b>	Summarize the fundamental communication process
<b>CO3</b>	Interpret the basic concepts of visual communication
<b>CO4</b>	Evaluate the media effect studies
<b>CO5</b>	Analyse various types of media

#### **SYLLABUS:**

##### **UNIT - 1**

Communication, Meaning and definition, Functions of communication, seven C's of communication, Types of communication, various forms of communication, Barriers of Communication.

**(12 hours)**

##### **UNIT - 2**

Communication Process – Elements of communication process- Communication Act: Sender, Message, Channel, Receiver, Effects and Feedback, Levels of Communication (Technical Semantic & Pragmatic), Models of communication – Aristotle, Shannon and Weaver, Berlo,

Lasswell, Osgood and Wilbur and Schramm.

**(12 hours)**

### **UNIT - 3**

Introduction to Visual Communication, Introduction to Audio Communication, Introduction to Audio Visual Communication

**(12 hours)**

### **UNIT - 4**

Introduction to Mass Communication, Characteristics and definition of Mass media, Mass Media Audience, Media and its Effects – Hypodermic Needle or Bullet theory, Cultivation Theory, Two step flow Theory.

**(12 hours)**

### **UNIT - 5**

Genres of Mass Media - Classification of Media, Various types of Media, Traditional, classical, folk and Modern Media. Functions of Mass Media - Print, Electronic and new media.

**(12 hours)**

### **TEXT BOOKS:**

1. Vijay Somasundaram (2001), *Principles of Communication*. Authors Process
2. K.B.DATTA (2000), *Mass Communication Theory and practice*. Akansha Publishing House
3. Uma Narula (2002), *Communication Models*. Atlantic Publishers & Distributors (A) Ltd.
4. Stanley J.Baran McGraw-Hill (2008), *Introduction into Mass communication- Media Literacy & Culture*.
5. Keval J. Kumar, (2009) *Mass Communication in India*, Jaico Publishing House.

### **BOOKS FOR REFERENCE:**

1. Lester (2013), *Visual Communication: Images with message* - 3<sup>rd</sup> edition. Thomson Wadsworth
2. Bo Bergstrom (2009), *Essentials of Visual Communication*. Laurence King Publishing
3. Rudolf Arnheim (2004), *Art and Visual Perception: A Psychology of the Creative Eye*. University of California Press
4. Susan B. Barnes (2011), *An Introduction to Visual Communication* - 2<sup>nd</sup> edition. Peter Lang Publishing Inc
5. Kenneth L. Smith, Sandra Moriaty, Keith Kennedy, Gretchen Barbatsis, (2000) *Handbook of Visual Communication: Theory, Methods and Medi*, Routledge

**E-LEARNING RESOURCES:**

1. <https://www.historyofvisualcommunication.com>
2. [www.oscar.go.com](http://www.oscar.go.com)
3. <https://clios.com/awards>
4. <https://www.awwwards.com/websites/animation>
5. <https://www.communicationtheory.org/list-of-theories/>

**MAPPING OF CO WITH PSO**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	2	2	2	2	0	1
<b>CO2</b>	2	3	2	2	1	0
<b>CO3</b>	3	3	2	3	3	2
<b>CO4</b>	3	3	3	3	3	0
<b>CO5</b>	3	3	3	3	3	3
<b>Average</b>	<b>2.6</b>	<b>2.8</b>	<b>2.4</b>	<b>2.6</b>	<b>2</b>	<b>1.2</b>

**Key- Strongly correlated -3, moderately correlated -2, Weakly Correlated -1, No correlation -0**

**KEY:****PEDAGOGY:**

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Practical Exercise and Reviews

Peer Learning

**QUESTION PAPER PATTERN END****SEMESTER EXAMINATION:**

<b>Bloom's Category Level</b>	<b>Sections</b>	<b>Marks</b>	<b>Word limit</b>	<b>Total</b>	<b>Meaning of K's</b>
K1,k2	Section A  Multiple Choice Questions	30	Mark the correct choice	75	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
K2,k3,k4	Section B 5 out of 7 Questions *5 Marks	25	Short answers (500 Words)		
K3, K4,k5,k6	Section C 2 Out of 5 Questions *10 Marks	20	Elaborate answers (approx 1000 Words)		

## CORE PRACTICAL I

### DRAWING – I

**TOTAL HOURS: 90**

**SUB CODE: 20UVSCP1001**

**CREDIT: 04**

**L-T-P: 0-1-3**

#### COURSE OBJECTIVES:

To enable the students

- Identify and apply the rules of Perspective
- Demonstrate the basic techniques of Shading
- Explain the different types of Lighting
- Use the Elements to design to create new Character
- Recall Basic techniques of Pen drawing

#### COURSE OUTCOME:

On successful completion of the course the students will be able to

CO No.	CO Statement
CO1	Illustrate the Vanishing point and Perspective Drawing
CO2	Identifying and applying the Lighting and Shading through various Medium
CO3	Examine Critically a Still Life and Express it through various Medium
CO4	Create a Character Movement
CO5	Interpret the different Techniques of Pen Drawing

#### SYLLABUS:

##### UNIT - 1

**Perspective Drawing-** One point perspective: Building View-Room View – Two point perspective: Building View – Three point perspective: Bird Eye View-Ant Eye View

**(18 Hours)**

##### UNIT - 2

**Lighting and Shading-** Basics of Lighting and Shading Techniques: Pencil Medium- Water Color Medium – Poster Color Medium

**(18 Hours)**

##### UNIT -3

**Still Life-** Pencil Shading - Water Color

(18 Hours)

#### UNIT - 4

**Character Movement-** Face Expression- Character Walk- Bird Flying Movement

(18 Hours)

#### UNIT -5

**Pen Drawing-** Pen Shading- Pointillism

(18 Hours)

#### TEXT BOOKS:

1. Willenbrink, Mark and Mary (2006), *Drawing for the absolute beginner*. Northlight Books
2. Reyna De rudy (2000), *How to draw what you see*. Watson and Gupbill Pulications
3. Greenman Geri and Guhin Paula (2012), *Painting with Mixed Media*. Stackpole Books
4. Goldman Ken (1999), *Charcoal Drawing*. Walter Foster Publication
5. Fowkes Nathan (2016), *How to draw Portraits*, Design Studio Press

#### BOOKS FOR REFERENCE:

1. Richard Williams (2012), *The Animator's Survival Kit*, Farrar. Straus and Giroux
2. Frank lohan (2009), *Pen and Ink Techniques*, Dover Publication
3. Frank lohan (2009), *Wild life Sketching*, Dover Publication
4. Milind Mulick (2004), *water colour landscape*, Jyotsna Prakashan
5. Joseph D' Amelio (2004), *Perspective Drawing Handbook*, Dover Publication

#### E-LEARNING RESOURCES:

1. [http://courses.washington.edu/art166sp/documents/Spring2012/readings/week\\_2/APrimerOfVisualLiteracy.pdf](http://courses.washington.edu/art166sp/documents/Spring2012/readings/week_2/APrimerOfVisualLiteracy.pdf)
2. <https://in.pinterest.com/muiii/watercolor-still-life/>
3. [http://www.artyfactory.com/still-life/still\\_life\\_pencil.html](http://www.artyfactory.com/still-life/still_life_pencil.html)
4. <https://www.artistsnetwork.com/art-mediums/drawing/learn-to-drawperspective/>
5. <https://in.pinterest.com/pin/240590805073509483/?lp=true>

#### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	3	1	0
CO2	3	3	3	3	3	1
CO3	3	3	3	3	3	1



<b>CO4</b>	3	3	3	3	3	3
<b>CO5</b>	2	2	1	3	1	0
<b>Average</b>	<b>2.8</b>	<b>2.8</b>	<b>2.4</b>	<b>3</b>	<b>2.2</b>	<b>1</b>

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

**KEY:**

**PEDAGOGY:**

Lecture (Demo -Easel Board and Brush, pencil-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Live Drawing, Nature study

Exercises (group and individual)

Field Visit

## ALLIED PRACTICAL I

### GRAPHIC DESIGN - I

**TOTAL HOURS: 90**

**SUB CODE: 20UVSAP1001**

**CREDIT: 05**

**L-T-P: 0-1-4**

#### **COURSE OBJECTIVES:**

To enable students

- To describe the importance of Basic Brush Strokes
- To Construct the design using Curves
- To Tabulate the Colors
- To Visualize the Importance of fonts in design
- To create patterns using Design Elements

#### **COURSE OUTCOME:**

On successful completion of the course the students will be able to

CO No.	CO Statement
CO1	Practice Brush Handling to Draw different types of Lines
CO2	Construct Design using Curves
CO3	Combine Colors and Classify the Color Shades
CO4	Collaborate the Fonts and Express it
CO5	Create Patterns and Develop it

#### **SYLLABUS:**

##### **UNIT - 1**

**Lines-** Thin Lines-Thick Lines-Variable Thickness

**(18 Hours)**

##### **UNIT - 2**

**Curves** Curve-Traditional Curve- Floral Curve-Patterned Curves

**(18 Hours)**

##### **UNIT - 3**

**Tints and Shades-** Colour wheel (Hue & mixing) - Colour palette (Tint, Tone & Shades)

**(18 Hours)**

#### UNIT - 4

**Fonts and Typography** - Alphabets – San Serif Fonts, Alphabets – Serif Fonts, Numbers – San Serif Fonts, Numbers – Serif Fonts, Tamil Font, Typographic Design- Typographic Art  
(18 Hours)

#### UNIT - 5

**Patterns**- Pop Art Pattern- Wallpaper Pattern- Rug Pattern- Traditional Pattern- Basic Op Art- Embossed Illusion  
(18 Hours)

#### TEXT BOOKS:

1. Baskinger Mark and Bardel William (2013), *Drawing Design*, Watson and Gupbill Publications
2. Hoffman. R Alma (2020), *Sketching as Design Thinking*, Routledge
3. Samara Timothy (2000), *Drawing for Graphic Design*, Rockport Publishers
4. Lupton Ellen (2008), *Graphic Design and the Basics*, Princeton Architectural Press
5. White W. Alex (2011), *The Elements of Graphic Design*, Allworth Press

#### REFERENCES BOOKS:

1. Patti mollica (2013), *Color theory*, Walter foaster
2. Paul Luna (2018), *Typography: A Very Short Introduction*, OUP Oxford
3. Gavin Ambrose, Paul Harris (2011), *The Fundamentals of Typography*, AVA publishing SA
4. Betty Edwards (2004), *Color: A Course in Mastering the Art of Mixing Colors*, Penguin USA
5. Khristian A. Howell (2015) , *Color and Pattern*, Rockport Publishers

#### E-LEARNING RESOURCES:

1. <https://in.pinterest.com/pin/793829871790148191/?nic=1>
2. <https://www.invaluable.com/blog/what-is-pop-art/>
3. <https://in.pinterest.com/pin/692006298975335738/?nic=1>
4. <https://www.smashingmagazine.com/2017/02/art-calligraphy-getting-started-lessonslearned/>
5. <https://in.pinterest.com/pin/382594930817063403/?nic=1>

#### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	2	3
CO2	3	3	3	3	3	3

<b>C03</b>	2	3	1	3	1	1
<b>C04</b>	3	2	2	3	2	2
<b>C05</b>	3	3	3	3	3	2
<b>Average</b>	<b>2.8</b>	<b>2.8</b>	<b>2.2</b>	<b>2.8</b>	<b>2.2</b>	<b>2.2</b>

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

**KEY:**

**PEDAGOGY:**

Lecture (Demo -Easel Board and Brush, pencil-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Live Drawing, Nature Study

Exercises (group and individual)

Field Visits

## SEMESTER II

### CORE PAPER II

#### UNDERSTANDING THE COMMUNICATION MEDIA

**TOTAL HOURS: 45**

**SUB CODE: 20UVSCT2002**

**CREDIT: 03**

**L-T-P: 3-0-0**

#### **COURSE OBJECTIVES:**

To enable students

- To explain the structure of a news story and the basics of news writing
- To examine various News values, principles of news selection & gathering
- To recall the Evolution and growth of media (Radio & Television)
- To exemplify the News production cycle
- To recognize various Media laws of the country

#### **COURSE OUTCOME:**

On the successful completion of the course students will be able to

CO Number	CO Statement
CO1	Originate news stories
CO2	Practice the principles of news gathering
CO3	Recall the history of broadcasting in India
CO4	Distinguish the news production
CO5	Interpret the forms of various Media laws

#### **SYLLABUS:**

##### **UNIT - 1**

Ingredients of news, News: meaning, definition, nature of the news process: from the event to the reader, Hard news & Soft news, basic components of a news story attribution, embargo, verification, balance and fairness, brevity, dateline, credit line, by-line, Organizing a News Story, 5W's and 1H, Inverted pyramid.

**(9 Hours)**

## UNIT - 2

Criteria for newsworthiness, principles of news selection , use of archives, sources of news, use of internet, Breaking News, News Update, Exclusive News Journalism: types of Yellow journalism, Penny press jazz journalism, Gonzo journalism And alternative journalism

(9 Hours)

## UNIT - 3

Evolution and Growth of Media ( Radio & Television ) Key Elements of Radio Journalism, Announcements , News Bulletins and documentaries, Writing ques , News Reading.

(9 Hours)

## UNIT - 4

Television News Sources, Elements of News Gathering process, News production cycle, News as Entertainment, News formulae- Crime / Politics, and Sex, 24HRS News Format, Language of TV News.

