



## **Program**

# **Integrated M.Sc (Master of Science) in Visual Communication**

**Faculty of Arts, Media and  
Commerce**

**(Revised with effect from 2018-2019  
admissions onwards)**

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### Program Outcomes

PO1	1. Students will be able to use latest technologies and trends in visual communication.
PO2	2. Students will get practical exposure for theoretical inputs.
PO3	3. Students attain high levels of efficiency amongst beginners since they also get ample opportunities within the institution to apply what they learn through coverage, organizing, and co-ordination of various real events, etc.
PO4	4. Students enter the course as amateurs and graduate as efficient creative professionals.
PO5	5. The overall exposure to every aspect of media empower students to become highly valuable team players who are much sought after by industry leaders.

### Programme Specific Outcomes

PSO1	1. Students will be able to develop portfolios that meet industry demands.
PSO2	2. Students will be able to deliver creative outcomes in the form of advertising, journalism, corporate communication, public relations, writing for various media platforms, short films, basic 2D, 3D and TV Program Production.
PSO3	3. Students attain intermediate proficiency in film making, graphic designing, advertising, and content writing.
PSO4	4. The course also provides students the scope for entrepreneurial opportunities.
PSO5	5. Overall, students of this course become well trained to kick start their creative careers in their areas of interest.

## Curriculum Structure

(effective 2018 admissions onwards)

### SEMESTER 1

Course Code	Course Title	Cr
18ENG101	Communicative English	3
	Language Paper I	2
18VMC101	Introduction to Communication	4
18VMC102	Introduction to Multi-Media Graphics	3
18VMC103	Media Evolution	3
18VMC104	Photography and Photo Journalism	3
18VMC181	Digital Imaging Lab.	2
18VMC182	Photography Lab	2
18CUL101	Cultural Education I	2
<b>SEMESTER 3</b>		
18VMC201	Audio-Video Production I	4
18VMC202	Drawing and Sketching	2
18VMC203	Fundamentals of Advertising	3
18VMC204	Radio and Television Journalism	3
18FNA203	Web Publishing	3
18VMC281	Audio Production Lab.	2
18VMC282	Video-Production Practice	2
18FNA284	Web Publishing Lab.	2
18SSK201	Life Skills I	2
18AVP201	Amrita Values Programme I	1
<b>SEMESTER 5</b>		
18VMC301	Fundamentals of Media Management	3
18VMC302	Media Laws and Ethics I	3
	Elective C	3
	Elective D	3
18VMC380	Online Promotion Practice	1
18VMC381	Advanced 2D Animation Practice II	2
18VMC390	Live-in-Lab <sup>®</sup> / Open Elective B*	3
18SSK301	Life Skills III	2
18VMC391	Minor Project	4

### SEMESTER 2

Course Code	Course Title	Cr
18ENG121	Professional Communication	2
	Language Paper II	2
18VMC111	Content Writing	3
18VMC112	Print Journalism	4
18VMC113	Script Writing	3
18ENV300	Environmental Science and Sustainability	3
18FNA111	Introduction to Visual Arts	2
18VMC186	Digital Illustrations Lab.	2
18VMC187	News Editing and Design Lab.	1
18CUL111	Cultural Education II	2
<b>SEMESTER 4</b>		
18VMC211	Development Communication	3
18VMC212	Event Management	2
	Elective A	3
	Elective B	3
	Open Elective A*	3
18VMC286	Introduction to 2D Animation Practice I	2
18VMC287	Video-Production Lab. II	2
18FNA285	Anchoring and Media Presentation Skills Lab.	1
18SSK211	Life Skills II	2
18AVP211	Amrita Values Programme II	1
<b>SEMESTER 6</b>		
	Elective E	3
	Elective F	3
18VMC396	Portfolio Presentation	2
18VMC399	Project	6
18VMC398	Project (for Exit Option students)	6

### ELECTIVE A

18VMC231	Fundamentals of Feature Writing	3
18VMC232	Introduction to Technical Writing	3
18FNA332	Public Relations and Corporate Communication	3
<b>ELECTIVE C</b>		
18VMC382	Advertisement Film Making Practice	3
18VMC383	Documentary Film Making Practice	3
18VMC384	Short film Making Concepts (Fiction) Practice	3
<b>ELECTIVE E</b>		
18VMC331	Writing for New Media	3
18FNA333	Research Methods for Media Studies	3

### ELECTIVE B

18FNA232	Introduction to Brand Management	3
18FNA242	Introduction to Niche Journalism	3
18VMC332	Film Appreciation – Theory and analysis	3
<b>ELECTIVE D</b>		
18VMC386	Anchoring for Radio RJ Practice	3
18VMC385	Anchoring for Television VJ Practice	3
18FNA334	Web Designing Practice	3
<b>ELECTIVE F</b>		
18VMC387	Science communication	3
18FNA241	Advertising Case Studies	3

18FNA331	Art Direction for Advertising	3	18VMC388	International communication	3
18HIN101	Hindi I	2	18HIN111	Hindi II	2
18KAN101	Kannada I	2	18KAN111	Kannada II	2
18MAL101	Malayalam I	2	18MAL111	Malayalam II	2
18SAN101	Sanskrit I	2	18SAN111	Sanskrit II	2
18TAM101	Tamil I	2	18TAM111	Tamil II	2

\* **Two Open Elective** courses are to be taken by each student, one each at the **4th and the 5th** semesters, from the list of Open electives offered by the School.

© Students undertaking and registering for a Live-in-Lab project, can be exempted from registering for an Open Elective course in the fifth semester.

### DIGITAL FILM MAKING AND MEDIA PRODUCTION STREAM

#### SEMESTER 7

18VMC501	Introduction to Communication Theories	3
18VMC502	Media Economics and Management	3
18VMC503	Laws and Ethics for Media	3
18VMC504	Media Research Methods	3
18VMC509	Audio Visual Technology	3
18VMC561	Advanced Digital Imaging Lab.	1
18VMC562	Professional Photography Lab.	2
18VMC563	Advanced Digital Illustrations Lab.	1
18VMX564	Audio Production and Editing Lab.	1
18VMC565	Video Production and Editing Lab.	1

#### SEMESTER 9

18FNA610	Film Direction and Screenplay Writing	2
18VMC605	Media for Advertising	3
18VMC610	Film Production and Management	3
18VMC611	Film Studies and Appreciation	3
18FNA681	Art Direction & Dramatic Performance	2
18FNA669	Documentary Film Making Practice	1
18VMC609	Digital Film Making Lab	2
18VMC678	Advertisement Production Lab.	1
18VMC679	Online Promotions Lab.	2
18FNA690	Open Elective / Live-n-Lab	2

#### SEMESTER 8

18VMC520	Culture and Entertainment Media	3
18VMC521	History and Development of Cinema	3
18VMC522	Television News Production	3
18VMC523	Theories of Visual Analysis	3
18VMC524	Writing for Media	2
18VMC575	Advanced Photography Lab.	2
18VMC580	Anchoring for Media Practice	1
18VMC582	Television Programme Production Practice Lab.	1
18VMC588	Stop - Motion Film Making Practice	2

#### SEMESTER 10

18VMC692	Internship	2
18VMC698	Portfolio Presentation	2
18VMC699	Project	8

## EVALUATION SCHEME AND GRADING SYSTEM

### R.14 Assessment Procedure

R.14.1 The academic performance of each student in each course will be assessed on the basis of Internal Assessment (including Continuous Assessment) and an end-semester examination.

Normally, the teachers offering the course will evaluate the; performance of the students at regular intervals and in the end-semester examination.

In theory courses (that are taught primarily in the lecture mode), the weight for the Internal Assessment and End semester examination will be 50:50. The Internal assessment in theory courses shall consist of at least two periodical tests, weekly quizzes, assignments, tutorials, viva-voce etc. The weight for these components, for theory-based courses shall be 20 marks for the Continuous assessment, comprising of Quizzes, assignments, tutorials, viva-voce, etc. and 15 marks each for both the Periodical Tests.

At the end of the semester, there will be an end-semester examination of three hours duration, with a weight of 50 marks, in each lecture-based course.

R.14.2 In the case of laboratory courses and practical, the relative weight for Internal assessment and End-semester examination will be 80:20. The weight for the components of Internal assessment will be decided by the course committee/class committee at the beginning of the course.

Evaluation pattern for course having both Theory and Lab. components:

Courses having only one hour per week for lecture/tutorial, be treated as a Lab. course, for evaluation purposes; and evaluation pattern will be 80 marks for continuous assessment of lab. work and 20 marks for end-semester lab. examination. Courses having two hours per week for theory and/or tutorials, be given a weight of 60 marks and 40 marks for the Theory and Lab. components, respectively; The Lab. component evaluation will be based on continuous evaluation, without any end-semester practical evaluation. 10 marks will be for continuous assessment of the theory portion, 10 marks for each of the two periodical tests, 30 marks for the theory end-semester examination and 40 marks for continuous assessment of lab. Work and Courses having three hours per week for theory and/or tutorials, be given a weight of 70 marks and 30 marks for the Theory and Lab. components, respectively; The Lab. component evaluation will be based on continuous evaluation, without any end-semester practical evaluation. 15 marks will be for continuous assessment of the theory portion, 10 marks for each of the two periodical tests, 35 marks for the theory end-semester examination and 30 marks for continuous assessment of lab. work.

R.14.3 It is mandatory that the students shall appear for the end-semester examinations in all theory and practical courses, for completion of the requirements of the course. Those who do not appear in the end-semester examinations will be awarded 'F' grade, subject to meeting the attendance requirement.

At the end of a semester, examinations shall be held for all the subjects that were taught during that semester and those subjects of the previous semesters for which the students, shall apply for supplementary examination, with a prescribed fee.

R.14.4 PROJECT WORK: The continuous assessment of project work will be carried out as decided by the course committee. At the completion of the project work, the student will submit a bound volume of the project report in the prescribed format. The project work will be evaluated by a team of duly appointed examiners. The final evaluation will be based on the content of the report, presentation by student and a viva-voce examination on the project. There will be 40% weight for continuous assessment and the remaining 60% for final evaluation. If the project work is not satisfactory he/she will be asked to continue the project work and appear for assessment later.

### **R.15 PUBLICATION / INTERNSHIP**

R.15.1 All students, if they are to be considered for award of Degree at the time of graduation, are required to have published ONE paper in Scopus-indexed Journal/Conference.

R.15.2 Additional 10 marks will be awarded for each Publication, subject to a maximum of ONE paper per semester. The additional marks shall be awarded in the semester in which the paper is published or presented, if applied for, within 10 days of the publication of results of the concerned semester. The additional marks can be awarded to any course(s) where the student has to improve his/her grade.

R.15.3 All publications shall be in Scopus-indexed Journals/Conferences and shall be as per the guidelines prescribed by the University.

R.15.4 Students who have undergone Internship at reputed organisations or National / International Institutions, with the prior approval of the concerned Departmental Chairperson and the Head of the School, may be considered for waiver of the requirement of publication, for the award of Distinction. However, the decision of the Departmental Chairperson and the Head of the School, in this regard, shall be final.

### **R.17 Grading**

R.17.1 Based on the performance in each course, a student is awarded at the end of the semester, a letter grade in each of the courses registered.

Letter grades will be awarded by the Class Committee in its final sitting, without the student representatives.

The letter grades, the corresponding grade points and the ratings are as follows:

Letter Grade	Grade Points	Ratings
O	10.00	Outstanding
A+	9.50	Excellent
A	9.00	Very Good
B+	8.00	Good
B	7.00	Above Average
C	6.00	Average
P	5.00	Pass
F	0.00	Fail
FA	0.00	Failed due to insufficient attendance

I	0.00	Incomplete (awarded only for Lab courses/Project/Project)
W		Withheld

R.17.2 'FA' grade once awarded stays in the record of the student and is replaced with the appropriate grade when he/she completes the course successfully later.

Students who have secured an 'FA' in a course must re-register for the course or register for the course, if offered, under run-time re-do mode.

R.17.3 A student, who has been awarded 'I' Grade in a Lab course, due to reasons of not completing the Lab., shall take up additional Lab. whenever offered next and earn a pass grade, which will be reflected in the next semester's grade sheet.

The 'I' grade, awarded in a Project/Seminar course, will be subsequently changed into appropriate grade, when the student completes the requirement during the subsequent semester. If he/she does not complete it in the next semester, it will be converted to 'F' grade.

R.17.4 A student is considered to have successfully completed the course and earned the credit, if he/she scores a letter grade 'P' or better in that course.

### **R.22 Semester Grade Point Average (SGPA)**

On completion of a semester, each student is assigned Semester Grade Point Average (SGPA) which is computed as below for all courses registered by the student during that semester.

Semester Grade Point Average =  $\sum (C_i \times G_{pi}) / \sum C_i$

where  $C_i$  is the credit for  $i^{\text{th}}$  course in that semester and  $G_{pi}$  is the grade point for that course.

The summation is over all the courses registered by the student during the semester, including the failed courses. The SGPA is rounded off to two decimals.

### **R.23 Cumulative Grade Point Average (CGPA)**

The overall performance of a student at any stage of the Degree programme is evaluated by the Cumulative Grade Point Average (CGPA) up to that point of time.

Cumulative Grade Point Average =  $\sum (C_i \times G_{pi}) / \sum C_i$

where  $C_i$  is the credit for  $i^{\text{th}}$  course in any semester and  $G_{pi}$  is the grade point for that course.

The summation is over all the courses registered by the student during all the semesters up to that point of time, including the failed courses. The CGPA is also rounded off to two decimals.

### **R.24 Ranking**

The ranking of the students in a batch at any intermediate or final stage is based on CGPA. Only those students who have passed all courses up to that stage in the first attempt are considered for ranking.

Students are eligible for final ranking, only if the programme is completed within the normal duration, i.e., within five years from joining the programme.

### **R.25 Classification of successful candidates:**



R.25.1 A student shall be considered to have successfully completed the programme, if he/she has:

- i) registered and successfully completed all the core courses, electives and projects as mentioned in the curriculum;
- ii) earned the required minimum number of credits as specified in the curriculum corresponding to the programme, within the stipulated time;
- iii) published a paper at a Scopus-indexed Journal/Conference.

R.25.2 Candidates who have successfully completed the programme, within a period of four semesters from entering the programme, shall be classified as follows:

Candidates securing a CGPA of 8.00 and above – FIRST CLASS WITH DISTINCTION \*

Candidates securing a CGPA between 6.50 and 7.99 – FIRST CLASS

and the same be mentioned in the Degree certificate;

(\*subject to satisfying the condition mentioned at R.14.1 and having passed all the courses, in the first attempt, in four semesters, from the date of joining the programme)

If the programme is completed after four semesters of study, the candidates securing even a CGPA of 8.00 and above, shall be classified to have completed the programme, only with FIRST CLASS.

## COURSE OUTCOMES AND SYLLABUS

<b>18AVP201/</b>	<b>Amrita Values Programme I/</b>	<b>1 0 0 1</b>
<b>18AVP211</b>	<b>Amrita Values Programme II</b>	<b>1 0 0 1</b>

### Objective:

To give exposure to students about Richness and beauty of the Indian way of life. To make students familiar with rich tapestry of Indian life culture, arts, Science and heritage which was historically drawn people from all over the world.

### Course outcome:

CO1. Understanding of various attributes which make a man complete
CO2. Pay obedience to elders
CO3. Respect women
CO4. Valuing good even in enemies.

Amrita University's Amrita Values Programme (AVP) is a new initiative to give exposure to students about richness and beauty of Indian way of life. India is a country where history, culture, art, aesthetics, cuisine and nature exhibit more diversity than nearly anywhere else in the world.

Amrita Values Programmes emphasize on making students familiar with the rich tapestry of Indian life, culture, arts, science and heritage which has historically drawn people from all over the world.

Students shall have to register for any two of the following courses, one each in the third and the fourth semesters, which may be offered by the respective school during the concerned semester.

### ***Courses offered under the framework of Amrita Values Programmes I and II***

#### **Message from Amma's Life for the Modern World**

Amma's messages can be put to action in our life through pragmatism and attuning of our thought process in a positive and creative manner. Every single word Amma speaks and the guidance received in on matters which we consider as trivial are rich in content and touches the very inner being of our personality. Life gets enriched by Amma's guidance and She teaches us the art of exemplary life skills where we become witness to all the happenings around us still keeping the balance of the mind.

#### **Lessons from the Ramayana**

Introduction to Ramayana, the first Epic in the world – Influence of Ramayana on Indian values and culture – Storyline of Ramayana – Study of leading characters in Ramayana – Influence of Ramayana outside India – Relevance of Ramayana for modern times.

#### **Lessons from the Mahabharata**

Introduction to Mahabharata, the largest Epic in the world – Influence of Mahabharata on Indian values and culture – Storyline of Mahabharata – Study of leading characters in

Mahabharata – Kurukshetra War and its significance - Relevance of Mahabharata for modern times.

### **Lessons from the Upanishads**

Introduction to the Upanishads: Sruti versus Smrti - Overview of the four Vedas and the ten Principal Upanishads - The central problems of the Upanishads – The Upanishads and Indian Culture – Relevance of Upanishads for modern times – A few Upanishad Personalities: Nachiketas, Satyakama Jabala, Aruni, Shvetaketu.

### **Message of the Bhagavad Gita**

Introduction to Bhagavad Gita – Brief storyline of Mahabharata - Context of Kurukshetra War – The anguish of Arjuna – Counsel by Sri. Krishna – Key teachings of the Bhagavad Gita – Karma Yoga, Jnana Yoga and Bhakti Yoga - Theory of Karma and Reincarnation – Concept of Dharma – Concept of Avatar - Relevance of Mahabharata for modern times.

### **Life and Message of Swami Vivekananda**

Brief Sketch of Swami Vivekananda's Life – Meeting with Guru – Disciplining of Narendra - Travel across India - Inspiring Life incidents – Address at the Parliament of Religions – Travel in United States and Europe – Return and reception India – Message from Swamiji's life.

### **Life and Teachings of Spiritual Masters India**

Sri Rama, Sri Krishna, Sri Buddha, Adi Shankaracharya, Sri Ramakrishna Paramahansa, Swami Vivekananda, Sri Ramana Maharshi, Mata Amritanandamayi Devi.

### **Insights into Indian Arts and Literature**

The aim of this course is to present the rich literature and culture of Ancient India and help students appreciate their deep influence on Indian Life - Vedic culture, primary source of Indian Culture – Brief introduction and appreciation of a few of the art forms of India - Arts, Music, Dance, Theatre.

### **Yoga and Meditation**

The objective of the course is to provide practical training in YOGA ASANAS with a sound theoretical base and theory classes on selected verses of Patanjali's Yoga Sutra and Ashtanga Yoga. The coverage also includes the effect of yoga on integrated personality development.