(9 Hours)

## UNIT - 5

Article 19(1)(a) of the Indian Constitution-Freedom of speech and expression, Article 19(1)2 reasonable restrictions to freedom of the press, Defamation (IPC (499) 500) civil and criminal defamation-libel, slander, Contempt of Court, Official Secrets Act 1923, Indecent Representation of Women .Right to Information Act ,Laws for Broadcasting sector: Prasar Bharti Act 1990, Broadcasting Bill: Committee – Chadha committee, Joshi Committee

(9 Hours)

## TEXTBOOKS:

1. Kamath M.V (2018) *Professional Journalism*; Vikas Publication House Pvt Ltd, First edition
2. Westley Bruce H (2016) *News Editing*, Houghton Mifflin
3. Parthasarathy Rangaswmj (2016) *Basic Journalism* Laxmi Publications Ltd
4. Basu Acharya Dr. Durga Das (2010) *Law of the Press*; Lexis Nexis; Fifth edition
5. Thakurta Pranjoy Guha (2009) *Media Ethics-Truth, Farness and Objectivity*; OUP India

## REFERENCES BOOKS:

1. Shrivastava, K.M (1987) *News Reporting and Editing*, Sterling Publication
2. Blundell, William (1991) *The Art and craft of feature writing*, Penguin Fowler, Roger; Language in the News; (1991); Routledge
3. Bruce D. Itule and Douglas Anderson (2005), *News Writing and reporting for today's media*. McGraw Hill Publication.
4. Richard Keeble (2007), *An Introduction to journalism*, Carole Flemming and Emma Hemmingway, Vistaar Publications The Newspaper's Handbook
5. Cotter Colleen (2010), *News Talk*, Cambridge University Press

**ONLINE SOURCES:**

1. <https://www.theguardian.com/books/2008/sep/25/writing.journalism.news>
2. <http://presscouncil.nic.in/OldWebsite/NORMS-2010.pdf>
3. <http://www.nbanewdelhi.com/guidelines>
4. <https://www.youtube.com/watch?v=6z31-7Qw4bw&list=PLNsppmbLKJ8IQ6pPSocBtzGh3PIA9y8NV&index=103>
5. [https://www.youtube.com/watch?v=AQW\\_iQ\\_DTTY&list=PLNsppmbLKJ8IQ6pPSocBtzGh3PIA9y8NV&index=116](https://www.youtube.com/watch?v=AQW_iQ_DTTY&list=PLNsppmbLKJ8IQ6pPSocBtzGh3PIA9y8NV&index=116)

**MAPPING OF CO WITH PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	1	1
CO2	2	2	3	2	0	0
CO3	3	2	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3
Average	2	2.4	2.8	2.6	2.6	2

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

**KEY:****PEDAGOGY:**

1. Lecture (Chalk and Talk-OHP-LCD)
2. Flipped Learning/Blended Classroom-E Content, Videos
3. Practical Exercise and Reviews
4. Peer Learning

**QUESTION PAPER PATTERN**  
**END SEMESTER EXAMINATION:**

Bloom's Category Level	Sections	Marks	Word limit	Total	Meaning of K's
K1,k2	Section A Multiple Choice Questions	30	Mark the correct choice	75	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
K2,k3,k4	Section B 5 out of 7 Questions *5 Marks	25	Short answers (500 Words)		
K3, K4,k5,k6	Section C 2 Out of 5 Questions *10 Marks	20	Elaborate answers (approx 1000 Words)		



**CORE PAPER III**  
**ELEMENTS OF FILM**

**TOTAL HOURS: 60**

**SUB CODE: 20UVSCT2003**

**CREDIT: 03**

**L-T-P: 2-0-1**

**COURSE OBJECTIVES:**

To enable students

- To introduce the stages of film production
- To interpret the attributes of film language
- To appraise the narrative form
- To explain the promotion, distribution and exhibition of films
- To distinguish various aspects of film genres

**COURSE OUTCOME:**

On successful completion of the course the students will be able to

CO No.	CO Statement
CO1	Perceive various stages of film production process
CO2	Assess the narrative functions of film language
CO3	Interpret the forms of narrative
CO4	Assess the relationship between Promotion, Distribution and Exhibition of films
CO5	Compare and Contrast various film genres

**SYLLABUS:**

**UNIT - 1**

Film making, Planning, Pre- Production - Concept/ Story Development, Story Board, Scripting / Screenplay, Budgeting, Casting, Locations, Financing. Production - Shooting, Direction, & Cinematography. Post- Production – Processing, Editing, Sound Recording, Dubbing, Special Effects, and Graphics & Final Mixing.

**(12 Hours)**

**UNIT - 2**

**Mise-en-scene-Realism**, the power of mise-en-scene, aspects of mise-en-scene, space and time, narrative functions of mise-en-scene. **Cinematography** - the photographic image, framing, duration of the image, montage and long take. **Editing**- dimensions of film editing, continuity editing, alternative to continuity editing. **Sound**- the powers of sound, fundamentals of film

sound, dimensions of film sound, functions of film sound.

**(12 Hours)**

### **UNIT - 3**

Approaches to studying film, Narrative and Non-Narrative films, Structure of a narrative film, Cinematic codes, the concept of form in films, principles of film, narrative form, nonnarrative films, dividing a feature film into parts and Genres (language, style, grammar, syntax), Types of Documentaries.

**(12 Hours)**

### **UNIT - 4**

Production Crew, Film Marketing & Promotion, Distribution (Producer & distributor relationship, Distributor and Theatre owner Relationship, Territory, Area rights, Digital Distribution) & Exhibition (Types of exhibition technologies, Types of theatres, Types of audience, Theatre revenue, Revenue sharing between Theatres and Producers), Various revenue sources of films, Analyzing film.

**(12 Hours)**

### **UNIT - 5**

Introduction to film genres The Major genres: Narrative, avant-garde, documentary other genres: Thriller, melodrama, musical, horror, western, fantasy animation film noir expressionist historical, mythological.

**(12 Hours)**

### **TEXT BOOKS:**

1. Roberge, Gaston (2007), *The subject of Cinema*
2. Roberge, Gaston (1978), *Films for ecology of Mind*, Firma KLM
3. Halliwell, *The Filmgoers Companion 6<sup>th</sup> Edition*
4. Ray Satyajit (2005), *Speaking of Films*, Penguin Books
5. Bordwell David (1986) *Narration in the Fiction Film*, Routledge

### **BOOKS FOR REFERENCE:**

1. Bordwell, K. and Thomson, K (1990) *Film Art –An Introduction*, Knopff, New York
2. Dick, Bernard (2000), *Anatomy of film*, Bedford, St. Martin's
3. Nelmes, Jill (2003), *An Introduction to film studies*, Routledge
4. Tasker Yvonne (2004), *Fifty great contemporary film makers*, Blackwell
5. Turner, Graeme (1999), *Film as social practice*, Routledge

### **E-LEARNING RESOURCES:**

1. <http://faculty.cua.edu/johnsong/hitchcock/pages/montage/montage-1.html>
2. <http://www.asu.edu/courses/fms504/total-readings/mulvey-visualpleasure.pdf>
3. <http://www.goldenglobes.com/articles/brief-history-indian-cinema>
4. <http://www.newsonair.com/100-YEARS-OF-INDIAN-CINEMA.asp>
5. [http://www.pictureshowman.com/articles\\_genhist\\_censorship.cfm](http://www.pictureshowman.com/articles_genhist_censorship.cfm)

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	2	2
CO2	2	3	0	3	2	3
CO3	3	2	2	2	1	3
CO4	2	3	0	3	2	2
CO5	2	3	1	2	3	2
Average	2.4	2.8	1	2.4	2	2.4

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

**KEY:**

**PEDAGOGY:**

1. Lecture (Chalk and Talk-OHP-LCD)
2. Flipped Learning/Blended Classroom-E Content, Videos
3. Practical Exercise and Reviews
4. Peer Learning

**QUESTION PAPER PATTERN END****SEMESTER EXAMINATION:**

<b>Bloom's Category Level</b>	<b>Sections</b>	<b>Marks</b>	<b>Word limit</b>	<b>Total</b>	<b>Meaning of K's</b>
K1,k2	Section A  Multiple Choice Questions	30	Mark the correct choice	75	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
K2,k3,k4	Section B 5 out of 7 Questions *5 Marks	25	Short answers (500 Words)		
K3, K4,k5,k6	Section C 2 Out of 5 Questions *10 Marks	20	Elaborate answers (approx 1000 Words)		

**CORE PRACTICAL II**  
**MINIATURE AND STORYBOARD**

**TOTAL HOURS: 60**

**SUB CODE: 20UVSCP2002**

**CREDIT: 04**

**L-T-P: 0-1-3**

**COURSE OBJECTIVES:**

To enable the students

- To outline the fundamentals of architectural drawing techniques and skills.
- To practice with various tools essential for making architectural models
- To visualize Graphical presentation of objects through geometrical projection
- To utilize Sketching skills to draw frames, Shots, etc.,
- To create a complete Story Board

**COURSE OUTCOME:**

On successful completion of the course the students will be able to

CO No.	CO Statement
CO1	Illustrate the Floor Plan and Elevation of the Architecture
CO2	Apply the essential tools of Miniature
CO3	Construct the complete miniature model
CO4	Develop sketching skills, adapt styles, get inspiration and Interpret a script
CO5	Create a Storyboard through various Medium

**SYLLABUS:**

**UNIT - 1**

**Architectural Drawing-** Floor plan - Building View- Elevation, Perspective view

**(12 Hours)**

**UNIT - 2**

Preparation of base for models using wood or boards-Introduction to block models of objects (3D Compositions) and buildings General practices in model making; Types of models: block, detailed, construction & interior models.

**(12 Hours)**

**UNIT - 3**

**Interior / Exterior Model-** Simple exercises in cutting, finishing and joinery with simple blocks - Use of carpentry tools and making joints such as Dovetail joint, Mortise and Tenon joint, Lap joint, Butt joint, etc. to be used for making furniture.

(12 Hours)

#### UNIT - 4

**Illustration:** Frame- Shots- Sequence

(12 Hours)

#### UNIT - 5

**Story Board Making-** (Pencil/ Poster color/ Water color)

(12 Hours)

#### TEXT BOOKS:

1. Kieran, S. and Timberlake, J. LobollyHouse (2008): *Elements of a New Architecture*. New York: Princeton Architectural Press
2. W.Otie Kilmer and Rosemary Kilmer (2016), *Construction Drawing and Details*, wiley.
3. John Hart (2008), *The Art of Story Board*, Elsevier
4. Mark Simon (2007), *Story Board Motion in Art*, Elsevier
5. Sergiopaes & Ansonjew (2013), *Professional Story Boarding*, Focal Press

#### REFERENCE BOOKS:

1. John hart (2008), The art of the storyboard : A filmmaker's introduction
2. Mark A.Simon (1994), Storyboards: Motion in art 3rd edition, kindle edition
3. Fionnuala halligan (2013), The art of movie storyboards: Visualising the action of the world's greatest films
4. Don Bluth (2004), Art of storyboard, Elsevier
5. John Hart (1999), The art of the storyboard : storyboarding for film, Tv and animation

#### E-LEARNING RESOURCES:

1. <https://www.pinterest.com/sakonnat/architect-plan-idea/>
2. <https://www.shapeways.com/marketplace/miniatures/interior-models>
3. <https://www.archdaily.com/904379/best-materials-for-architectural-models>
4. <https://www.printablepaper.net/category/storyboard>
5. <https://boords.com/blog/what-is-a-storyboard#storyboarding-shot-types>

#### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	3	1	0
CO2	3	3	3	3	3	1

<b>C03</b>	3	3	3	3	3	1
<b>C04</b>	3	3	3	3	3	3
<b>C05</b>	2	2	1	3	1	0
<b>Average</b>	<b>2.8</b>	<b>2.8</b>	<b>2.4</b>	<b>3</b>	<b>2.2</b>	<b>1</b>

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation – 0**

**KEY:**

**PEDAGOGY:**

Lecture (Demo -Easel Board and Brush, pencil-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Exercises (group and individual)

Field Visits

**ALLIED PRACTICAL II**  
**DRAWING AND GRAPHIC DESIGN II**

**TOTAL HOURS: 75**

**SUB CODE: 20UVSAP2002**

**CREDIT: 05**

**L-T-P: 0-1-4**

**COURSE OBJECTIVES:**

To enable the students

- To interpret the portrait model
- To Observe the Lighting of an Object
- To recall the principles of Graphic Design
- To Create a Corporate identity
- To Illustrate a poster design for PSA (Public Service Announcement)

**COURSE OUTCOME:**

On successful completion of the course the students will be able to

CO No.	CO Statement
CO1	Examine Critically a Portrait model and Express it through Pencil medium
CO2	Express the Colours through Oil/Acrylic on Canvas
CO3	Sketch a Logo design, Visiting Card, Letter Head
CO4	Create corporate identity for Commercial, Service Industry, Educational Institution, FMCG (Fast Moving Consumer Goods)
CO5	Design a creative Poster for Public Service Announcement

**SYLLABUS:**

**UNIT - 1**

Portrait - pencil sketch – Portrait Anatomy

**(15 Hours)**

**UNIT - 2**

Oil Painting / Acrylic Painting on Canvas

**(15 Hours)**

**UNIT - 3**

Logo- Visiting Card- Letter Head- Envelope- Brochure

**(15 Hours)**

**UNIT - 4**

Spokes Character- Dangler- Poster Design- Greeting Card



(15 Hours)

## UNIT - 5

PSA- Poster Design

(15 Hours)

### TEXT BOOKS:

1. William Powell (2012), *The art of basic drawing*, Walter foster
2. Joseph D'Amato (2004) *Perspective drawing handbook*, Dover
3. George b. Bridgman (2009) *Drawing from life*, Penguin
4. Victor perard (2006), *Anatomy and drawing*, Grace Prakashan
5. Zoltan Szabo (1990), *Favorite watercolor techniques*, north light books

### BOOKS FOR REFERENCE:

1. Michael Adams, David D.Faux, Llyod J. Rieber Delmar (2001), *Printing Technology*, Thomson
2. Narendra Nath Sarkar (2008), *Art and Print Production*, Oxford University Press
3. Wendon Blake (2006), *Portrait Drawing: A Step-By-Step Art Instruction Book*, Watson Guptil
4. Garth Lewis (2009), *2000 Color Combinations: For Graphic, Textile, and Craft Designers*, Barrons Educational Series Inc
5. Steven Heller, Gail Anderson (2016), *The Graphic Design Idea Book: Inspiration from 50 Masters*, Laurence King Publishing

### E-LEARNING RESOURCES:

1. <https://designmodo.com/branding-design/>
2. <https://in.pinterest.com/paulaortgiesen/acrylic-paintings/>
3. <https://www.artzolo.com/indian-oil-paintings>
4. <https://www.creativebloq.com/art/8-top-acrylic-painting-tips-artists-31619738>
5. <https://digitalsynopsis.com/inspiration/60-public-service-announcements-social-issueads/>

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	2	3
CO2	3	3	3	3	3	3
CO3	2	3	1	3	1	1

<b>CO4</b>	3	2	2	3	2	2
<b>CO5</b>	3	3	3	3	3	2
<b>Average</b>	<b>2.8</b>	<b>2.8</b>	<b>2.2</b>	<b>2.8</b>	<b>2.2</b>	<b>2.2</b>

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

**KEY:**

**PEDAGOGY:**

Lecture (Demo -Easel Board and Brush, pencil-OHP-LCD)  
 Flipped Learning/Blended Classroom-E Content, Videos  
 Live Drawing, Nature study  
 Exercises (group and individual)  
 Field Visits

**SEMESTER III**  
**CORE PAPER IV**  
**HISTORY OF VISUAL ARTS**

**TOTAL HOURS: 45**

**SUB CODE:**

**CREDIT: 03**

**L-T-P: 3-0-0**

**COURSE OBJECTIVES:**

To enable students

- To explain the fundamentals of visual arts
- Explain the different types of Indian art history
- List out the artists in Indian modern art
- To classify Western art carried out in various period
- Develop a contemporary art

**SYLLABUS:**

**UNIT - 1**

Introduction of visual art – fundamentals of visual arts (line, shape, form, space, colour, texture, tonal values, perspective, design etc.). Elements of art.

**(9 Hours)**

**UNIT - 2**

Indian art history – prehistoric art – Indian art forms, styles, traditional – importance of miniature paintings.

**(9 Hours)**

**UNIT - 3**

Indian modern art – Introduction of Indian modern art – Indian modernism artists.

**(9 Hours)**

## UNIT - 4

Western art – study of chronological period from pre-history to post – modern art -Renaissance painting and sculpture.

**(9 Hours)**

## UNIT - 5

Western modern art– Introduction of modern movement - impressionism, post – impression, fauvism, expressionism, futurism, cubism, dada and surrealism, abstract expressionism.

**(9 Hours)**

## COURSE OUTCOME:

CO No.	CO Statement
CO 1	Evaluate basic elements and principals of visual arts
CO 2	Interpret the different traditional of Indian art history
CO 3	Defend visual projects through individual and group critiques
CO 4	Analyse, interpret, and evaluate the form and content of works of art
CO 5	Compare and contrast contemporary works with their art historical antecedents

## TEXT BOOKS:

1. Anil Rao Sandhya Ketkar (2017), *The history of Indian art*, Jyotsna prakashan
2. Gauvin Alexander Bailey (2012), *Art in time: A world history of styles and movements*, Matthew P. Mekelway
3. Mira Seth (2000), *Indian painting: The great mural tradition*, Harry N. Abrams
4. John southward (1875), *Dictionary of Typography and its accessory arts*, london Joseph M. Powell

5. DK (2003), *The illustrated story of art : The great art movements and the paintings*

### BOOKS FOR REFERENCE:

1. B. N. Goswamy (2016), *The spirit of Indian painting*, Thames & Hudson
2. Anil Rao Sandhya Ketkar (2017), *The history of western art*, Jyotsna Prakashan
3. John T. Spike (2008), *A history of western art: from prehistory to the 20<sup>th</sup> century*, Harry N. Abrams
4. Gerald Gassiot - Talabot (1965), *Roman and early christian painting*, new york Funk & Wagnalls
5. Tom Streissguth (2008), *The Renaissance*, new york Christine Nasso

### E-LEARNING RESOURCES:

1. [https://en.m.wikipedia.org/wiki/Modern\\_Indian\\_painting](https://en.m.wikipedia.org/wiki/Modern_Indian_painting)
2. [https://www.academia.edu/15258811/Prehistoric\\_Cave\\_Paintings\\_of\\_India\\_depicts\\_Extra-Terrestrial\\_Beings\\_to\\_puzzling\\_archeologists/](https://www.academia.edu/15258811/Prehistoric_Cave_Paintings_of_India_depicts_Extra-Terrestrial_Beings_to_puzzling_archeologists/)
3. [https://www.researchgate.net/publication/264253152\\_Architectural\\_History\\_and\\_Painting\\_Art\\_at\\_Ajanta\\_Some\\_Salient\\_Features](https://www.researchgate.net/publication/264253152_Architectural_History_and_Painting_Art_at_Ajanta_Some_Salient_Features)
4. [http://www.contemporaryart-india.com/art%20movements\\_in\\_india.php](http://www.contemporaryart-india.com/art%20movements_in_india.php)
5. <https://drawpaintacademy.com/fundamentals-of-art/>

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	0	0	0	1	0	0
CO2	0	1	1	2	0	1
CO3	2	0	0	3	3	1
CO4	1	1	2	3	1	1
CO5	3	3	3	3	2	2
Average	1.2	1	1.2	2.4	1.2	1.2

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation**

**KEY:****PEDAGOGY:**

Lecture (Demo -Easel Board and Brush, pencil-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Live Drawing, Nature study

Exercises (group and individual)

Field Visits

**QUESTION PAPER PATTERN END****SEMESTER EXAMINATION:**

Bloom's Category Level	Sections	Marks	Word limit	Total	Meaning of K's
K1,k2	Section A  Multiple Choice Questions	30	Mark the correct choice	75	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
K2,k3,k4	Section B 5 out of 7 Questions *5 Marks	25	Short answers (500 Words)		
K3, K4,k5,k6	Section C 2 Out of 5 Questions *10 Marks	20	Elaborate answers (approx 1000 Words)		

## CORE PAPER V

### INTEGRATED MARKETING COMMUNICATION

**TOTAL HOURS: 45**

**SUB CODE:**

**CREDIT: 03**

**L-T-P: 1-1-1**

#### COURSE OBJECTIVES:

To enable students

1. To define the concept of Advertising.
2. To recognize the Branding and Target Audience.
3. To explain the visualization concept in Advertising.
4. To build the necessary writing and editing skills required for PR communication
5. To develop a practical insight into a Media campaign process

#### COURSE OUTCOME:

On successful completion of the course the students will be able to

CO No.	CO Statement
CO1	Perceive various Media for Advertising
CO2	Apply creativity in advertising
CO3	Interpret the Branding and Target Audience
CO4	Adapt digital marketing techniques
CO5	Design a Campaign, plan and execute it

#### SYLLABUS:

##### UNIT - 1

Definition of Advertising –classification of advertising – various media for advertising-Social & Economic benefits of advertising- Product and Brand - definition, classification-Target audience

**(9 Hours)**

##### UNIT - 2

Creativity in Advertising - Big Idea – Basics of Copy writing, Headlines, Slogans-types and functions- Understanding visualization in advertising -Illustration –methods-Layout- types-Copy preparation - The advertising agency- pitching for accounts– agency – client interface: the parameters – creative and media briefing process-Types of Agencies, Agency Structure and Functions

(9 Hours)

### UNIT - 3

Writing, editing and production of corporate publications: - Corporate features, House journals, booklets/ brochures/ leaflets/folder. PR Events: - Organizing press conferences/ Exhibitions/ Open house/ Special events.

(9 Hours)

### UNIT - 4

**Marketing**-Consumer Archetypes, Brand Name, Positioning Branding, Brand Equity, Market Segmentation, SWOT Analysis, Market Overview, Consumer Segmentation, Marketing relevance of advertising in the marketing mix - **Digital Marketing**- Social Media Marketing,

(9 Hours)

### UNIT - 5

**Media campaigning / PR campaigning:** Campaign-Objectives, Target Audience, Timeline; Research-Open Survey, Media Survey, Content Analysis, Audience Research; Plan of Action, Media Relations & Follow up

(9 Hours)

### TEXT BOOKS

1. Bird Drayton (2008), *Common Sense Direct & Digital Marketing*, Kogan Page India Ltd
2. Sam Blac, *Public Relations Practice - Fourth Edition*, Routledge
3. Batra, Rajeev, Myers, G. John and Aaker, A. David (1996), *Advertising Management*, Prentice Hall of India Pvt Ltd, New Delhi
4. Scott Meerman David (2011), *The New Rules of Marketing and PR*, John Wiley and Sons Inc.
5. Behar Maxeem (2019), *Global PR Revolution*, Allworth Press

### BOOKS FOR REFERENCE:

1. Wells, D. William, Burnett, John and Moriarty, Sandra (2006) *Advertising Principles and Practice (7<sup>th</sup> Edition)*, Saurabh Printers Pvt Ltd, Noida
2. Dennison, dell (2006), *The Advertising Handbook*
3. Lal Ankit (2017), *India Social*, Hanchette Book Publishing
4. Sainy Romi and Nargundkar Rajendra (2018), *Digital Marketing cases from India*, Notion Press,
5. Bhojana and Murthy (2007), *Advertising in IMC Perspective*, Excel Books

### E-LEARNING RESOURCES:

1. <https://india.oup.com/productPage/5591038/7421214/9780195699180>
2. <https://www.digitalmarketer.com/digital-marketing/assets/pdf/ultimate-guide-to-digital-marketing.pdf>
3. [http://lib.oup.com.au/he/PR/samples/sheehan\\_prcamp2e\\_sample.pdf](http://lib.oup.com.au/he/PR/samples/sheehan_prcamp2e_sample.pdf)
4. [www.adsoftheworld.com](http://www.adsoftheworld.com)
5. [www.brandtwist.com](http://www.brandtwist.com)



## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	4	3	2
CO2	3	4	3	3	3	1
CO3	2	3	4	3	3	1
CO4	2	3	3	3	3	1
CO5	1	1	2	2	3	0
Average	2.2	2.8	3	3	3	1

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

### KEY:

### PEDAGOGY:

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Problem Solving - Group Discussion - Role Modelling

Quiz - Seminar

Peer Learning

**QUESTION PAPER PATTERN END****SEMESTER EXAMINATION:**

<b>Bloom's Category Level</b>	<b>Sections</b>	<b>Marks</b>	<b>Word limit</b>	<b>Total</b>	<b>Meaning of K's</b>
K1,k2	Section A  Multiple Choice Questions	30	Mark the correct choice	75	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
K2,k3,k4	Section B 5 out of 7 Questions *5 Marks	25	Short answers (500 Words)		
K3, K4,k5,k6	Section C 2 Out of 5 Questions *10 Marks	20	Elaborate answers (approx 1000 Words)		

**CORE PRACTICAL III**  
**DIGITAL PHOTOGRAPHY AND VIDEOGRAPHY**

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 05**

**L-T-P: 1-1-3**

**COURSE OBJECTIVES:**

To enable the students

- To revamp the history of Photography
- To explain camera operations
- To understand the major concepts of available light and studio photography
- To demonstrate the working principle of a video camera
- To classify the file formats

**COURSE OUTCOME:**

On the successful completion of the course the students will be able to

CO No.	CO Statement
CO 1	Brief the types of cameras
CO 2	Experiment with camera functions
CO 3	Formulate various exposure controls
CO 4	Choose lighting techniques for different situations
CO 5	Identify different file formats

**SYLLABUS:**

**UNIT - 1**

Introduction-History of Photography - Scope and Nature of Photography - Manual and Digital Camera works - Types of Cameras and its Functions - Photography as Communication tool

**(15 Hours)**

**UNIT - 2**

Aperture -Shutter speed - Focus -Exposure-Factors affecting exposure-Depth of field - Lens - Types and Functions - Subject - Golden rule of Composition - Rule of thirds – Balance, Digital Photography - File formats - Image quality and Memory cards

**(15 Hours)**

### **UNIT - 3**

How a Video camera works – Techniques and Operation – Types - Electronic Characteristics of a Camera - Picture Composition – Shot Sizes - Camera Movements - Camera Mounting Equipments

**(15 Hours)**

### **UNIT - 4**

Types of lights -Types of lighting – Controlling lights - Natural and artificial lights –Metering modes - Color Temperature - Lighting for Different Situations – Indoor - Outdoor - Lighting Techniques – Chromakeying