### **Kerala Mural Art and Painting**

Mural painting is an offshoot of the devotional tradition of Kerala. A mural is any piece of artwork painted or applied directly on a wall, ceiling or other large permanent surface. In the contemporary scenario Mural painting is not restricted to the permanent structures and are being done even on canvas. Kerala mural paintings are the frescos depicting mythology and legends, which are drawn on the walls of temples and churches in South India, principally in Kerala. Ancient temples, churches and places in Kerala, South India, display an abounding tradition of mural paintings mostly dating back between the 9th to 12th centuries when this form of art enjoyed Royal patronage. Learning Mural painting through the theory and practice workshop is the objective of this course.

### **Course on Organic Farming and Sustainability**

Organic farming is emerging as an important segment of human sustainability and healthy life. Haritamritam' is an attempt to empower the youth with basic skills in tradition of organic farming and to revive the culture of growing vegetables that one consumes, without using chemicals and pesticides. Growth of Agriculture through such positive initiatives will go a long way in nation development. In Amma's words "it is a big step in restoring the lost harmony of nature".

### **Benefits of Indian Medicinal Systems**

Indian medicinal systems are one of the most ancient in the world. Even today society continues to derive enormous benefits from the wealth of knowledge in Ayurveda of which is recognized as a viable and sustainable medicinal tradition. This course will expose students to the fundamental principles and philosophy of Ayurveda and other Indian medicinal traditions.

### **Traditional Fine Arts of India**

India is home to one of the most diverse Art forms world over. The underlying philosophy of Indian life is 'Unity in Diversity" and it has led to the most diverse expressions of culture in India. Most art forms of India are an expression of devotion by the devotee towards the Lord and its influence in Indian life is very pervasive. This course will introduce students to the deeper philosophical basis of Indian Art forms and attempt to provide a practical demonstration of the continuing relevance of the Art.

### **Science of Worship in India**

Indian mode of worship is unique among the world civilizations. Nowhere in the world has the philosophical idea of reverence and worshipfulness for everything in this universe found universal acceptance as it in India. Indian religious life even today is a practical demonstration of the potential for realization of this profound truth. To see the all-pervading consciousness in everything, including animate and inanimate, and constituting society to realise this truth can be seen as the epitome of civilizational excellence. This course will discuss the principles and rationale behind different modes of worship prevalent in India.

### **Temple Mural Arts in Kerala**

The traditional percussion ensembles in the Temples of Kerala have enthralled millions over the years. The splendor of our temples makes art enthusiast spellbound, warmth and grandeur of color combination sumptuousness of the outline, crowding of space by divine or heroic figures often with in vigorous movement are the characteristics of murals.

The mural painting specially area visual counterpart of myth, legend, gods, dirties, and demons of the theatrical world, Identical myths are popular the birth of Rama, the story of Bhīma and Hanuman, Shiva, as Kirata, and the Jealousy of Uma and ganga the mural painting in Kerala appear to be closely related to, and influenced by this theatrical activity the art historians on temple planes, wood carving and painting the architectural plane of the Kerala temples are built largely on the pan-Indians almost universal model of the Vasthupurusha.

### **Organic Farming in Practice**

Organic agriculture is the application of a set of cultural, biological, and mechanical practices that support the cycling of farm resources, promote ecological balance, and conserve biodiversity. These include maintaining and enhancing soil and water quality; conserving wetlands, woodlands, and wildlife; and avoiding use of synthetic fertilizers, sewage sludge, irradiation, and genetic engineering. This factsheet provides an overview of some common farming practices that ensure organic integrity and operation sustainability.

**Ayurveda for Lifestyle Modification:**

Ayurveda aims to integrate and balance the body, mind, and spirit which will ultimately leads to human happiness and health. Ayurveda offers methods for finding out early stages of diseases that are still undetectable by modern medical investigation. Ayurveda understands that health is a reflection of when a person is living in harmony with nature and disease arises when a person is out of harmony with the cycles of nature. All things in the universe (both living and nonliving) are joined together in Ayurveda. This leaflet endow with some practical knowledge to rediscover our pre- industrial herbal heritage.

**Life Style and Therapy using Yoga**

Yoga therapy is the adaptation of yogic principles, methods, and techniques to specific human ailments. In its ideal application, Yoga therapy is preventive in nature, as is Yoga itself, but it is also restorative in many instances, palliative in others, and curative in many others. The therapeutic effect comes to force when we practice daily and the body starts removing toxins and the rest is done by nature.

**Insights into Indian Classical Music**

The course introduces the students into the various terminologies used in Indian musicology and their explanations, like Nadam, Sruti, Svaram – svara nomenclature, Stayi, Graha, Nyasa, Amsa, Thala,- Saptatalas and their angas, Shadangas, Vadi, Samavadi, Anuvadi. The course takes the students through Carnatic as well as Hindustani classical styles.

**Insights into Traditional Indian Painting**

The course introduces traditional Indian paintings in the light of ancient Indian wisdom in the fields of aesthetics, the Shadanga (Sixs limbs of Indian paintings) and the contextual stories from ancient texts from where the paintings originated. The course introduces the painting styles such as Madhubani, Kerala Mural, Pahari, Cheriyal, Rajput, Tanjore etc.

**Insights into Indian Classical Dance**

The course takes the students through the ancient Indian text on aesthetics the Natyasastra and its commentary the AbhinavaBharati. The course introduces various styles of Indian classical dance such as Bharatanatyan, Mohiniyatton, Kuchipudi, Odissy, Katak etc. The course takes the students through both contextual theory as well as practice time.

**Indian Martial Arts and Self Defense**

The course introduces the students to the ancient Indian system of self-defense and the combat through various martial art forms and focuses more on traditional Kerala's traditional KalariPayattu. The course introduces the various exercise technique to make the body supple and flexible before going into the steps and techniques of the martial art. The advanced level of this course introduces the technique of weaponry.

**Social Awareness Campaign**

The course introduces the students into the concept of public social awareness and how to transmit the messages of social awareness through various media, both traditional and modern. The course goes through the theoretical aspects of campaign planning and execution.

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**18CUL101****Cultural Education I****2002****Course outcome:**

CO1.get an awareness of Amma's life and Teachings
CO2. get an unbiased understanding of traditional social structure
CO3. get a message of universal peace and realise the purpose of life
CO4. realise the significance of protecting nature's sanctity.

**Unit 1**

Introduction to Indian Culture - Introduction to Amma's life and Teachings – Symbols of Indian Culture.

**Unit 2**

Science and Technology in Ancient India - Education in Ancient India - Goals of Life – Purusharthas - Introduction to Vedanta and Bhagavad Gita.

**Unit 3**

Introduction to Yoga - Nature and Indian Culture - Values from Indian History – Life and work of Great Seers of India.

**TEXTBOOKS:**

1. *The Glory of India (in-house publication)*
2. *The Mother of Sweet Bliss, (Amma's Life & Teachings)*

**18CUL111****Cultural Education II****2002**

CO1.get an awareness of culture, develop respect for traditions, customs & rituals
CO2. get an unbiased understanding of traditional social structure
CO3 get a message of universal peace and realise the purpose of life
CO4. realise the significance of protecting nature's sanctity.

**Unit 1**

1. Relevance of Sri Rama and Sri Krishna in this Scientific Age
2. Lessons from the Epics of India
3. Ramayana & Mahabharata

**Unit 2**

4. Who is a Wise Man?
5. A Ruler's Dharma
6. The Story of King Shibi

**Unit 3**

7. Introduction to the Bhagavad Gita
8. Bhagavad Gita – Action without Desire

**Unit 4**

9. Role and Position of Women in India
10. The Awakening of Universal Motherhood

**Unit 5**

11. Patanjali's Astanga - Yoga System for Personality Refinement
12. Examples of Heroism and Patriotism in Modern India

**TEXTBOOKS:**

*Common Resource Material II (in-house publication)*

*Sanatana Dharma - The Eternal Truth (A compilation of Amma's teachings on Indian Culture)*

**18ENG121****Professional Communication****1 0 2 2****Objectives:**

To convey and document information in a formal environment; to acquire the skill of self projection in professional circles; to inculcate critical and analytical thinking.

**Course outcome:**

CO1. develop pattern of communication as required for different professional context
CO2. speak formally paying attention to tone and diction
CO3. develop analytical & argumentative writing; critical and analytical thinking
CO4. acquire reading and listening comprehension with upper intermediate level vocabulary

**Unit I**

Vocabulary Building: Prefixes and Suffixes; One word substitutes, Modal auxiliaries, Error Analysis: Position of Adverbs, Redundancy, misplaced modifiers, Dangling modifiers – Reported Speech

**Unit II**

Instruction, Suggestion & Recommendation - Sounds of English: Stress, Intonation  
- Essay writing: Analytical and Argumentative

**Unit III**

Circulars, Memos – Business Letters - e - mails

**Unit IV**

Reports: Trip report, incident report, event report - Situational Dialogue - Group Discussion

**Unit V**

Listening and Reading Practice - Book Review

**References**

1. Felixa Eskey. *Tech Talk, University of Michigan. 2005*
2. Michael Swan. *Practical English Usage, Oxford University Press. 2005*
3. Anderson, Paul. *Technical Communication: A Reader Centered Approach, V Edition, Harcourt, 2003.*
4. Raymond V. Lesikar and Marie E. Flatley. *Basic Business Communication, Tata Mc Graw Hill Pub. Co. New Delhi. 2005. Tenth Edition.*
5. Thampi, G. Balamohan. *Meeting the World: Writings on Contemporary Issues. Pearson, 2013.*
6. Lynch, Tony. *Study Listening. New Delhi: CUP, 2008.*
7. Kenneth, Anderson, Tony Lynch, Joan Mac Lean. *Study Speaking. New Delhi: CUP, 2008.*
8. Marks, Jonathan. *English Pronunciation in Use. New Delhi: CUP, 2007.*



9. Syamala, V. *Effective English Communication For You (Functional Grammar, Oral and Written Communication): Emerald, 2002.*

**18ENV300  
3 0 0 3**

### **Environmental Science and Sustainability**

**Course outcome:**

CO1. recognise the physical, chemical & biological components of the Earth's systems and how they function
CO2. develop an attitude of preserving and conserving bio-diversity
CO3. understand how local, regional, state, national and international laws and regulations influence environmental decisions
CO4. realise the benefits of eco-friendly products and green initiatives

**Unit 1**

State of Environment and Unsustainability, Need for Sustainable Development, Traditional conservation systems in India, People in Environment, Need for an attitudinal change and ethics, Need for Environmental Education, Overview of International Treaties and Conventions, Overview of Legal and Regulatory Frameworks.

Environment: Abiotic and biotic factors, Segments of the Environment, Biogeochemical Cycles, Ecosystems (associations, community adaptations, ecological succession, Food webs, Food chain, ecological pyramids), Types of Ecosystems – Terrestrial ecosystems, Ecosystem Services, Economic value of ecosystem services, Threats to ecosystems and conservation strategies.

Biodiversity: Species, Genetic & Ecosystem Diversity, Origin of life and significance of biodiversity, Value of Biodiversity, Biodiversity at Global, National and Local Levels, India as a Mega-Diversity Nation (Hotspots) & Protected Area Network, Community Biodiversity Registers. Threats to Biodiversity, Red Data book, Rare, Endangered and Endemic Species of India. Conservation of Biodiversity. People's action. Impacts, causes, effects, control measures, international, legal and regulatory frameworks of: Climate Change, Ozone depletion, Air pollution, Water pollution, Noise pollution, Soil/ land degradation/ pollution

**Unit 2**

Linear vs. cyclical resource management systems, need for systems thinking and design of cyclical systems, circular economy, industrial ecology, green technology. Specifically apply these concepts to: Water Resources, Energy Resources, Food Resources, Land & Forests, Waste management.

Discuss the interrelation of environmental issues with social issues such as: Population, Illiteracy, Poverty, Gender equality, Class discrimination, Social impacts of development on the poor and tribal communities, Conservation movements: people's movements and activism, Indigenous knowledge systems and traditions of conservation.

**Unit 3**

Common goods and public goods, natural capital/ tragedy of commons, Cost benefit analysis of development projects, Environment Impact Assessment (EIA), Environment Management Plan (EMP), Green business, Eco-labeling, Problems and solutions with case studies.

Global and national state of housing and shelter, Urbanization, Effects of unplanned development case studies, Impacts of the building and road construction industry on the environment, Eco-homes/ Green buildings, Sustainable communities, Sustainable Cities.

Ethical issues related to resource consumption, Intergenerational ethics, Need for investigation and resolution of the root cause of unsustainability, Traditional value systems of India, Significance of holistic value-based education for true sustainability.

**TEXTBOOKS / REFERENCES:**

1. R. Rajagopalan, *Environmental Studies: From Crisis to Cure. Oxford University Press, 2011, 358 pages. ISBN: 9780198072089.*

2. Daniel D. Chiras, *Environmental Science*. Jones & Bartlett Publishers, 01-Feb-2012, 669 pages. ISBN: 9781449645311.
3. Andy Jones, Michel Pimbert and Janice Jiggins, 2011. *Virtuous Circles: Values, Systems, Sustainability*. IIED and IUCN CEESP, London. URL: <http://pubs.iied.org/pdfs/G03177.pdf>
4. Annenberg Learner, *The Habitable Planet*, Annenberg Foundation 2015. URL: <http://www.learner.org/courses/envsci/unit/pdfs/textbook.pdf>.

**18HIN101****HINDI I****1 0 2****Course outcome:**

CO1. get an awareness about the richness of language
CO2.improve their vocabulary and ability to use language fluently
CO3. gain an awareness about the values which are enshrined in the epics and its inherent literature.

**Unit-1**

- a) Introduction to Hindi Language, -other Indian Language's, Official Language, link Language Technical terminology..
- b) Hindi alphabet: Paribhasha Aur Bhed.
- c) Shabda: Paribhasha Aur Bhed, Roopantharki Drishti se
- d) Sangya -Paribhasha Aur Bhed, Sangyake Roopanthar-ling, vachan, karak
- e) Sarvanaam- Paribhasha Aur Bhed.

**Unit-2**

- a) Common errors and error corrections in Parts of Speech –with emphasis on use of pronouns, Adjective and verb in different tenses –gender & number
- b) Conversations, Interviews, Short speeches.

**Unit -3**

- a) Letter writing –Paribhasha Aur Bhed, Avedanpatra (request letter) & Practice
- b) Translation-Paribhasha Aur Bhed, English to Hindi

**Unit- 4**

Peom :

- a) Maithilisharangupt: sakhivemujsekahakarjaate
- b) Suryakanthtripatinirala :Priyatam
- c) Mahadevivarma- adhikaar
- d) Shiyaramsharangupt:ekphoolkichah

**Unit- 5**

Kahani

- a) Kafan - Premchand ,
- b) Rajasthan ki Ek Gaav kee theerthyatra - Beeshmasahni
- c) Raychandrabhai :By Mahathma Gandhi - Sathya ke prayog
- d) Rajani - Mannu Bhandari

**18HIN111****HINDI II****1 0 2****Course outcome:**

CO1. get an awareness about the richness of language
CO2.improve their vocabulary and ability to use language fluently

CO3. gain an awareness about the values which are enshrined in the epics and its inherent literature.

#### Unit -1

- a) Visheshan- Paribhasha Aur Bhed. special usage of adverbs, changing voice and conjunctions in sentences.
- b) kriya- Paribhasha Aur Bhed, rupantharkidrushti se-kaal
- c) padhparichay.
- d) Vigyapan Lekhan (Advertisement writing), Saar Lekhan (Precise writing).

#### Unit -2

Communicative Hindi – MoukhikAbhivyakthi –understanding proper pronunciation, Haptics ...etc in Interviews ,short speeches .

#### Unit -3

Film review,Audio –Visual-Media in Hindi – Movies appreciation and evaluation.News reading and presentations in Radio and Tv channels in Hindi, samvaadhlekhana,

#### Unit -4

- a) Harishankarparasaiyi- SadacharkaThavis
- b) Jayashankarprasadh – Mamata
- c) Mannubandari- Akeli
- d) Habibtanvir- Karthus

#### Unit -5

Kavya Tarang

- a) Himadri thung shrung se (poet- Jayasankar prasad)
- b) Dhabba (poet- kedarnath sing) ,
- c) Proxy (poet- Venugopal),
- d) Machis(poet –Suneeta Jain) ,
- e) Vakth. (poet – Arun kamal)
- f) Fasal (poet- Sarveshwar Dayal Saxena)

**18KAN101**

**1 0 2**

**KANNADA I**

- To enable the students to acquire basic skills in functional language.
- To develop independent reading skills and reading for appreciating literary works.
- To analyse language in context to gain an understanding of vocabulary, spelling, punctuation and speech

#### Course outcome:

CO1. get an awareness about the richness of language

CO2.improve their vocabulary and ability to use language fluently

CO3. gain an awareness about the values which are enshrined in the epics and its inherent literature.

#### UNIT – 1

- Railway Nildanadalli – K. S. Narasimha Swamy
- Amma, Aachara Mattu Naanu – K. S. Nisar Ahamad
- Kerege Haara – Janapada
- Simhaavalokana – H.S. Shivaprakash

**UNIT – 2**

- Dhanwantri Chikitse - Kuvempu
- Mouni - Sethuram
- Meenakshi Maneya Mestru - Kuvempu

**UNIT – 3**

- Sukha –H.G Sannaguddayya
- Mobile Thenkara Jen Nonagala Jhenkara – Nagesh Hegade
- Namma Yemmege Maatu Tiliyitu – Goruru Ramaswamy Iyengar

**UNIT – 4****Language structure**

- Usage of punctuation marks
- Introduction to words (right usage)
- Reading skills
- Sentence formation (simple & complex)
- Translation- English to Kannada

**References:**

1. Kannada Samskruti Kosha – Dr. Chi. C Linganna
2. Kannada Sanna Kathegalu – G H Nayak
3. Lekhana Kale – N. Prahlad Rao
4. Kannada Sahithya Charithre – R. Sri Mugali

**18KAN111****KANNADA II****1 0 2****Objectives:**

- To enable the students to acquire basic skills in functional language.
- To develop independent reading skills and reading for appreciating literary works.
- To develop functional and creative skills in language.
- To enable the students to plan, draft, edit & present a piece of writing.

**Course outcome:**

CO1. get an awareness about the richness of language

CO2.improve their vocabulary and ability to use language fluently

CO3. gain an awareness about the values which are enshrined in the epics and its inherent literature.