**(15 Hours)**

### **UNIT - 5**

Digital Photography - Photo editing softwares - Special Effects Techniques, Histogram

**(15 Hours)**

### **TEXT BOOKS:**

1. Galer Mark (2007), *Photography Foundations for art and design 4th Edition*, Elsevier Ltd.
2. O’ Brien F. Michae and Sibley Norman (1995), *The Photographic Eye: Learning to see with the Camera*, Davis Publications, Inc.
3. Zettl, Herbert (2006), *Television Production Handbook*, Thomson Wadsworth
4. Belavadi Vasuki (2008), *Video Production Handbook*, Oxford University Press
5. Millerson Gerald (2006), *Video Production Handbook*, Focal Press

### **BOOKS FOR REFERENCE:**

1. Garrett John (2010), *Collins Complete Photography Course*, Collins
2. Gustavson Todd (2009), *Camera: A History of Photography from Daguerreotype to Digital*, Sterling Publishing Co
3. Rai Raghu (2016), *People: His Finest Portraits*, Aleph Book Company
4. Millerson Gerald (2004), *Video camera techniques*, Focal Press
5. Jackman John (2002), *Lighting for Digital Video and Television*, CMP books

### **E-LEARNING RESOURCES:**

1. [www.thevideoeffect.tv](http://www.thevideoeffect.tv)
2. <http://www.myriadglobalmedia.com/radio-one-powerful-communication-tools-21st-century/>
3. <http://www.gutenberg.org/files/168/168-h/168-h.htm>
4. <http://www.photocourse.com/download/Textbook-of-Digital-Photography-samples.pdf>
5. [https://www.academia.edu/19909396/PDF\\_Lightning\\_50\\_Lighting\\_Setups\\_for\\_Portrait\\_Photographers\\_Easy\\_to\\_Follow\\_Lighting\\_Designs\\_and\\_Diagrams](https://www.academia.edu/19909396/PDF_Lightning_50_Lighting_Setups_for_Portrait_Photographers_Easy_to_Follow_Lighting_Designs_and_Diagrams)

**Mapping of CO with PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	2	2
CO2	2	3	0	3	2	3
CO3	3	2	2	2	1	3
CO4	2	3	0	3	2	2
CO5	2	3	1	2	3	2
Average	2.4	2.8	1	2.4	2	2.4

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

**KEY:****PEDAGOGY:**

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Practical Exercise and Reviews

Field Visits

Peer Learning

**ALLIED PRACTICAL III**  
**AESTHETICS OF DESIGN**

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 05**

**L-T-P: 1-1-3**

**COURSE OBJECTIVES:**

To enable students

- To explain the elements of design
- To list typography and its types
- To demonstrate the design process
- To illustrate the corporate identities
- To develop a website design

**COURSE OUTCOME:**

On successful completion of the course the students will be able to

CO No.	CO Statement
CO 1	Define elements of design
CO 2	Interpret various classification of typography
CO 3	Examine design process and its types
CO 4	Create corporate identities
CO 5	Build a website design

**UNIT - 1**

Introduction to UI and UX, Elements and principles of design -- Line ,Shape - Direction - Size - Texture - Color - Value -; Principles of design: Balance - Rhythm - Proportion - Dominance - Unity, balance, rhythm, proportion, movement , Depth - Repetition - Motion; Concepts of Layout : Hierarchy -. Language of design: white space, fonts, pictures, page layout and design.

**(15 Hours)**

**UNIT - 2**

Text and Images: typography- styles and features, application and techniques in design; Color in design: color

theory, color combinations, colors and meanings, psychology of colors, Logo design, illustration techniques, design and composition.

**(15 Hours)**

### **UNIT - 3**

Design process: conceptualization, stages involved; types of design; creativity in design; Centre of visual Impact – traditional and modern designs - technology in designing.

**(15 Hours)**

### **UNIT - 4**

Graphics Designing – A Logo, Visiting card, Letter head, Newsletter, Boucher, Poster, Package, Dangler, Matte painting, Retouching to be done.

**Software:** Adobe Photoshop, Adobe Illustrator, Adobe InDesign

**(15 Hours)**

### **UNIT - 5**

Website Designing – Introduction to web design.

A website with a minimum of 5 links (pages) to be done.

**Software:** Adobe Animate, Figma, XD, HTML, CSS

For external evaluation

- Students should produce a lab journal an individual Project.
- The work should be submitted separately as a record and in CD/DVD with your Source File & in JPEG or PNG Format.

**(15 Hours)**

### **TEXT BOOKS:**

1. James Craig and Bruce Barton (1987), *Thirty Century of Graphic Design* , Watson Guptill Publication, New York.
2. Robin Landa (2011), *Graphic Design Solutions*, Wadsworth Cengage Learning, USA.
3. Adrian Frutiger (1989), *Signs and Symbols their Design Meaning*, Van Nostrand Reinhold, New York.
4. Simon Loxley (2004), *Type : The secret history of letters*, I.B. Tauris, New York.
5. Forsey Jane (2013), *The Aesthetics of Design*,

### **BOOKS FOR REFERENCE**

1. Morioka Adams, *Logo (2006) Design Workbook*, Rockport, 2006
2. Crow.C.Wendel (1986), *Communication Graphics*, Prentice-hall, Englewood Cliffs, N.J
3. Bridgewater.Peter (1987), *An Introduction to Graphic Design*, Chartwell Books, N.J
4. Wendy and Willard (2014), *Second Edition Web Design – A Beginner's Guide*, Mcgraw Hill
5. James Mailvad (2020), *Adobe Dreamweaver Classroom in a Book*, Pearson Education

## E-LEARNING RESOURCES

1. [www.artyfactory.com](http://www.artyfactory.com)
2. [www.thevirtualinstructor.com](http://www.thevirtualinstructor.com)
3. [www.designinstruct.com](http://www.designinstruct.com)
4. [www.designcrowd.co.in](http://www.designcrowd.co.in)
5. [www.prepressure.com](http://www.prepressure.com)

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	2	2	2	2	0	1
<b>CO2</b>	2	3	2	2	1	0
<b>CO3</b>	3	3	2	3	3	2
<b>CO4</b>	3	3	3	3	3	0
<b>CO5</b>	3	3	3	3	3	3
<b>Average</b>	<b>2.6</b>	<b>2.8</b>	<b>2.4</b>	<b>2.6</b>	<b>2</b>	<b>1.2</b>

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

**KEY:**

**PEDAGOGY:**

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Practical Exercise and Reviews

Peer Learning



## NON-MAJOR ELECTIVE

### ADVERTISING

**TOTAL HOURS: 15**

**SUB CODE:**

**CREDIT: 02**

**L-T-P: 1-1-0**

#### COURSE OBJECTIVES:

To enable students

1. To recall the evolution and growth of Advertising.
2. To classify the various Medium for Advertising.
3. To recognize the Branding and Target Audience.
4. To explain the visualization concept in Advertising.
5. To outline the Case studies in Advertising.

#### SYLLABUS:

##### UNIT - 1

Definition of Advertising- various media for advertising-Social & Economic benefits of advertising- Digital marketing –Brand

**(5 Hours)**

##### UNIT - 2

Big Idea- Copy writing-types and functions- Headlines-basics, types and functions-Slogans-basics, Ad Agencies and Functions, Media related decisions.

**(5 Hours)**

##### UNIT - 3

Emerging trends/issues & development in advertising. Ad concept, Product placement, Case Studies.

**(5 Hours)**

#### COURSE OUTCOME:

On successful completion of the course the students will be able to

CO No.	CO Statement
CO1	Define the evolution and growth of Advertising
CO2	Perceive various Media for Advertising
CO3	Interpret the Branding and Target Audience
CO4	Research the Laws and Ethics in Advertising
CO5	Summarize the Research in Advertising

## REFERENCE BOOKS:

- 1.Sharma, Sangeeha and Singh, Rajiv, *Advertising: Planning and Implementation*, Prentice-Hall of India Pvt Ltd, New Delhi,2006
- 2.Batra, Rajeev, Myers, G. John and Aaker, A.David, *Advertising Management*,Prentice-Hall of India Pvt Ltd, New Delhi,1996.
- 3.Wells, D. William, Burnett, John and Moriarty, Sandra, *Advertising Principles and Practice* (7<sup>th</sup> Edition), Saurabh Printers Pvt Ltd, Noida,2006.
- 4.Chunnawala S.A. and Sethia KC.,*Foundations of Advertising-theory and Practice*, Himalaya Publishing House,2000
- 5.Evans, Judith, Cheryl Dangle Cullen, *Challenging the Big Brands*, 2003
- 6.Cheverton, Peter,*Understanding Brands*, 2006
- 7.Dennison,dell,*The Advertising Handbook*, 2006

## ONLINE RESOURCES

1. [www.mheducation.com](http://www.mheducation.com)
2. [www.mu.ac.in](http://www.mu.ac.in)
3. [www.adsoftheworld.com](http://www.adsoftheworld.com)
4. [www.managementstudyguide.com](http://www.managementstudyguide.com)
5. [www.brandtwist.com](http://www.brandtwist.com)

## PEDAGOGY:

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Practical Exercise and Reviews

Filed Visits

## MAPPING

### MAPPING OF CO WITH PO

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	1	2	1	3
CO2	3	3	2	2	3	2
CO3	2	3	1	3	3	2
CO4	3	3	0	3	2	3
CO5	2	3	0	2	0	3
Average	2.6	3	0.8	2.4	1.8	2.6

### MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	2	2

<b>CO2</b>	2	3	0	3	2	3
<b>CO3</b>	3	2	2	2	1	3
<b>CO4</b>	2	3	0	3	2	2
<b>CO5</b>	2	3	1	2	3	2
<b>Average</b>	2.4	2.8	1	2.4	2	2.4

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

**SEMESTER IV**  
**CORE PAPER VI**  
**TELEVISION AND RADIO PRODUCTION**

**TOTAL HOURS: 45**

**SUB CODE:**

**CREDIT: 03**

**L-T-P: 2-1-0**

**COURSE OBJECTIVES:**

To enable students

- To recall the techniques of Visual Composition
- To classify the production standards and video formats
- To demonstrate the working principle of a video camera
- To summarize the importance of radio medium
- To elaborate the equipment's used for recording radio programs

**COURSE OUTCOME:**

On the successful completion of the course the students will be able to

CO No.	CO Statement
CO 1	Make use of Visual Grammar
CO 2	Experiment with camera functions and lighting
CO 3	Choose the specific editing style for each genre
CO 4	Assess the need of a radio channel and its various genres
CO 5	Create a radio program

**SYLLABUS:**

**UNIT - 1**

TVP Process – Basic and Expanded Studio TV System – Production Elements – Cast and Crew - Working of Television - Production Standards – NTSC – PAL – SECAM - Aspect Ratio – Video Formats – VHS – SVHS – U - Matic – Beta – Hi 8 – Digital

**(9 Hours)**

**UNIT - 2**

Fiction - Idea – Development – Concept creation for different genres - Master Script - Shooting Script – Log Sheet – Non - Fiction - ENG – EFP – OB Van

**(9 Hours)**

## UNIT - 1II

Floor Plan - Editing – Grammar of Edit – Functions of Editing - Online and Off line Editing - Linear and NLE – Video Cables - Rough Cut – Transitions - Final Cut – Quality Compressions - Editing for Short Films, Advertisements, Music Videos, PSAs and Documentaries

(9 Hours)

## UNIT - 4

Characteristics of the Radio Medium – AM – FM – Podcasting - Crew - Radio Studio Layout - Production in Modern Radio – Day part - Recorded Programme Production – Cues and RJ links - Live / On Air Production – Radio Genres - Dramas - Documentaries – News Production – Interview – Commercials – Phone ins – Listeners Participation – Vox – Pop

(9 Hours)

## UNIT - 5

Microphones – Types – Audio Editing – Editing Principles - Introduction to Software – tool, elements, shortcuts - Slicing – Looping – Dubbing – Recording System - Audio Console – Editing Techniques – Audio Transitions – Sound Effects – Mixing techniques – Audio Output Formats

(9 Hours)

## TEXT BOOKS:

1. Zettl, Herbert (2006), *Television Production Handbook*, Thomson Wadsworth,
2. Belavadi Vasuki (2008), *Video Production Handbook*, Oxford University Press,
3. Millerson Gerald (2006), *Video Production Handbook*, Focal Press,
4. Carl Hausman, Fritz Messere, Philip Benoit, Lewis O Dannel (2013), *Modern Radio Production*, Wadsworth,
5. Steve Warren (2004), *Radio the Book*, Focal Press,

## BOOKS FOR REFERENCE:

1. Block Bruce (2008), *The Visual Story*, Focal press, 2008
2. Hicks Andrew (2007), *Studio Television Production And Directing*, 2007
3. Owens Jim (2020), *Television Production*, Focal press, 2020
4. McLeish Robert (2005), *Radio Production*, Focal Press, 2005
5. Clark Nathan (2018), *Ultimate guide to Adobe Premier Pro*, Kindle Edition, 2018

## E-LEARNING RESOURCES:

1. <http://screencraft.org>
2. <https://www.youthkiawaaz.com/2010/02/radio-a-potential-medium-of-communication/>
3. <http://blcklst.com>
4. <https://www.tandfonline.com/doi/abs/10.1080/03634528309378516?journalCode=rced20>