**UNIT – 1**

- Bettada Melondu Maneya Maadi – Akka Mahadevi
- Thallanisadiru Kandya – Kanakadasa
- Avva – P. Lankesh
- Neevallave – K. S. Narasimha Swamy

**UNIT – 2**

Gunamukha – Drama by P. Lankesh

**UNIT – 3**

Karvalo – Novel by Poornachandra Thejaswi

**UNIT – 4****Letter Writing –**

Personal (congratulation, invitation, condolence etc.)

- Official (To Principal, Officials of various departments, etc.,)
- Report writing

- Essay writing
- Precise writing

**Prescribed text:**

1. Gunamukha by P. Lankesh (Lankesh Prakashana)
2. Karvalo by Poornachandra Thejaswi (Mehtha publishing house)

**Reference**

1. Saamanyanige Sahithya Charitre (chapter 1 to 10) – Bangalore University Publication
2. Hosa Kannada Saahithya Charithre – L.S Sheshagiri Rao
3. Kacheri Kaipidi – Kannada Adhyayana Samsthe (Mysuru University)
4. Kannada Sahithya Charithre – R. Sri Mugali
5. H.S.Krishna Swami Iyangar – *Adalitha Kannada – Chetana Publication, Mysuru*

**18MAL101**

**Malayalam I**

**Course outcome:**

CO1. get an awareness about the richness of language
CO2.improve their vocabulary and ability to use language fluently
CO3. gain an awareness about the values which are enshrined in the epics and its inherent literature.

**Unit 1**

Ancient poet trio:*Adhyatmaramayanam,LakshmanaSwanthanam (Lines: valsasoumitre... mungikidakayal)*,Ezhuthachan -Medieval period classics – *Jnanappana(Lines:201 to 298)*,Poonthanam.

**Unit 2**

Modern Poet trio: *EnteGurunathan*, VallatholNarayanaMenon- Critical analysis of the poem.

**Unit 3**

Short stories from period 1/2/3:*Poovanpazham-VaikaomMuhammedBasheer*-Literary & Cultural figures of Kerala and about their literary contributions.

**Unit 4**

Literary Criticism: *BharathaParyadanam-VyasanteChiri*–Ithihasa studies-KuttikrishnaMararu-Outline of literary Criticism in Malayalam Literature-Introduction to KuttikrishnaMararu& his outlook towards literature &life.

**Unit 5**

Error-freeMalayalam: **1.**Language; **2.**Clarity of expression; **3.**Punctuation-Thettillatha Malayalam – Writing-**a.** Expansion of ideas; **b.**PrecisWriting; **c.** Essay Writing; **d.**Letter writing; **e.**RadioSpeech;**f.**Script/Feature/Script Writing;**g.**NewsEditing;**h.**Advertising;**i.**Editing;**j.**EditorialWriting;**k.**Critical appreciation of literary works (Any one or two as an assignment).

**18MAL111**

**Malayalam II**

**Course outcome:**

CO1. get an awareness about the richness of language
CO2.improve their vocabulary and ability to use language fluently
CO3. gain an awareness about the values which are enshrined in the epics and its inherent literature.

**Unit1**

Ancient poet trio: *Kalayanasougandhikam*, (Lines: *kallum marangalum... namukkennarika vrikodara*), Kunjan Nambiar - Critical analysis of his poetry - Ancient Drama: *Kerala Sakunthalam* (Act 1), Kalidasa (Translated by Attor Krishna Pisharody).

### Unit 2

Modern/romantic/contemporary poetry: *Chandanakkattil* – G. Sankara kurupu - Romanticism – modernism.

### Unit 3

Memoirs from Modern Poets: *Theppathi*, Balachandran Chullikkadu - literary contributions of his time.

### Unit 4

Part of an autobiography/travelogue: *Kannerum Kinavum*, Chapter: Valarnnu Varunnoratmavu, V.T. Bhattathirippadu - Socio-cultural literature - historical importance.

### Unit 5

Error-free Malayalam - 1. Language; 2. Clarity of expression; 3. Punctuation - Thettillatha Malayalam - Writing - a. Expansion of ideas; b. Précis Writing; c. Essay Writing; d. Letter writing; e. Radio Speech; f. Script/Feature/Script Writing; g. News Editing; h. Advertising; i. Editing; j. Editorial Writing; k. Critical appreciation of literary works (Any one or two as an assignment).

## 18SAN101

## SANSKRIT I

### 102

To familiarize students with Sanskrit language and literature.

To read and understand Sanskrit verses and sentences.

Self-study of Sanskrit texts and to practice communication in Sanskrit.

To help the students imbibe values of life and Indian traditions propounded by the scriptures.

To be able to speak in Sanskrit.

### Course outcome:

CO1. get an awareness about the richness of language
CO2. improve their vocabulary and ability to use language fluently
CO3. gain an awareness about the values which are enshrined in the epics and its inherent literature.

## Semester I

### Module I

Introduction to Sanskrit language, Devanagari script - Vowels and consonants, pronunciation, classification of consonants, conjunct consonants, words – nouns and verbs, cases – introduction, numbers, Pronouns, communicating time in Sanskrit. Practical classes in spoken Sanskrit. (7 hours)

### Module II

Verbs- Singular, Dual and plural — First person, Second person, Third person.

Tenses – Past, Present and future – Atmanepadi and parasmaipadi - karthariprayoga. (8hrs)

### Module III

Words for communication and moral stories. (4 hrs)

### Module IV

Chanakya Neethi first chapter (first 15 Shlokas) (6 hrs)

**Module V**

Translation of simple sentences from Sanskrit to English and vice versa.(5hs)

**18SAN111**  
**1 0 2**

**SANSKRIT II****Course outcome:**

CO1. get an awareness about the richness of language
CO2.improve their vocabulary and ability to use language fluently
CO3. gain an awareness about the values which are enshrined in the epics and its inherent literature.

**Module I**

Seven cases, Avyayas, sentence making with Avyayas, Saptha kakaras.

**(5hrs)****Module II**

Kthavathu' Prathyayam, Upasargas, Kthvatha,Thumunnantha, Lyabantha Prathyayam. Three Lakaras – brief introduction, Lot lakara

**(5hrs)****Module III**

New words and sentences for the communication, Slokas, moral stories(panchathantra) Subhashithas, riddles (Selected from the Pravesha Book)

**(5hrs)****Module IV**

Introduction to classical literature, classification of Kavyas, classification of Dramas - Important five Maha kavyas

**(5hrs)****Module V**

Translation of paragraphs from Sanskrit to English and vice versa **(5hrs)**

**Module VI**

Bhagavad - Geeta fourteenth chapter (all 27 Shlokas) **(5hrs)**

**Essential Reading:**

1, Pravesaha; Publisher : Samskrita bharti, Aksharam, 8<sup>th</sup> cross, 2<sup>nd</sup> phase, girinagar, Bangalore -560

085

2, Sanskrit Reader I, II and III, R.S. Vadhyar and Sons, Kalpathi, Palakkad

3, PrakriyaBhashyamwritten and published by Fr. John Kunnappally

4, Sanskrit Primer by Edward Delavan Perry, published by Ginn and Company Boston

5, Sabdamanjari, R.S. Vadyar and Sons, Kalpathi, Palakkad

6, Namalinganusasanam by Amarasimha published by Travancore Sanskrit series

**18SSK201****LIFE SKILLS I****1****0 2 2****OBJECTIVE:**

To build soft skills and an awareness for its importance

**Course outcome:**

CO1. make a smooth transition from an academic environment to work environment and adopt well
CO2. learn to cope with fear, stress and competition in professional world
CO3. develop positive attitude, self-motivating ability and willingness for continuous knowledge upgradation

Soft skills and its importance: Pleasure and pains of transition from an academic environment to work-environment. Need for change. Fears, stress and competition in the professional world. Importance of positive attitude, self-motivation and continuous knowledge up gradation.

Self Confidence: Characteristics of the person perceived, characteristics of the situation, Characteristics of the Perceiver. Attitude, Values, Motivation, Emotion Management, Steps to like yourself, Positive Mental Attitude, Assertiveness.

Presentations: Preparations, Outlining, Hints for efficient practice, Last minute tasks, means of effective presentation, language, Gestures, Posture, Facial expressions, Professional attire.

Vocabulary building: A brief introduction into the methods and practices of learning vocabulary. Learning how to face questions on antonyms, synonyms, spelling error, analogy etc. Faulty comparison, wrong form of words and confused words like understanding the nuances of spelling changes and wrong use of words.

Listening Skills: The importance of listening in communication and how to listen actively.

Prepositions and Articles: A experiential method of learning the uses of articles and prepositions in sentences is provided.

Problem solving; Number System; LCM &HCF; Divisibility Test; Surds and Indices; Logarithms; Ratio, Proportions and Variations; Partnership; Time speed and distance; work time problems;

Data Interpretation: Numerical Data Tables; Line Graphs; Bar Charts and Pie charts; Caselet Forms; Mix Diagrams; Geometrical Diagrams and other forms of Data Representation.

Logical Reasoning: Family Tree; Linear Arrangements; Circular and Complex Arrangement; Conditionalities and Grouping; Sequencing and Scheduling; Selections; Networks; Codes; Cubes; Venn Diagram in Logical Reasoning.