5. <https://www.bhphotovideo.com/c/browse/Microphones/ci/14929/N/368106490>

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	2	2
CO2	2	3	0	3	2	3
CO3	3	2	2	2	1	3
CO4	2	3	0	3	2	2
CO5	2	3	1	2	3	2
Average	2.4	2.8	1	2.4	2	2.4

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

### KEY:

### PEDAGOGY:

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Practical Exercise and Reviews

Field Visits

Peer Learning

**QUESTION PAPER PATTERN END****SEMESTER EXAMINATION:**

Bloom's Category Level	Sections	Marks	Word limit	Total	Meaning of K's
K1,k2	Section A  Multiple Choice Questions	30	Mark the correct choice	75	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
K2,k3,k4	Section B 5 out of 7 Questions *5 Marks	25	Short answers (500 Words)		
K3, K4,k5,k6	Section C 2 Out of 5 Questions *10 Marks	20	Elaborate answers (approx 1000 Words)		

**CORE PAPER VII**  
**MEDIA, CULTURE AND SOCIETY**

**TOTAL HOURS: 45**

**SUB CODE:**

**CREDIT: 03**

**L-T-P: 2-1-0**

**COURSE OBJECTIVES:**

To enable the students

- To understand media content and Indian society
- To explain about Audience and their theories
- To illustrate the power of media and culture
- To recognize Popular culture
- To distinguish Gender in Media

**COURSE OUTCOME:**

On successful completion of the course the students will be able to

CO No.	CO Statement
CO1	Define Media content and Indian Society
CO2	List down Audience and their theories
CO3	Interpret the Power of Media and culture
CO4	Summarize Popular culture
CO5	Outline Gender in Media

**SYLLABUS:**

**UNIT - 1**

Role of Media in Society - Media Diversity, Media VS Culture, Media VS Society, Media Ownership, Media and Transition

**(9 Hours)**

**UNIT - 2**

Audience making - Active Vs Passive audience - Theories on audience- Effects of Mass Media on Individual, Society and Culture - Basic issues

**(9 Hours)**



### UNIT - 3

Media as Consciousness Industry - Social Construction of Reality by Media - Rhetoric of the Image, Narrative - Media Myths - Cultural Studies Approach to Media - Audience as Textual Determinant - Audience as Readers, Audience Positioning, Establishing Critical Autonomy

(9 Hours)

### UNIT - 4

Media and Popular culture - Commodities, Culture and Sub-culture, Popular Texts, Popular Discrimination, Politics - Popular Culture, Popular Culture Vs People's Culture, Culture Shock - Celebrity Industry - Personality as Brand Name, Hero-Worship etc - Acquisition and Transformation of Popular

(9 Hours)

### UNIT - 5

Social Responsibility of Media- how media operates in a Society, Culture and Technology - Gender and Media-Feminism-Stereotypes

(9 Hours)

### TEXT BOOKS:

1. McCollum Victoria Dr and Monteverde Giuliana Dr (2018), *HBO's Original Voices: Race, Gender, Sexuality and Power (The Cultural Politics of Media and Popular Culture)*, Routledge
2. McQuail Denis (2010), *Mass Communication Theory An introduction, Sixth Edition*, Sage Publications London
3. Gurevitch Michael (2005), *Culture Society and Media*, Routledge
4. McLuhan Marshall (2019), *Understanding Media and Culture*, University of Minnesota Libraries Publishing
5. Nesbit Paul and Larking (2007), *Politics, Society and Media*, Broadview Press

### BOOKS FOR REFERENCE:

1. Trivundža Tomanić Ilija, Nieminen Hannu and Al Et (2019), *Critical Perspectives on Media, Power and Change*
2. Ozturk Gulay, Et Al (2012), *Handbook of Research on the Impact of Culture and Society on the Entertainment Industry* (Advances in Media, Entertainment, and the Arts)
3. Adorno W Theodor (2001), *The Culture Industry: Selected Essays on Mass Culture*
4. Hodgkinson Paul (2010), *Media, Culture and Society: An Introduction*, Sage Publication
5. Kumar J Keval (2005), *Mass Communication In India*, Jaico Publishing House

### E-LEARNING RESOURCES:

1. <http://solr.bccampus.ca:8001/bcc/file/8f2a750a-728d-496a-89c3-6f53dce9a783/1/Media-Society-Culture-and-You-1539701744.pdf>
2. [https://www.researchgate.net/publication/319401787\\_Media\\_Culture\\_A\\_Theoretical\\_Perspective\\_of\\_the\\_Interaction-relationship](https://www.researchgate.net/publication/319401787_Media_Culture_A_Theoretical_Perspective_of_the_Interaction-relationship)

3. <https://www.goodreads.com/book/show/11356747-media-culture-and-society>
4. <http://didik.mercubuana-yogya.ac.id/wp-content/uploads/2014/03/Culture-Society-and-the-Media.pdf>
5. <https://medium.com/@kashafmurtza655/role-of-media-in-society-760db2844ae3>

#### **MAPPING OF CO WITH PSO**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	4	3	2	2	0	1
<b>CO2</b>	2	2	3	2	1	0
<b>CO3</b>	3	3	0	3	3	2
<b>CO4</b>	3	1	3	3	3	0
<b>CO5</b>	3	0	3	1	3	3
<b>Average</b>	<b>3</b>	<b>1.8</b>	<b>2.2</b>	<b>2.2</b>	<b>2</b>	<b>1.2</b>

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

#### **KEY:**

#### **PEDAGOGY:**

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Peer Learning

Field Visits

**QUESTION PAPER PATTERN END****SEMESTER EXAMINATION:**

<b>Bloom's Category Level</b>	<b>Sections</b>	<b>Marks</b>	<b>Word limit</b>	<b>Total</b>	<b>Meaning of K's</b>
K1,k2	Section A  Multiple Choice Questions	30	Mark the correct choice	75	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
K2,k3,k4	Section B 5 out of 7 Questions *5 Marks	25	Short answers (500 Words)		
K3, K4,k5,k6	Section C 2 Out of 5 Questions *10 Marks	20	Elaborate answers (approx 1000 Words)		

**CORE ELECTIVE PRACTICAL I**  
**ADVANCED PHOTOGRAPHY**

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 04**

**L-T-P: 1-0-3**

**COURSE OBJECTIVES:**

To enable the students

- To interpret the use of Lens
- To Understand the different sources of light
- To develop their own styles and modes of expression
- To Learn how to shoot a variety of subjects effectively
- To compile a Portfolio and assemble with professional works

**COURSE OUTCOME:**

On successful completion of the course the students will be able to

CO No.	CO Statement
<b>CO1</b>	Interpret the usage of Lens
<b>CO2</b>	Utilize different source
<b>CO3</b>	Develop their own styles
<b>CO4</b>	Creating variety of subjects
<b>CO5</b>	Produce a Professional Portfolio

**SYLLABUS:**

**UNIT - 1**

Understanding the dynamics of Photography – Trends in photography

**(15 Hours)**

**UNIT - 2**

Understanding and Handling Light - Adapting Day Light - Direct Light - Diffused Light -Reflected Light -  
Controlling and Measuring Light - Lighting for portraits, Fashion, Industry, Wildlife - Light Meters

**(15 Hours)**

**UNIT - 3**

Principles - Picture with the Impact - The Focal Point - Center of Interest - Composition

**(15 Hours)**

#### **UNIT - 4**

Shapes and Form - Pattern and Outline – Movement - Using Filters - Cropping - Genres of Photography (Lighting for portraits, Fashion, Industry, Wildlife) - Professional Photography - Post Production Process – Lightroom – Enhancing and Manipulation

**(15 Hours)**

#### **UNIT - 5**

Photography in Newspaper – Importance of photography in Films and Documentary - Journalism - Types of Journalism- Photojournalism- Sports - Travel- Events- Current issues.

**(15 Hours)**

#### **TEXT BOOKS:**

1. Lorient Maxime - Thierry and Peter Lindbergh (2016) *A Different Vision on Fashion Photography*, Taschen GmbH
2. Duckett Lloyd Brian (2015), *Mastering Street Photography*, Ammonite Press
3. Young Darell (2012), *Beyond Point-and-Shoot: Learning to Use a Digital SLR or Interchangeable-Lens Camera*, Rocky Nook
4. Langford John Michael (2003), *Advanced Photography*, Oxford
5. Langford Michael, Bilissi Efthimia (2007), *Langford's Advanced Photography*, Focal Press

#### **BOOKS FOR REFERENCE:**

1. Judge Al (2013), *Understanding DSLR Lenses: An Illustrated Guidebook Finely Focused Photography Books*
2. Foster Jerod (2014), *Nikon Lenses From Snapshots to Great Shots*
3. Dasgupta Prabuddha (2009), *Edge of Faith*
4. Thomas Dennis J (2014), *The Art and Style of Product Photography (Wiley Photography)*
5. McKinnell Anne (2012), *8 Types Of Natural Light That Will Add Drama To Your Photographs*

#### **E-LEARNING RESOURCES:**

1. <https://issuu.com/thomasleuthard/docs/explorefflickr>
2. [https://www.academia.edu/15139862/National\\_Geographic\\_Photoshop\\_Basics\\_ULTIMATE\\_FIELD\\_GUIDE\\_TO\\_PHOTOGRAPHY](https://www.academia.edu/15139862/National_Geographic_Photoshop_Basics_ULTIMATE_FIELD_GUIDE_TO_PHOTOGRAPHY)
3. <https://robertrodriguezjr.com/insights-ebook/>
4. <https://www.tether-tools.com/wordpress/wp-content/uploads/2018/08/tether-tools-insight-inspiration-volume-3.pdf>

5. [https://www.nationalgeographic.com/content/dam/ngdotcom/rights-exempt/NatGeo\\_GuideToPhotography.pdf](https://www.nationalgeographic.com/content/dam/ngdotcom/rights-exempt/NatGeo_GuideToPhotography.pdf)

#### **MAPPING OF CO WITH PSO**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	3	3	1	3	4	4
<b>CO2</b>	3	1	3	2	2	1
<b>CO3</b>	1	2	4	2	0	3
<b>CO4</b>	2	0	0	1	0	1
<b>CO5</b>	1	2	1	4	3	2
<b>Average</b>	<b>2</b>	<b>1.6</b>	<b>1.8</b>	<b>2.4</b>	<b>2.4</b>	<b>2.2</b>

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

#### **KEY:**

#### **PEDAGOGY:**

Flipped Learning/Blended Classroom-E Content, Videos

Practical Exercise and Reviews

Field Visits

**CORE ELECTIVE PRACTICAL I**  
**AD PRODUCTION**

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 04**

**L-T-P: 1-0-3**

**COURSE OBJECTIVES:**

To enable the students

- To recall the process of advertising production process.
- To apply production skills to create an advertisement.
- To examine existing advertisements to investigate how persuasive messages can be constructed.
- To plan and produce an advertisement for various mediums.
- To evaluate the effectiveness of the finished product.

**COURSE OUTCOME:**

On successful completion of the course the students will be able to

CO No.	CO Statement
CO1	Review how advertisements are structured
CO2	Explore the relationship between audience, medium and message
CO3	Originate and develop an idea for an advertisement
CO4	Write a Creative Brief
CO5	Develop practical production skills and learn how to plan, produce and monitor production

**SYLLABUS:**

- Analysis on existing advertisements designed to address the audience and meet client needs.

- *Research for production*: brief; client; budget; deadline; technical resources; technical constraints; identification of target audience, eg quantitative, qualitative, focus groups; conditions of reception; market research data; legal and ethical issues, eg codes of practice, regulatory framework
- *Ideas*: ideas generation eg mind-mapping, group discussion, past and current practice; recording ideas, eg notes, sketches; initial plans and proposals; identification of message; content; style; relevance to audience
- *Pre-production*: synopsis; script; storyboards; production schedule; location plans; shooting script; risk assessment; crew; actors, Proofs, Layouts and storyboards - The Creative Brief
- *Production*: technology, eg cameras, stabilisation, tripods, microphones, lights; storage; shooting; lighting; sound recording; health and safety
- *Post-production*: technology, eg edit suites, mixing desks; edit decision lists; editing; audio mixing – Finished product

## TEXT BOOKS:

1. Young Web, James (2015). The technique for producing ideas. CreateSpace Independent Publishing Platform
2. Ogilvy, David (2007). Ogilvy on Advertising. Prion Publisher
3. Vilanilam J.V. & Varghese A.K. (2004) Advertising Basics, Response Book, New Dehli
4. White Hooper (2010). How to produce effective TV commercials, NTC Business Books
5. Elin Larry and Lapides Allen (2004) Designing and Producing the TV Commercial, Pearson A and B

## BOOKS FOR REFERENCE:

1. Cury Ivan (2005). Television Commercial – How to make them. Focal Press
2. Christiano Guiseppe (2011). The Storyboard Artist. Micheal Wiese Productions
3. Tuten L. Tracy (2008). Advertising 2.0. Greenwood Publishing Group
4. Arens F William (2008). Contemporary Advertising. Tata McGraw Hill Publishing Company
5. Pongiannan. K. (2012). Advertising and Brand Building. New Century Publications

## E-LEARNING RESOURCES:

1. <https://www.managementstudyguide.com/advertising-process.htm>
2. [https://study.com/articles/Advertising\\_Production\\_Manager\\_Job\\_Description\\_and\\_Duties.html](https://study.com/articles/Advertising_Production_Manager_Job_Description_and_Duties.html)
3. <https://bizfluent.com/how-does-5406667-advertising-production-process.html>
4. <https://epipheo.com/services/social-video-ads/>
5. <https://www.masterclass.com/articles/how-to-make-an-effective-commercial>

## Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	2	2
CO2	2	3	0	3	2	3
CO3	3	2	2	2	1	3
CO4	2	3	0	3	2	2
CO5	2	3	1	2	3	2



<b>Average</b>	<b>2.4</b>	<b>2.8</b>	<b>1</b>	<b>2.4</b>	<b>2</b>	<b>2.4</b>
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**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

**KEY:**

**PEDAGOGY:**

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Problem Solving - Group Discussion

Quiz - Seminar

Peer Learning

## **ALLIED PRACTICAL IV**

### **2D ANIMATION**

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 05**

**L-T-P: 1-1-3**

#### **COURSE OBJECTIVES:**

To enable students

- To Explain the User Interface
- To Explain the Key framing and Text animation
- To demonstrate the 2d animation and Composition process
- To list advanced animation and VFX techniques
- To develop a green screen removal video

#### **COURSE OUTCOME:**

On successful completion of the course the students will be able to

<b>CO No.</b>	<b>CO Statement</b>
<b>CO1</b>	Define the User Interface
<b>CO2</b>	Interpret various text presets and Masking techniques
<b>CO3</b>	Examine Composition and camera animation
<b>CO4</b>	Explore Rotoscope and 3D camera techniques
<b>CO5</b>	Create a green screen removal video

#### **SYLLABUS:**

##### **UNIT - 1**

Introduction to After Effects - Basics video concepts - Importing File - Project panel overview - Creating new Composition - Composition panel overview - Composition - Effects Control - Timeline - Enable and Close a Window - Workspace and General Workflow in After Effects - Render and Export.