**TEXTBOOKS:**

1. *A Communicative Grammar of English: Geoffrey Leech and Jan Svartvik. Longman, London.*
2. *Adair J (1986) - "Effective Team Building: How to make a winning team", London, U.K: Pan Books.*
3. *Gulati S (2006) - "Corporate Soft Skills", New Delhi, India: Rupa & Co.*
4. *The Hard Truth about Soft Skills, by Amazone Publication.*

**REFERENCES:**

1. *Quantitative Aptitude, by R S Aggarwal, S Chand Publ.*
2. *Verbal and Non-verbal Reasoning, R S Aggarwal, S Chand Publ.*
3. *Data Interpretation, R S Aggarwal, S Chand Publ.*
4. *Nova GRE, KAPAL GRE, Barrons GRE books;*
5. *Quantitative Aptitude, The Institute of Chartered Accountants of India.*



6. *More Games Teams Play*, by Leslie Bendaly, McGraw-Hill Ryerson.
7. *The BBC and British Council online resources*
8. *Owl Purdue University online teaching resources*
9. *www.thegrammarbook.com online teaching resources*
10. *www.englishpage.com online teaching resources and other useful websites.*

**18SSK211****LIFE SKILLS II****1 0 2 2****Objective:**

To groom the student for professional environment and making him aware of the corporate culture and basic business etiquette

**Course outcome:**

CO1. acquire a knowledge of socially acceptable ways of behaviour, corporate etiquette; develop cultural adoptability
CO2. exhibit appropriate body language; being aware of personal hygiene, proper dressing and grooming
CO3. convert Passive vocabulary into active vocabulary; learn the etymology of words
CO4. solve problems in QA & logical reasoning and interpret and analyse the data

Professional Grooming and Practices: Basics of Corporate culture, Key pillars of Business Etiquette. Basics of Etiquette: Etiquette – Socially acceptable ways of behaviour, Personal hygiene, Professional attire, Cultural Adaptability. Introductions and Greetings: Rules of the handshake, Earning respect, Business manners. Telephone Etiquette: activities during the conversation, Conclude the call, To take a message. Body Language: Components, Undesirable body language, Desirable body language. Adapting to Corporate life: Dealing with people.

Group Discussions: Advantages of Group Discussions, Structured GD – Roles, Negative roles to be avoided, Personality traits to do well in a GD, Initiation techniques, How to perform in a group discussion, Summarization techniques.

**Listening Comprehension advanced: Exercise on improving listening skills, Grammar basics: Topics like clauses, punctuation, capitalization, number agreement, pronouns, tenses etc.**

Reading Comprehension advanced: A course on how to approach middle level reading comprehension passages.

Problem solving – Money Related problems; Mixtures; Symbol Based problems; Clocks and Calendars; Simple, Linear, Quadratic and Polynomial Equations; Special Equations; Inequalities; Functions and Graphs; Sequence and Series; Set Theory; Permutations and Combinations; Probability; Statistics.

Data Sufficiency: Concepts and Problem Solving.

Non-Verbal Reasoning and Simple Engineering Aptitude: Mirror Image; Water Image; Paper Folding; Paper Cutting; Grouping Of Figures; Figure Formation and Analysis; Completion of Incomplete Pattern; Figure Matrix; Miscellaneous.

Special Aptitude: Cloth, Leather, 2D and 3D Objects, Coin, Match Sticks, Stubs, Chalk, Chess Board, Land and geodesic problems etc., Related Problems

**TEXTBOOKS:**

1. *A Communicative Grammar of English: Geoffrey Leech and Jan Svartvik. Longman, London.*
2. *Adair J (1986) - "Effective Team Building: How to make a winning team", London, U.K: Pan Books.*
3. *Gulati S (2006) - "Corporate Soft Skills", New Delhi, India: Rupa & Co.*
4. *The Hard Truth about Soft Skills, by Amazone Publication.*

**REFERENCES:**

1. *Quantitative Aptitude, by R S Aggarwal, S Chand Publ.*
2. *Verbal and Non-verbal Reasoning, R S Aggarwal, S Chand Publ.*
3. *Quantitative Aptitude by AbjithGuha, Tata McGraw hill Publ.*
4. *More Games Teams Play, by Leslie Bendaly, McGraw-Hill Ryerson.*
5. *The BBC and British Council online resources*
6. *Owl Purdue University online teaching resources*

7. [www.thegrammarbook.com](http://www.thegrammarbook.com) online teaching resources
8. [www.englishpage.com](http://www.englishpage.com) online teaching resources and other useful websites.

**18SSK301****LIFE SKILLS III****1 0 2 2****Objective:**

To groom the student for professional environment and making him aware of the corporate culture and basic business etiquette

**Course outcome:**

CO1. work in teams; learn team playing and develop leadership skills
CO2. to gain knowledge of group dynamism
CO3. learn how to face an interview and strategies of test taking
CO4. learn the skills of Lateral thinking for problem solving

Team Work: Value of Team work in organisations, Definition of a Team, Why Team, Elements of leadership, Disadvantages of a team, Stages of Team formation. Group Development Activities: Orientation, Internal Problem Solving, Growth and Productivity, Evaluation and Control. Effective Team Building: Basics of Team Building, Teamwork Parameters, Roles, Empowerment, Communication, Effective Team working, Team Effectiveness Criteria, Common characteristics of Effective Teams, Factors affecting Team Effectiveness, Personal characteristics of members, Team Structure, Team Process, Team Outcomes.

Facing an Interview: Foundation in core subject, Industry Orientation/ Knowledge about the company, Professional Personality, Communication Skills, activities before interview, upon entering interview room, during the interview and at the end. Mock interviews.

Advanced Grammar: Topics like parallel construction, dangling modifiers, active and passive voices, etc.

Syllogisms, Critical reasoning: A course on verbal reasoning. Listening Comprehension advanced: An exercise on improving listening skills.

Reading Comprehension advanced: A course on how to approach advanced level of reading, comprehension passages. Exercises on competitive exam questions.

Specific Training: Solving campus recruitment papers, National level and state level competitive examination papers; Speed mathematics; Tackling aptitude problems asked in interview; Techniques to remember (In Mathematics). Lateral Thinking problems. Quick checking of answers techniques; Techniques on elimination of options, Estimating and predicting correct answer; Time management in aptitude tests; Test taking strategies.

**TEXTBOOKS:**

1. *A Communicative Grammar of English: Geoffrey Leech and Jan Svartvik. Longman, London.*
2. *Adair J (1986) - "Effective Team Building: How to make a winning team", London, U.K: Pan Books.*
3. *Gulati S (2006) - "Corporate Soft Skills", New Delhi, India: Rupa & Co.*
4. *The Hard Truth about Soft Skills, by Amazon Publication.*

**REFERENCES:**

1. *Speed Mathematics, Secrets of Lightning Mental Calculations, by Bill Handley, Master Mind books;*
2. *The Trachtenberg Speed System of Basic Mathematics, Rupa & Co., Publishers;*
3. *Vedic Mathematics, by Jagadguru Swami Sri BharatiKrsnaTirthayi Maharaja, MotilalBanarsidass Publ.;*
4. *How to Ace the Brainteaser Interview, by John Kador, Mc Graw Hill Publishers.*
5. *Quick Arithmetics, by Ashish Agarwal, S Chand Publ.;*
6. *Quicker Maths, by M tyra & K Kundan, BSC Publishing Co. Pvt. Ltd., Delhi;*
7. *More Games Teams Play, by Leslie Bendaly, McGraw-Hill Ryerson.*
8. *The BBC and British Council online resources*

9. Owl Purdue University online teaching resources
10. [www.thegrammarbook.com](http://www.thegrammarbook.com) online teaching resources
11. [www.englishpage.com](http://www.englishpage.com) online teaching resources and other useful websites.

**18ENG101****Communicative English****2-0-2-3****Objectives:**

To help students obtain an ability to communicate fluently in English; to enable and enhance the students skills in reading, writing, listening and speaking; to impart an aesthetic sense and enhance creativity

**Course outcome:**

CO1. Acquire working knowledge of grammar and syntax; upper intermediate level of vocabulary
CO2. Attain expertise in writing descriptive and narrative prose
CO3. Read and comprehend prose and poetry
CO4. Gain familiarity with current affairs and news awareness
CO5. Speak clearly and fluently on a given topic

**Unit I**

Kinds of sentences, usage of preposition, use of adjectives, adverbs for description, Tenses, Determiners-Agreement (Subject – Verb, Pronoun- Antecedent) collocation, Phrasal Verbs, Modifiers, Linkers/ Discourse Markers, Question Tags

**Unit II**

Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative

**Unit III**

Letter Writing - Personal (congratulation, invitation, felicitation, gratitude, condolence etc.) Official (Principal / Head of the department/ College authorities, Bank Manager, Editors of newspapers and magazines)

**Unit IV**

Reading Comprehension – Skimming and scanning- inference and deduction – Reading different kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness

**Unit V**

Prose: John Halt's 'Three Kinds of Discipline' [**Detailed**]

Max Beerbohm's 'The Golden Drugget' [**Detailed**]

Poems: Ogden Nash- 'This is Going to Hurt Just a Little Bit' [**Detailed**]

Robert Kroetsch- 'I am Getting Old Now', Langston Hughes- 'I, Too' [**Detailed**]

Wole Soyinka- 'Telephone Conversation' [**Non- Detailed**]

Kamala Das- 'The Dance of the Eunuchs' [**Non-Detailed**]

Short Stories: Edgar Allan Poe's 'The Black Cat', Ruskin Bond's 'The Time Stops at Shamli' [**Non-Detailed**]

**CORE READING:**

1. Ruskin Bond, *Time Stops at Shamli and Other Stories*, Penguin Books India Pvt Ltd, 1989
2. Syamala, V. *Speak English in Four Easy Steps, Improve English Foundation Trivandrum: 2006*
3. Beerbohm, Max, *The Prince of Minor Writers: The Selected Essays of Max Beerbohm (NYRB Classics)*, Phillip Lopate (Introduction, Editor), The New York Review of Book Publishers.
4. Edger Allan Poe. *The Selected Works of Edger Allan Poe. A Running Press, 2014.*
5. Online sources

**References:**

1. Ruskin Bond, Time Stops at Shamli and Other Stories, Penguin Books India Pvt Ltd, 1989
2. Martinet, Thomson, A Practical English Grammar, IV Ed. OUP, 1986.
3. Murphy, Raymond, Murphy's English Grammar, CUP, 2004
4. Online sources

**18FNA111****INTRODUCTION TO VISUAL ARTS****1 1 0 2****Objective**

Introduce the students to the world of Visual Arts so as to be enabling them competent and proficient in acquiring the knowledge about Visual Arts and Mass Communication.