(15 Hours)

## UNIT - 2

Transform properties - Keyframing - Interpolation Key - Creating Loop - Text in After Effects: Using Text presets and Masking techniques - Creating Shape in After Effects: Repeaters - Trim - Masking.

(15 Hours)

## UNIT - 3

2D Animation - Importing Ps and Ai Files, Camera Manipulation, Glitches, Particles. Green Screen - Green screen removal and Compositing, CC.

(15 Hours)

## UNIT - 4

Rotoscope in After Effects - Introduction, Roto tools, Basic compositing. Track Motion: Stabilizing a shot, tracking a pinot, Corner pin Tracking. 3D camera Tracking Basics.

(15 Hours)

## UNIT - 5

2D Animation - To Create a Green screen removal video  
Max Duration - 1 minute (Any Genre of student choice)

(15 Hours)

## TEXT BOOKS:

1. Lisa Fridsma and Brie Gyncild (2018), *After Effects CC Classroom in a Book*, Pearson, New York.
2. Jeremy Hanke, Michele Yamazaki (2009), *Green screen Made Easy*, Michael Wiese Productions, Canada.
3. Jayne Pilling (2001), *Animation: 2D and Beyond*, Roto Vision Publication, Switzerland.
4. Peter Buhler, Patrick Schlaich and Dominik Sinner (2017), *Animation: Basics, 2D and 3D animation*, Springer Vieweg, Germany.
5. Steve Roberts (2007), *Character Animation: 2D skills for better 3D*, Focal press, USA.

## BOOKS FOR REFERENCE:

1. Lanier Lee (2015), *Compositing Visual effects in After Effects*, Taylor and Francis Ltd, UK.
2. Trevor Telly (2014), *The Big Book of Minecraft*, Triumph books, Chicago.
3. Michelangelo Manrique (2015), *Blender: For animation and film based production*, CRC Press, New York.
4. Les Pardew (2008). *Character Emotion in 2D and 3D animation*, Thomson, USA.
5. Ken Hultgren (1946), *The Know - How of Cartooning*, Research Publishing Company, Los Angeles.

## E-LEARNING RESOURCES

1. [www.sfu.ca/techbyte.com](http://www.sfu.ca/techbyte.com)
2. [www.mediacollege.com](http://www.mediacollege.com)
3. [www.premiumbeat.com](http://www.premiumbeat.com)
4. [www.helpx.adobe.com](http://www.helpx.adobe.com)
5. [www.schoolofmotion.com](http://www.schoolofmotion.com)

#### **MAPPING OF CO WITH PSO:**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	3	3	3	2	2	0
<b>CO2</b>	3	3	2	3	0	1
<b>CO3</b>	3	3	1	2	0	2
<b>CO4</b>	3	3	2	3	1	1
<b>CO5</b>	3	2	2	1	1	2
<b>Average</b>	3	2.8	2	2.2	0.8	1.2

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

#### **KEY:**

#### **PEDAGOGY:**

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Problem Solving - Group Discussion - Role Modelling

Quiz - Seminar

Peer Learning

## NON-MAJOR ELECTIVE

### ADVERTISING

**TOTAL HOURS: 15**

**SUB CODE:**

**CREDIT: 02**

**L-T-P: 1-1-0**

#### COURSE OBJECTIVES:

To enable students

1. To recall the evolution and growth of Advertising.
2. To classify the various Medium for Advertising.
3. To recognize the Branding and Target Audience.
4. To explain the visualization concept in Advertising.
5. To outline the Case studies in Advertising.

#### SYLLABUS:

##### UNIT - 1

Definition of Advertising- various media for advertising-Social & Economic benefits of advertising- Digital marketing –Brand

**(5 Hours)**

##### UNIT - 2

Big Idea- Copy writing-types and functions- Headlines-basics, types and functions-Slogans-basics, Ad Agencies and Functions, Media related decisions.

**(5 Hours)**

##### UNIT - 3

Emerging trends/issues & development in advertising. Ad concept, Product placement, Case Studies.

**(5 Hours)**

#### COURSE OUTCOME:

On successful completion of the course the students will be able to

CO No.	CO Statement
CO1	Define the evolution and growth of Advertising
CO2	Perceive various Media for Advertising

<b>CO3</b>	Interpret the Branding and Target Audience
<b>CO4</b>	Research the Laws and Ethics in Advertising
<b>CO5</b>	Summarize the Research in Advertising

## REFERENCE BOOKS:

1. Sharma, Sangeehta and Singh, Rajiv, *Advertising: Planning and Implementation*, Prentice-Hall of India Pvt Ltd, New Delhi, 2006
2. Batra, Rajeev, Myers, G. John and Aaker, A. David, *Advertising Management*, Prentice-Hall of India Pvt Ltd, New Delhi, 1996.
3. Wells, D. William, Burnett, John and Moriarty, Sandra, *Advertising Principles and Practice* (7<sup>th</sup> Edition), Saurabh Printers Pvt Ltd, Noida, 2006.
4. Chunnawala S.A. and Sethia KC., *Foundations of Advertising-theory and Practice*, Himalaya Publishing House, 2000
5. Evans, Judith, Cheryl Dangle Cullen, *Challenging the Big Brands*, 2003
6. Cheverton, Peter, *Understanding Brands*, 2006
7. Dennison, dell, *The Advertising Handbook*, 2006

## ONLINE RESOURCES

1. [www.mheducation.com](http://www.mheducation.com)
2. [www.mu.ac.in](http://www.mu.ac.in)
3. [www.adsoftheworld.com](http://www.adsoftheworld.com)
4. [www.managementstudyguide.com](http://www.managementstudyguide.com)
5. [www.brandtwist.com](http://www.brandtwist.com)

## PEDAGOGY:

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Practical Exercise and Reviews

Filed Visits

## MAPPING

### MAPPING OF CO WITH PO

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
<b>CO1</b>	3	3	1	2	1	3
<b>CO2</b>	3	3	2	2	3	2
<b>CO3</b>	2	3	1	3	3	2
<b>CO4</b>	3	3	0	3	2	3
<b>CO5</b>	2	3	0	2	0	3
<b>Average</b>	2.6	3	0.8	2.4	1.8	2.6

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## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	2	2
CO2	2	3	0	3	2	3
CO3	3	2	2	2	1	3
CO4	2	3	0	3	2	2
CO5	2	3	1	2	3	2
Average	2.4	2.8	1	2.4	2	2.4

Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0

## SEMESTER V

### CORE PAPER VIII

### MEDIA RESEARCH

**TOTAL HOURS: 90**

**SUB CODE:**

**CREDIT: 03**

**L-T-P: 2-0-1**

#### COURSE OBJECTIVES:

To enable students

- To differentiate types of Research
- To explain the Qualitative Research Methods
- To outline the Quantitative Research Methods
- To classify research methods carried out in various mediums
- To compile a Research Report

#### COURSE OUTCOME:

On successful completion of the course the students will be able to

CO No.	CO Statement
CO 1	List Elements of Research
CO 2	Compare and Contrast research procedures
CO 3	Choose sampling method based on target audience
CO 4	List down the research techniques of various media
CO 5	Develop a research topic and design

#### SYLLABUS:

##### UNIT - 1

Definition of Research – Introduction - Development of Mass Media Research - Two Sectors of Research: Academic and Private – Research Procedures – Elements of Research – Hypothesis - Measurement – Variables – Scales

**(18 Hours)**

##### UNIT - 2

Basics of Sampling – Types of Sampling – Research Approaches – Qualitative Research Methods — Field Observation – Focus Groups - Interviews – Case Study – Content Analysis - Quantitative Research Methods – Survey Method - Longitudinal Research

**(18 Hours)**



### UNIT - 3

Audience Study - Research in Print Media – Types of Print Media Research – Research in Electronic Media – Ratings Research – Non-Ratings Research

(18 Hours)

### UNIT - 4

Research in Advertising – Copy Testing – Campaign Assessment Research – Research in Media Effects – Anti Social and Pro Social Effects of Media Content

(18 Hours)

### UNIT - 5

Research in the New Media – Digital Media – Social Media - Advantages and Disadvantages of Internet Research

(18 Hours)

### TEXT BOOKS:

1. Hamid E. Muhammad (2013), *How to write a Research Thesis*, Createspace Independent Pub
2. Priest Horning Susanna (2010), *Doing Media Research*, Sage Publications
3. Anderson A. James (2012), *Media Research Methods*, Sage Publications
4. Bertrand Ina and Hughes Peter (2018), *Media Research Methods*, Macmillen Education
5. Patten L Mildred (2011), *Questionnaire Research, A Practical Guide*, Patrazk Publication

### BOOKS FOR REFERENCE:

1. Wimmer, D Roger, Dominick, R Joseph.(2013), *Mass Media Research – An Introduction*, Thomson Wadsworth
2. C.R. Kothari (2004), *Research Methodology: Methods and Techniques*
3. Klaus Bruhn Jensen (2002), *A Handbook of media and Communication Research*,
4. Gunten Barrie (2000), *Media Research Methods – Measuring Audiences, Reactions and Impacts*, Sage Publications
5. Paul J. Lavrakas, Michael W. Traugott, Courtney Kennedy, Allyson L. Holbrook, Edith D. de Leeuw, Brady T. West (2019), *Experimental Methods in Survey Research*, John Willey and Sons

### E-LEARNING RESOURCES:

1. [www.sjsu.edu/ajeep/docs/IntroToMassMediaResearch.pdf](http://www.sjsu.edu/ajeep/docs/IntroToMassMediaResearch.pdf)
2. [www.humanities.manchester.ac.uk/studyskills/.../methodology.html](http://www.humanities.manchester.ac.uk/studyskills/.../methodology.html)
3. <https://explorable.com/statistical-sampling-techniques>
4. [www.simplypsychology.org](http://www.simplypsychology.org) › Research Methods
5. [www.socialresearchmethods.net/kb/survey.php](http://www.socialresearchmethods.net/kb/survey.php)

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	2	2
CO2	2	3	0	3	2	3
CO3	3	2	2	2	1	3
CO4	2	3	0	3	2	2
CO5	2	3	1	2	3	2
Average	2.4	2.8	1	2.4	2	2.4

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

#### **KEY:**

#### **PEDAGOGY:**

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Problem Solving - Group Discussion - Role Modelling

Quiz - Seminar

Peer Learning

**QUESTION PAPER PATTERN END****SEMESTER EXAMINATION:**

<b>Bloom's Category Level</b>	<b>Sections</b>	<b>Marks</b>	<b>Word limit</b>	<b>Total</b>	<b>Meaning of K's</b>
K1,k2	Section A  Multiple Choice Questions	30	Mark the correct choice	75	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
K2,k3,k4	Section B 5 out of 7 Questions *5 Marks	25	Short answers (500 Words)		
K3, K4,k5,k6	Section C 2 Out of 5 Questions *10 Marks	20	Elaborate answers (approx 1000 Words)		

**CORE PAPER IX**  
**MEDIA LAWS AND ETHICS**

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 03**

**L-T-P: 2-1-0**

**COURSE OBJECTIVES:**

To enable students

- To explain the basic legal concepts of Indian Constitution
- To outline the constitutional provisions for Media Freedom
- To recall various laws and acts related to Media
- To list the various professional codes of conduct in communication practice
- To analyse various cases related to Media

**COURSE OUTCOME:**

On successful completion of the course students will be able to

CO No.	CO Statement
CO1	Recall the basic legal concepts of Indian Constitution
CO2	Criticize the constitutional provisions for Media Freedom
CO3	Interpret various laws and acts related to Media
CO4	Apply the professional code of conduct into practice
CO5	Examine various cases related to Media