**Course Outcomes:**

<b>CO1</b>	1.Students are introduced to the world of Visual Arts so as to make them competent and proficient in acquiring the knowledge about Visual Arts and Mass Communication.
<b>CO2</b>	2. Students will be acquiring the knowledge about Visual Arts and Mass Communication.
<b>CO3</b>	3. Students gain knowledge on visual arts like 2D, 3D perspectives, framing and art of composition. 4. As a result, students will be able to implement theories into practice.
<b>CO4</b>	4. As a result, students will be able to implement theories into practice.

**Unit 1**

History of Western Art: Principles of Composition-Prehistoric Art-Egyptian Art-Greek Art-Roman-Byzantine-Gothic Art-Renaissance-Baroque Art-Romanticism

**Unit 2**

Modernist Movements: Impressionism - Expressionism - Dadaism and Surrealism - History of Indian Art : Indus Valley to Vedic Art - Buddhist Art - Medieval Hindu Art - Mughal Art - Indian Miniature Tradition

**Unit 3**

Indian Art in the 20th century-Raja Ravi Varma, Amrita Shergil-RabindraNath Tagore and the Bengal School - Modernist Movements in Indian Art

**Unit 4**

Principles of Composition: Perspective - Space (Negative and Positive)

**Unit 5**

Directional lines-Golden Section and Rule of the Third, Colour Theory

**Texts**

1. Art & Visual Culture 1100-1600: Medieval to Renaissance edited by Kim W. Woods
2. Art History: The Basics By Diana Newall, Grant Pooke

**Reference**

1. Art and Illusion in The Winter's Tale By B. J. Sokol
2. A World History of Art By Hugh Honour, John Fleming
3. Art History: A Very Short Introduction By Dana Arnold

**18FNA203****WEB PUBLISHING****2 1 0 3****Objective**

Introduce the students to the world of Web Publishing and help them in understanding the online mediums available. It gives the students idea about Web Publishing.

<b>CO1</b>	1. Students will be able to use HTML techniques.
<b>CO2</b>	2. Students will be able to create web pages and publish them in different online platforms.
<b>CO3</b>	3. They will be able to do web designing.
<b>CO4</b>	4. Knowledge of designing along with the basics of developing make them a valuable team player, increasing their job potential.

**Unit 1**

Getting Familiar with Web Pages - Creating Your First Web Page. Web Design Principles.

**Unit 2**

Adding Text - Formatting Text- Adding Images - Adding Links-Working with Tables -Creating Forms

**Unit 3**

Creating Style Sheets - Formatting Text with Style Sheets - Controlling Layout with Style Sheets

**Unit 4**

Adding Multimedia and Other Features - Publishing Your Web

**Unit 5**

Text Format-Importance of Fonts in a Web site- Differences between Serif and Sans-serif - Image maps- Privacy and Security

**Texts**

1. Microsoft Web Publishing: Illustrated guide to web design techniques using FrontPage
2. Philip and Alex's Guide to Web Publishing by [Philip Greenspun](#)

**Reference**

1. *CREATING WEB PAGES Simplified* by Mike Wooldridge Wiley Publishing, Inc

**18FNA232****INTRODUCTION TO BRAND MANAGEMENT****2 1 0 3****Objective**

To comprehend the contemporary concepts of professional practice in branding, brand equity and strategic brand management, design and implementation techniques for all the presentable formats like print, broadcast and new digital media.

To understand the concepts through case studies from advertisement industry from a perspective of Integrated Marketing Communication ( IMC ).

<b>CO1</b>	1. Students demonstrate knowledge of the nature and processes of branding and brand management.
<b>CO2</b>	2. They learn brand management and function of marketing that uses special techniques in order to increase the perceived value of a product.
<b>CO3</b>	3. Students study how to implement market mix approach for practical applications.
<b>CO4</b>	4. Students become efficient in managing and developing brands in Marketing & Advertising.

#### **Unit 1**

Meaning, Brand vs product, Process of branding, Brand building blocks (obstacles to/difficulties in building strong brands) - Brand vision with respect to generic brand status. Product vs corporate branding

#### **Unit 2**

Branding strategies - Manufacturer branding (national brand) and distributor branding (private/store brand) – Multi product branding strategy - Multi branding strategy- Mixed branding, Brand licensing, Co-branding, Composite co-branding, Ingredient co-branding Brand product matrix, Brand hierarchy

#### **Unit 3**

Brand Promotion and Strategic Brand Management - Building a Strong Brand : FOUR Steps in Brand building - Direct Marketing, Public Relations ( PR ) and Corporate Advertising for Brand Building - Sustaining and Growing the Brand after the Launch, Media Selection, Trade Promotion and Selling, CRM, Personal Selling, Web Marketing.

#### **Unit 4**

Corporate Image and Brand Management - IMC to build Brand Equity, Evaluating the Brand Performance, Capturing Market Performance, Design and Implementation of Brand Strategies, Brand – Product Matrix and Hierarchy Levels, Achieving the Ideal the Brand Portfolio, Managing Brands over : Time, Market Segments and Geographic Boundaries, Revitalising and Changing the Brand Portfolio.

#### **Unit 5**

CASE STUDIES IN BUSINESS SECTORS : Examples in Tourism, Hotel, Healthcare, Travel, Education, Automobile, General Business etc.

**Texts:** Integrated Advertising, Promotion and Marketing Communications, Kenneth. E. Clow and Donald Baack, Prentice Hall of India Pvt. Ltd., 3e, 2007.

#### **References:**

1. Strategic Brand Management, Kevin Lane Keller, M.G. parameswaran and Issac Jacob, Person (Prentice Hall), New Delhi, 3e, 2011.

2. Advertising Basics – a resource guide for beginners, J V Vilanilam, A K Varghese, Response Books (a division of Sage Publications), New Delhi, 6th printing, 2009
3. Advertising and Promotion – an Integrated Marketing Communications Perspective, George E Belch, Michael A Belch, Keyoor Purani, Tata McGraw-Hill Publishing Company Limited, New Delhi, 7 e, 2010.

**18FNA241****ADVERTISING CASE STUDIES****2 1 03****Objective**

The students are exposed to the art of creative thinking, planning and executing involved in the production of an advertisement for formats like print, broadcast and new digital media. From a professional standpoint they also get exposure to the important role of copy writing and its quality, consistency and value in the marketing. They will understand the key concepts through case studies from the creative segment of the advertisement industry.

<b>CO1</b>	1. Students will be able to identify and respond to client's advertising and marketing communication objectives by applying principles of marketing and communications.
<b>CO2</b>	2. They can perform a market segmentation analysis, identify the organization's target market/audience and define the consumer behaviour of each segment.
<b>CO3</b>	3. They develop an advertising plan and present and defend it persuasively.
<b>CO4</b>	4. Students contribute to evaluating the effectiveness of advertising and marketing communication initiatives.

**Unit 1**

Role of Creativity in Advertising - The Craft of Copy Writing - Need for Creative plans Formulating Advertising. Strategy and Execution- Detail Components with Input Guidelines - Effectiveness case - How Brand Message Execution Planned? Copy Platform - Message Consistency- Consistency Triangle and Challenge.

**Unit 2**

Creative Process : Various Formatting Alternatives for Copy Writing and Guidelines, Its Role in Communication, Infomercials, Use of Internet and Interactivity - Copy Writing for : Integrated Marketing Communication (IMC ), Print - Headline, Sub heading, Body Copy, Guidelines , Cyber space – e Commerce, Broadcast advertising, Radio - Music, Dialogue, Announcement, Celebrity Announcer, Guidelines, Production, Multimedia, Direct mail, Outdoor Media, Scripting for Audio- Visual, - Copy Writing for TV - Demonstration, Problem and Solution, Music and Song, Spokesperson, Dialogue, Vignette, Narrative, Guidelines, Slogans and Taglines.

**Unit 3**

Creative Execution : Art and Copy - Check lists for Print, Radio and TV Commercials – Advertising Design and Production Process for Print, Radio and TV – The Role of Advertising Artists like Art Directors, Graphic Designers, Illustrators, Photographers, Production Artists etc., - Portfolio Review- Copy Approval Process.

**Unit 4**

Ways to Market on Radio and TV - Buying Time for Commercials, Mistakes in Copy Writing - Strength and Weaknesses of Print, Radio and TV media, Quality Control and Ethical Issues, Advertising and its Effects on Societal Economy, Life Style and Value Systems.

### Unit 5

CASE STUDIES of Copy Writing for live Examples in Tourism, Hotel, Healthcare, Travel, Education, Automobile, General Business etc., for different formats of production.

### Text

Advertising and Integrated Brand Promotion, William F Arens , Thomson South Western, VikasPublishing House, 3e, 2003.