**SYLLABUS:**

**UNIT - 1**

What is law, ethics – Difference between laws and ethics - Indian Constitution– Preamble – Characteristics– Basic legal concepts- Indian Penal Code; Constitutional Provisions for Freedom of speech and expressions- Article 19(1) (a), Reasonable restrictions- Article 19(2), freedom of the press in India; Supreme Court Cases related to Article 19(1) (A)

**(18 Hours)**

**UNIT - 2**

Acts for Media – Working Journalist Act – Official Secrets Act 1923 – Law of Defamation – Copyright Act – Contempt of Court act – Legislative privileges and contempt of legislature – obscenity – cinematography Act - Plagiarism

**(18 Hours)**

### UNIT - 3

Laws for Media – press and registration of book act –Prasar Bharathi Act – Cable TV Network Act – Intellectual Property rights – Right to Information Act – Human Rights and Media – Cyber laws in India– Right to Privacy

(18 Hours)

### UNIT - 4

Council for Media – First Press Commission – Second Press Commission–Recommendations; Structure and functions of Press Council of India – Professional code of conduct for media persons;

(18 Hours)

### UNIT - 5

Media during Emergency – Press as a Fourth Estate – Advertisers and Lobbies– Censorship v/s Self-Regulation– Issues relating to FDI – Case Studies

(18 Hours)

### TEXT BOOKS:

1. Mishra Akash Kamal (2003), *Media Laws in India*, Xpress Publishing
2. Neelamalar (2010), *Media Law and Ethics*, PHI Learning Pvt. Ltd
3. Practik Lee (2014), *Media Ethics Key Principles for Responsible Practice*, Sage Publications
4. Wilkins Lee (2009), *The Handbook of Mass media Ethics*, Routledge
5. Patterson Philip (2019), *Media Ethics Issues and Cases*, Rowman and Littlefield Publishing gp

### BOOKS FOR REFERENCE:

1. Crone, Lawandthe (1995), *Media – An Everyday Guide for Professionals*, Focal Press
2. Patrick Lee Plaisance (2013), *Media Ethics-Key Principles to Responsible Practice*, Sage Publications
3. S. K. Aggarwal (2008), *Media and Ethics*, Shipra Publications
4. K.S.Venkataramaiah (2000), *Mass Media Laws and Regulations in India*, India Research Press
5. Horner Sanford David (2015), *Understanding Media Ethics*, Sage Publication

### E-LEARNING RESOURCES:

1. [https://www.jru.edu.in/wp-content/uploads/moocs/e-books/journalism-and-mass-communication/Media\\_Ethics\\_Laws.pdf](https://www.jru.edu.in/wp-content/uploads/moocs/e-books/journalism-and-mass-communication/Media_Ethics_Laws.pdf)
2. <http://www.legalserviceindia.com/articles/media.htm>
3. <http://presscouncil.nic.in/OldWebsite/speechpdf/Media%20Ethics%20at%20IIMC,%20Dhenkanal.pdf>
4. <https://wbic.gov.in/sites/default/files/WORKING%20JOURNALIST%20ACT1955.pdf>

5. <https://mcluhangalaxy.wordpress.com/2014/10/10/the-laws-of-media-a-conceptual-tool-for-understanding-media/>

#### **MAPPING OF CO WITH PSO**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	2	2	2	4	3	4
<b>CO2</b>	3	3	3	2	3	4
<b>CO3</b>	3	3	3	3	3	4
<b>CO4</b>	3	3	4	3	3	4
<b>CO5</b>	1	1	1	2	3	3
<b>Average</b>	<b>2.4</b>	<b>2.4</b>	<b>2.6</b>	<b>2.8</b>	<b>3</b>	<b>3.8</b>

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

#### **KEY:**

#### **PEDAGOGY:**

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Problem Solving - Group Discussion - Role Modelling

Quiz - Seminar

Peer Learning

**QUESTION PAPER PATTERN END****SEMESTER EXAMINATION:**

<b>Bloom's Category Level</b>	<b>Sections</b>	<b>Marks</b>	<b>Word limit</b>	<b>Total</b>	<b>Meaning of K's</b>
K1,k2	Section A  Multiple Choice Questions	30	Mark the correct choice	75	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
K2,k3,k4	Section B 5 out of 7 Questions *5 Marks	25	Short answers (500 Words)		
K3, K4,k5,k6	Section C 2 Out of 5 Questions *10 Marks	20	Elaborate answers (approx 1000 Words)		

## CORE PRACTICAL IV

### SCRIPT WRITING

**TOTAL HOURS: 90**

**SUB CODE:**

**CREDIT: 05**

**L-T-P: 2-0-3**

#### COURSE OBJECTIVES:

To enable students

- To find the concept of creative process
- To explain the narrative construction
- To build up credible characters and characterization
- To relate writing and directing
- To adapt idea to script

#### COURSE OUTCOME:

On successful completion of the course the students will be able to

CO No.	CO Statement
CO 1	Summarize the stages of script writing
CO 2	Translate script to three act structure
CO 3	Develop effective characters
CO 4	Infer the rules of scriptwriting
CO 5	Invent ideas and convert to scripts

#### SYLLABUS:

##### UNIT - 1

Script Writing as a Creative Enterprise - Creativity Process - Creative Thinking - Understanding the Target Audience - Stages in Craft of Script Writing – How Films are made from Idea to Script - Title – Subject - Basic Story Idea – Outline – Synopsis – Scene Breakdown and Full-Fledged Script

**(18 Hours)**

##### UNIT - 2

Narrative structure - Three Act Structure - Introduction to Act 3,5 and 9 - Conflict, development, Climax - Denouement - Conflict – Types - Point of No Return - Principles of Suspense and Surprise - Point of Attack – Planting - Point of View – Coincidence

**(18 Hours)**



### UNIT - 3

Understanding the Character & Characterization - Character Biography – Character Archetypes – Character Arc  
- Creating Effective Characters - Character Checklist - Guiding Principles for Effective and Credible Characters  
(18 Hours)

### UNIT - 4

Script Formats – Single column, Double column, Rundown, Speculative Script – Rules to be followed -  
Adaptation from Books - Writing versus Directing – Storyboards – Scriptwriting software  
(18 Hours)

### UNIT - 5

Scripts for Television and Radio Programmes – Writing Scripts for various genres - Short films – Documentaries  
- Music Video - PSA – Commercials – Web Series - Writing for current affairs for TV and Radio – news, sports,  
cultural, documentaries converting the narrative into a video script – Content writing – Technical writing  
(18 Hours)

### TEXT BOOKS:

1. Wolff Jurgen (2001), *Successful script writing*, Writer's digest books
2. Dancyger ken (2007), *Alternative Script Writing*, Focal press
3. Drennan marie (2018), *Script Writing for Web Series*, Focal press
4. Sydfield (1994), *Screenplay The Foundations of Screenwriting*, Dell
5. Reynauld Isabelle (2019), *Reading and Writing a Screenplay*, Routledge

### BOOKS FOR REFERENCE:

1. Sujatha (2002), *Thirai kathai Yezhudhuvadhu Yeppadi?*, Uyirmai Pathippagam, Chennai
2. Miller, William (1998), *Screen Writing for narrative film and television*, London, Columbus Books
3. Wright, Kate (2004), *Screenwriting is Storytelling*, New York, The Brekeley Publishing Group
4. Kundra S (2005), *Editing Techniques*
5. Rich Carole (2010), *News Writing and Reporting*, Cengage Learning India Pvt Ltd

### E-LEARNING RESOURCES:

1. <http://www.script-o-rama.com/snazzy/table.html>
2. <http://www.simplyscripts.com/movie.html>
3. <http://www.dailyscript.com/movie.html>
4. <http://www.screenplaydb.com/film/all/>
5. <http://thescriptlab.com/screenwriting-101/screenplay/download-scripts#>

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	2	2
CO2	2	3	0	3	2	3
CO3	3	2	2	2	1	3
CO4	2	3	0	3	2	2
CO5	2	3	1	2	3	2
Average	2.4	2.8	1	2.4	2	2.4

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

#### **KEY:**

#### **PEDAGOGY:**

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Problem Solving - Group Discussion - Role Modelling

Quiz - Seminar

Peer Learning

**CORE PRACTICAL V**  
**AUDIO VIDEO EDITING**

**TOTAL HOURS: 90**

**SUB CODE:**

**CREDIT: 05**

**L-T-P: 1-1-3**

**COURSE OBJECTIVES:**

To enable students

- To recall the history of film editing
- To importance of two types of editing modes
- To illustrate the continuity in editing
- To evaluate film's space and time
- To demonstrate the techniques of audio editing

**COURSE OUTCOME:**

On successful completion of the course the students will be able to

CO No.	CO Statement
CO 1	Recall and recognize the works of noted editors
CO 2	Build stories with footages
CO 3	Make use of the techniques of continuity editing
CO 4	Classify the various video and audio output formats
CO 5	Apply rules of audio and video editing to create a program

**COURSE OUTCOME:**

**UNIT - 1**

Narrative – Narrative Definition– Linear and Non – Linear Narrative – Evolution of editing – Historical contributions of the following film makers – Lumiere Brothers – Georges Melies – Edwin S Porter – D.W. Griffith – Pudovkin – Kuleshov – Eisentein

**(18 Hours)**

**UNIT - 2**

Editing – Definition – Functions of Editing - Linear And Non – Linear Editing Modes – Assembling Shots – Building Story - Editing Transitions – Purpose And Functions – Introduction To Editing Software – Timecode - Shortcut Keys

**(18 Hours)**

**UNIT - 3**

Continuity in Editing – Role of the Imaginary Line – 180 Degree Rule – 30 Degree Rule - Establishing and Re-Establishing Shot – Graphic Match – Match On Action – Eye line Matching - Cut Ins – Cut Aways – Jump Cuts – Master Shots And Inserts – Flashbacks And Flash Forwards

**(18 Hours)**

#### **UNIT - 4**

Timing – Pace – Factors Affecting Timing and Pace – Controlling the Pace - Film Rhythm – Filmic Time and Space – Montage – Video Output Formats – AVI – MOV – WMV – MP4 - Role of an Editor

**(18 Hours)**

#### **UNIT - 5**

Sound – Nature and Characteristics of Sound – Acoustics – Studio Acoustics – Theatre Acoustics - Audio Equipments – Recording and Mixing - Microphones – Types - Working Principle - Speakers - Mixing Consoles – Sound Card – Talkback – Cables and Connectors - Mixing Formats – 2.1, 5.1, Atmos, DTS, Dolby – Introduction to Software – Synchronization – Use of Silence - Audio File Formats

**(18 Hours)**

#### **TEXT BOOKS:**

1. Roberts C (2003), *Digital Video Editing with Final Cut Express : The Real-World Guide to Set Up and Workflow*, ELSEVIER
2. Frierson Michael (2013), *Film And Video Editing Theory*, Focal Press Book
3. Dancyger Ken (2010), *The Technique of Film and Video Editing*, Focal Press
4. Christopher Bowen (2018), *Grammar of the Edit*, Routledge
5. Alten R Stanley (2011), *Working with Audio*, Course Technology

#### **BOOKS FOR REFERENCE:**

1. McGrath Patrick and Goodman M. Robert, (2002), *Editing Digital Video: The Complete Creative and Technical Guide*, McGraw Hill Professional
2. Jackson Wallace, (2015), *Digital Audio Editing Fundamentals*, Apress
3. Harrington Richard, Carman Robbie, Greenberg I Jeff, (2015), *An Editor's Guide to Adobe Premiere Pro*, Peachpit Press
4. Murch Walter, (2001), *In the Blink of an eye*, Silman-James Press
5. Zettl Herbert, (2012), *Television production handbook*, Wadsworth

#### **E-LEARNING RESOURCES:**

1. <https://www.infoplease.com/features/movies-tv-and-music/movies-and-film-fade-brief-history-editing>
2. <https://sheldonschoolmredwards.wordpress.com/continuity-editing/>
3. <https://www.premiumbeat.com/blog/premiere-pro-cc-shortcuts/>
4. <https://www.soundonsound.com/techniques/studio-sos-guide-monitoring-acoustic-treatment>
5. <https://new.steinberg.net/nuendo/>

### Mapping of CO with PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	2	2
CO2	2	3	0	3	2	3
CO3	3	2	2	2	1	3
CO4	2	3	0	3	2	2
CO5	2	3	1	2	3	2
Average	2.4	2.8	1	2.4	2	2.4

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

#### **KEY:**

#### **PEDAGOGY**

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Problem Solving - Group Discussion - Role Modelling

Quiz - Seminar

Peer Learning

## ALLIED PRACTICAL V

### 3D ANIMATION

**TOTAL HOURS: 90**

**SUB CODE:**

**CREDIT: 05**

**L-T-P: 1-1-3**

#### COURSE OBJECTIVES:

To enable students

- To explain the user-Interface
- To outline the Polygon Modeling
- To classify the Texturing and Unwrapping
- To show the photo-realistic rendering and lighting technique
- To Outline the Camera Animation Technique

#### COURSE OUTCOME:

On successful completion of the course the students will be able to

CO No.	CO Statement
CO1	Define the User Interface
CO2	Perceive various medium for shape creations
CO3	Interpret the Material Types and Mapping
CO4	Research the Lighting Techniques and Rendering
CO5	Summarize the Research in Camera and Animation

#### SYLLABUS:

##### UNIT - 1

User Interface – viewpoints- command panel – Geometry creation – modifying standard object- selecting objects.

**(18 Hours)**

##### UNIT - 2

Transform tools – Coordinate system - align coordinate - cloning objects – concepts of the Modifier stack – Modifiers – Shape creations – Basic shape creation functions - Editing splines - Adding splines from a shape – vertex editing – using shape modifiers.

**(18 Hours)**

##### UNIT - 3

Compound Objects - Booleans - Lofts - Animation - key framing - Materials –Material editor – Material types – Using Maps - mixing maps –Mapping – Unwrap mapping - Camera types – Framing shot – Camera lenses – Perspective – Moving camera

**(18 Hours)**

#### **UNIT - 4**

Lighting – Light types – Lighting Techniques - Mental Ray – Rendering - Timeout –Batch render- Walk through of building in exterior and interior - Creating blankets with bed and cloth using special modifiers – text animation – Creating AVI movie

**(18 Hours)**

#### **UNIT - 5**

Adobe After Effect- Puppet Tools- Working in 3D- Animating layers- Working with text, shape layers, and basic animation.

**(18 Hours)**

#### **TEXT BOOKS:**

1. Carol MacGillivray and Anthony Head (2005), *3D for the Web*, Focal Press.
2. Mark Gerhard, Jeffrey M. Harper (2010), *Mastering Autodesk 3dsMax Design*, Wiley Publishing, Indianapolis, Indiana.
3. Dariush Derakhshani and Randi Munn with Jon McFarland (2007), *Introducing 3ds Max 9*, Wiley Publishing, Indianapolis, Indiana.
4. George Maestri (2005), *Maya at a Glance*, Sybex, San Francisco, London.
5. Michael McKinley (2006), *The Game Animator's Guide to Maya*, Wiley Publishing, Indianapolis, Indiana.

#### **BOOKS FOR REFERENCE**

1. Kelly L.Murdock (2008), *3ds Max*, Wiley India Pvt Ltd, New Delhi
2. Autodesk, *3ds Max 8 Essentials* (2006), Elsevier Inc, New Delhi
3. Jeffrey M.Harper (2013), *Official Training Guide, Mastering Autodesk 3ds Max*, Sybex.
4. Pete Draper (2007), *Deconstructing the Element with 3 ds Max*, Autodesk 3 rd Edition.
5. John p Chismar (2015), *3ds max Media Animation*, New Delhi

#### **E-LEARNING RESOURCES:**

1. [www.digitaltutors.com](http://www.digitaltutors.com)
2. [www.lynda.com](http://www.lynda.com)
3. [www.3dtraining.com](http://www.3dtraining.com)
4. [www.freelearn110.com](http://www.freelearn110.com)
5. [www.area.autodesk.com](http://www.area.autodesk.com)

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	3	3	1
CO2	2	3	2	3	0	0
CO3	3	2	0	3	3	2
CO4	2	2	0	3	1	2
CO5	3	3	1	3	3	2
Average	2.6	2.4	0.8	3	2.2	1.4

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

### KEY:

### PEDAGOGY:

Flipped Learning/Blended Classroom-E Content, Videos

Problem Solving - Group Discussion - Role Modelling

Quiz - Seminar

Peer Learning



**SEMESTER VI**  
**CORE PAPER XI**  
**MEDIA HISTORICS**

**TOTAL HOURS: 30**

**SUB CODE:**

**CREDIT: 03**

**L-T-P: 1-1-1**

**COURSE OBJECTIVES:**

To enable students

- To Recall the film and Television Production Techniques
- To Explain the Techniques of verbal communication
- To Recognize the Acting Talent
- To classify the Anchoring and News Reading
- To Outline the various types of Programs and their genres

**COURSE OUTCOME:**

On successful completion of the course the students will be able to

CO No.	CO Statement
CO1	Define the User Vernacular Language communication skill
CO2	Interpret the social factors
CO3	To Recognize the Acting Talent
CO4	Research the Shooting Floor and Camera perspective position
CO5	Summarize the terms of Language, Communication and Attitude

**SYLLABUS:**

**UNIT - 1**

An overview of on - camera techniques and practices - The techniques of non-verbal and verbal communication - Good and pleasing voice - Clear and attractive speech - Feelings for the words - Skills in the use of language- concepts, processes and functions - Interpersonal, Intrapersonal, Group and Mass communication.

**(6 Hours)**

**UNIT - 2**

Expressive use of movement- Timing and style - Expressive use of body postures & facial expressions - Exercise for relaxation and concentration - Action Problem

**(6 Hours)**

### UNIT - 3

Practice in choreography - Camera techniques - Interviews and Discussions - Exercise in anchoring, interviewing, news reading and pantomime

**(6 Hours)**

### UNIT - 4

Lessons in music - acting talent, imagination, improvisation, empathy, emotion and emotional memory, retentive memory, sensory memory - Scene study - Building up a story - Play back

**(6 Hours)**

### UNIT - 5

Conducting Exercises in acting for the Camera - Instructions on make-up, Dressing up for the show - Accessories - colours - Body Language - graphic and Prop

**(6 Hours)**

### TEXT BOOKS:

1. Earl R. Hinz (2001), *'The Complete Book of Anchoring and Mooring'*. Cornell Maritime Pr / Tidewater Publication
2. Kimberley Meltzer (2010), *'TV News Anchors and Journalistic Tradition: How Journalists Adapt to Technology'*. Peter Lang Publishing Inc.
3. Nina Blackwood & Alan Hunter (2013), *'VJ: The Unplugged Adventures of MTV's First Wave'*. Atria Books
4. Gielan Michelle (2015), *'Broadcasting Happiness: The Science of Igniting and Sustaining'*, Ben Bella Books.
5. Kalra Jain Richa (2012), *'The ABC of News Anchoring'*. Pearson India

### BOOKS FOR REFERENCE:

1. Richa Jain Karla (2012), *"The Abc of News Anchoring"*. Pearson Education
2. Nancy Reardon (2007), *"On Camera How to Report, Anchor & Interview"*
3. Keval J. Kumar (2010), *"Mass Communication in India"*. Focal Press
4. Kris Malkiewicz (1973), *'Cinematography'*. Simon & Schuster
5. Kline Stephan Eric, Barr Tony (1997), *'Acting for the Camera: Revised Edition'*. HarperCollins

### E-LEARNING RESOURCES

1. [www.goodreads.com](http://www.goodreads.com)
2. [free.pdfbook.info](http://free.pdfbook.info)
3. [www.scribd.com](http://www.scribd.com)
4. [bookauthority.org](http://bookauthority.org)
5. [syspdram.espivblogs.net](http://syspdram.espivblogs.net)

## MAPPING OF CO WITH PSO

CO/PS O	PSO1	PSO2	PSO3	PSO4	PSO5	PSO 6
CO1	2	2	3	2	2	0
CO2	3	1	3	2	3	2
CO3	2	2	3	2	2	0
CO4	3	2	3	1	3	3
CO5	3	0	2	3	2	2
Average	2.6	1.4	2.8	2.2	2.4	1.4

**Key- Strongly Correlated -3, Moderately Correlated -2, Weakly Correlated -1, No Correlation -0**

### KEY:

### PEDAGOGY:

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended

Classroom-E Content, Videos

Problem Solving - Group Discussion - Role

Modelling

Quiz -Seminar

Peer Learning

**QUESTION PAPER PATTERN END****SEMESTER EXAMINATION:**

<b>Bloom's Category Level</b>	<b>Sections</b>	<b>Marks</b>	<b>Word limit</b>	<b>Total</b>	<b>Meaning of K's</b>
K1,k2	Section A Multiple Choice Questions	30	Mark the correct choice	75	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
K2,k3,k4	Section B 5 out of 7 Questions *5 Marks	25	Short answers (500 Words)		
K3, K4,k5,k6	Section C 2 Out of 5 Questions *10 Marks	20	Elaborate answers (approx 1000 Words)		

**CORE PRACTICAL VI**  
**PROJECT**

**TOTAL HOURS: 165**

**SUB CODE:**

**CREDIT: 05**

**L-T-P: 0-0-5**

**COURSE OBJECTIVES:**

To enable students

- To identify their field of interest
- To apply the theoretical knowledge
- To experiment with their creativity
- To create a project
- To assess their original work

**SYLLABUS:**

- Students should work individually on their project.
- Students will have to identify the field of their interest to do a project.
- Students can choose from various mediums such as Drawing, Photography, Radio, Television, Film, Graphic Designing, 2D or 3D animation etc.,

**CORE PRACTICAL VII**  
**INTERNSHIP**

**TOTAL HOURS: 200**

**SUB CODE:**

**CREDIT: 05**

**L-T-P: 0-0-5**

**COURSE OBJECTIVES:**

To enable students

- To select the media organization based on their field of interest
- To interpret the working style of the organization
- To make use of the theoretical knowledge
- To discover the creative abilities to perform in the organization
- To adapt to the expectations of the media industry

**SYLLABUS:**

- Students will have to identify the field of their interest and fix on an organization or media company to do their internship.
- Every student should complete internship for 200 hours.
- While doing internship they need to fill in their work diary every day and get it approved by the in-charge.
- Every week students should meet the staff in-charge and get their work diary counter signed.
- On completion of their internship, students will have to submit internship report with completion letter issued by the organisation and work diary with a power point presentation.

## SKILL BASED ELECTIVE

### PORTFOLIO MANAGEMENT

**TOTAL HOURS: 30**

**SUB CODE:**

**CREDIT: 03**

**L-T-P: 1-0-2**

#### COURSE OBJECTIVES:

To enable students

To recall the film and Television Production Techniques

- To explain the need of Portfolio
- To organize the structure of Portfolio
- To summarize the elements of a Portfolio
- To develop an E- Portfolio
- To design a professional portfolio

#### COURSE OUTCOME:

On successful completion of the course the students will be able to

CO No.	CO Statement
CO 1	Define Portfolio and its types
CO 2	Interpret the structural body of a Portfolio
CO 3	Apply the elements of Portfolio
CO 4	Create an E- Portfolio on various Social Media Platforms
CO 5	Build a Professional Portfolio

#### SYLLABUS

##### UNIT - 1

What is a Portfolio? - Types- Showcase, Progress, Process/ Product, Reflective, Teaching. Structuring the Portfolio- Biographical Information-certificates, degrees, diploma-Professional Memberships & Certifications- References- Career Goals- Skill Areas, Elements in a Portfolio

**(10 Hours)**

##### UNIT - 2

Building an E- Portfolio- Write a proper headline or title for your E- Portfolio- Describe your work- Write an effective summary about yourself and your work- Apply appropriate vocabulary to write your education and professional experience for your resume - Apply what you have on your portfolio to other tools like LinkedIn, Instagram, Twitter or YouTube.

**(10 Hours)**

### **UNIT - 3**

#### **Building a Professional Portfolio**

For external evaluation

- Students should produce a Portfolio an individual Project.
- The record of works to be submitted and source file to be submitted on a CD/DVD.

**(10 Hours)**

#### **TEXT BOOKS:**

1. Campbell M. Dorothy, Melenzyer J. Beverly, Nettles H.Diane, Wyman M. Richard Jr., (2013), *How to Develop a Professional Portfolio*. Pearson
2. Rathore Singh Jeet, (2019), *Portfolio*. Notion Press
3. Owner Kaith, Watson Margaret (2015), *Building your Portfolio*. Facet Publishing
4. Eisenman Sara (2008), *Building Design Portfolios: Innovative Concepts for Presenting Your Work*, Rockport Publishers Inc.
5. Flanigan Eleanor, Amirian Susan (2006), *Create Your Digital Portfolio: The Fast Track to Career Success*.

#### **BOOKS FOR REFERENCE:**

1. Rothman Johanna (2009), *Manage Your Project Portfolio: Increase Your Capacity And Finish More Projects (Pragmatic Programmers)*. Paperback
2. Clazie Ian (2010), *Creating Your Digital Portfolio: The Essential Guide to Showcasing Your Design Work Online*. F&W Publications Inc.
3. Morgan Hannah (2014), *The Infographic Resume: How to Create a Visual Portfolio that Showcases Your Skills and Lands the Job*. McGraw-Hill Education
4. Rolheiser and Carol (2006), *The Portfolio Organizer: Succeeding With Portfolios In Your Classroom*. ASCD
5. Hevner, Leland B (2009), *The Perfect Portfolio: A Revolutionary Approach To Personal Investing*. John Wiley & Sons

#### **E-LEARNING RESOURCES**

1. <https://portfolio.newschool.edu/lpspace/2016/02/12/how-to-create-an-ebook/>
2. <https://proactivecreative.com/how-to-create-the-perfect-portfolio-to-show-your-creative-work/>
3. <https://collegeinfo geek.com/learning/>
4. <https://www.freshbooks.com/blog/how-to-create-online-portfolios-that-win-clients/>
5. <https://www.canva.com/learn/portfolio/>



## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>CO1</b>	2	2	2	2	0	1
<b>CO2</b>	2	3	2	2	1	0
<b>CO3</b>	3	3	2	3	3	2
<b>CO4</b>	3	3	3	3	3	0
<b>CO5</b>	3	3	3	3	3	3
<b>Average</b>	<b>2.6</b>	<b>2.8</b>	<b>2.4</b>	<b>2.6</b>	<b>2</b>	<b>1.2</b>

**Key- Strongly correlated -3, Moderately correlated -2, Weakly Correlated -1, No correlation -0**

**KEY:**

**PEDAGOGY:**

Lecture (Chalk and Talk-OHP-LCD)

Flipped Learning/Blended Classroom-E Content, Videos

Practical Exercise and Reviews

Peer Learning