### References:

1. The Copy writer's Handbook, , Robert W. Bly, Henry Holt and Co., 1990.
2. Advertising Basics – a resource guide for beginners, J V Vilanilam, A K Varghese, Response Books (a division of Sage Publications), New Delhi, 6th printing, 2009.
3. Advertising Management, Rajeev Batra, John.G. Myers and David. A. Aaker, Pub : Pearson –DorlingKindersley ( India ) Pvt. Ltd., 5e, 2006

**18FNA242**

**INTRODUCTION TO NICHE JOURNALISM**

**2 1 0 3**

### Objective

The course is intended to make the student aware of the history, development and current status of magazines in India and also introducing them to specialized journalistic writing.

<b>CO1</b>	1. Students will be able to produce various niche magazines.
<b>CO2</b>	2. Students will understand the techniques used in specialised journalism.
<b>CO3</b>	3. They understand the scope and market for niche journalism.
<b>CO4</b>	4. Students become efficient in attaining specialization in niche subjects.

### Unit 1

Definition and types of magazines - news, special interest, general, lifestyle, glamour, *gossip*-*Brief history of the development of magazines, reasons for its success in and outside India, the magazines that boom in India and the glorious years of the news magazine*

### Unit 2

Magazine formats and their difference from other media, magazine formats within a genre - unique features of different magazines

### Unit 3

Overview of English and other Indian language magazines today

### Unit 4

Writing for a magazine-Editing for a magazine-Scope of 'niche' journalism



**Unit 5**

Sports-Media vehicles used for the niche-Most dominant sports and some background about them-Pre-contest coverage-Preparation of complete game story-Watching the game- Vital aspects to cover using significant statistics-Columns-speculation, post-contest analysis, personal reflections-Covering a game for TV / Radio-Comparing coverage in different media-Health-Health as a niche-areas usually covered-Different media vehicles-Entertainment and lifestyle-Examining different kinds of magazines in this wide category-Importance of style and kinds of matter that makes stories-Travel-Developmental-Civic journalism-Public journalism-Alternative media and people's issues

**Texts**

1. Convergence Journalism: Writing and Reporting Across the News Media by Janet Kolodzy
2. An Introduction to Journalism by Richard Rudin and Trevor Ibbotson

**Reference**

1. Journalism Writing Techniques by M H Syed

<b>CO1</b>	1. Students will be able to design websites.
<b>CO2</b>	2. Students will understand different tools used in web designing.
<b>CO3</b>	3. By practicing actual designing, students become ready to start working in this field.
<b>CO4</b>	4. Practical knowledge in web publishing increases their chances of securing a great job.

Designing and Publishing web sites.

<b>CO1</b>	1. Students are trained to become professional anchors for television and events.
<b>CO2</b>	2. They learn grooming tips, voice modulation, and get trained to write their own scripts.
<b>CO3</b>	3. Students also get to identify and hone their individual styles and develop their own unique style of presentation.
<b>CO4</b>	4. With the help of assignments, students attain professional standards in anchoring.

Training in Anchoring, Television Programs including Reality Shows.

Training in co-ordinating Talk Shows and News Programs.

Training in conducting interviews.

### **Objective**

To show light to the aspiring art directors towards the basic principles of advertising through visual media along with demonstrating the principles of graphic design, layout and production of advertisements for various medias. The course also ensures an understanding of the importance of cost control in all areas of art direction.

<b>CO1</b>	1. Students will create and develop advertising ideas, with particular focus on their visual appearance.
<b>CO2</b>	2. Students will be able to produce different types of advertisements.
<b>CO3</b>	3. Students will be able to work with various ad agencies.
<b>CO4</b>	4. Students learn to use mise-en-scene meaningfully in productions.

### **Unit 1**

Art Direction in Advertising: an introduction- roles and tools of the art director, Graphic Conceptualization: visual metaphor, languages- meaning full lettering, Logo Designing

**Unit 2**

Graphic basis: Typography, colour, visual composition, techniques and technologies, Tracing and transfer techniques

**Unit 3**

Strategy and creativity: Art Direction in Advertising, visual corporate identity, study of packaging, Art direction fields: deconstruction of successful advertisements, layout techniques

**Unit 4**

Photographic techniques, photography with characters, still-life photography, illumination, the photo montage, type photography, the photographic finishing touch, illustration techniques

**Unit 5**

Illustration techniques using the grid system, traditional techniques of image reproduction and enlargement-Designing illustrations from photographs

**Texts**

1. *Kleppner's Advertising Procedure*, Otto Kleppner 17<sup>th</sup> Edition

**References**

1. Advertising Concept Book by Pete Barry
2. Advertising Layout and Art Direction (Marketing) by Stephen Baker

**18FNA332 PUBLIC RELATIONS AND CORPORATE COMMUNICATION**

**2 1 0 3**

**Objective**

To make the students aware of the importance of Public Relations in Corporate Communications. This course needs to be detailed out. One- liners don't offer clarity about the depth to which the concepts need to be penetrated. The course should serve as an introduction and should offer scope for comprehensive understanding.

<b>CO1</b>	1. Students will know how PR officers will handle various situations in an organisation.
<b>CO2</b>	2. Students will know communication activities that an organization undertakes, both within and outside the organization.
<b>CO3</b>	3. Students will know that the corporate PR is to connect with various public using means such as press releases, social media, products and events to facilitate the building and managing relationships.
<b>CO4</b>	4. Knowledge of PR and Corporate Communication together increases the job potential of students.

**Unit 1**

Definition of PR, its scope and significance, PR as a Two-way Communications, PR as an Industry, Need for Public Relations PR as a management discipline, PR as a marketing communication tool: 4 Ps, IMC and PR, Publicity, Propaganda, Advertising and Public Relations.

**Unit 2**

Evolution of Public Relations : History of PR – World and India, The Eras of PR. PR in UK, U.S. Contributions of Ivy Levy and Edward Bernay. PR in India- During Freedom Struggle & Post Industrial Revolution, PRSI. PR agency structure: Full Fledged/ Part/ Adhoc/ Departments in Governments / Corporates, Role and responsibilities of the personnel.

### Unit 3

Publics: Internal Publics and External Publics, nature and type of publics, factors about Public that affects a PR activity. Steps in Organising a PR activity, Significance of research in PR: PEST, SWOT analysis, Communication and Social Audits, the various Communication tools for effective PR.

### Unit 4

Functions of Public Relations: Employee Relations, Customer Relations, Community Relations, Government Relations, Investor Relations, Media Relations. Skill set for PR personnel: Qualities of an effective PR person and Ethics in PR.

### Unit 5

Speeches, Visits, Personal Calls, Tours, Conventions, Conferences, Meetings, Educational Courses and Training Programs, Community and Corporate Social Responsibility Projects and Special Events, Welcome Letters and Offers to New Shareholders and Investors, Annual Reports, Annual Meetings, Digital PR, press kit, Event Management, Crisis Management: Kinds of Crises, Public Relations in Crisis Management, Ten Commandments of Crisis Management

### Text

1. Black, Sam. Practical Public Relations. New Delhi: Universal Book Stall, 2005.
2. Cutlip, S.M., A.H Center and G.M Broom. Effective Public Relations. 2nd Ed. New Jersey: Pearson Education, 2006.
3. Lesly, P. Handbook of Public Relations & Communications. 3rd Ed. Mumbai: Jaico Publishing Company, 2008.
4. Sachdeva, I.S. Public Relations: Principles and Practices. New Delhi: Oxford University Press. 2009.

**18FNA333**

**RESEARCH METHODS FOR MEDIA STUDIES**

**2 1 0 3**

### Objective

To introduce the students to media research. It aims to enable the students to critically analyse media content and expose them to tools and techniques of analysis for media studies.

<b>CO1</b>	1. Students will understand how research is conducted in communication and media studies.
<b>CO2</b>	2. Students will be able to conduct minor research works related to media.
<b>CO3</b>	3. Students will understand different methods used in media research.
<b>CO4</b>	4. They can become professional researchers in academics and media studies.

### Unit 1

Research: Definition and Characteristics. Types of research-Social science research-

**Unit 2**

Research process - Elements of research- concept, variables etc. -

**Unit 3**

Research Approaches: Qualitative and Quantitative approaches- Survey Research, Content Analysis, Textual Analysis- Focus group

**Unit 4**

Research Ethics

**Unit 5**

Research in Media Effects

**Texts**

1. Wimmer, Roger D & Dominick, Joseph R (1994): Mass Media Research: An Introduction (Wadsworth Publishing Company)
2. Berger, Arthur (2000): Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches (Sage Publications)

**References**

1. Bertland, Ina & Peter Hughes (2005): Media Research Methods: Audiences, Institutions, texts (Palgrave Macmillian)
2. Renjit Kumar- Research Methodology: A Step by Step guide to Beginners
3. Jensen, Klaus Bruhn (2002): A Handbook of Media and Communication Research (Routledge)
4. Buddenbaum, Judith M& Novak, Katherine B (2005): Applied Communication Research ( Surjeet Publications)

**18FNA334****WEB DESIGNING PRACTICE****1 0 4 3**

Create mobile/web app designs from scratch  
 Create wireframe designs for any digital Project  
 Create animated prototypes  
 Understand the differences between designing for iOS and Android  
 Create mockups using Sketch / Adobe XD and other tools

<b>CO1</b>	1. Students will be able to understand how web design boosts businesses in search engines by playing a big role in the search engine optimization process.
<b>CO2</b>	2. They will know to create Mobile Responsive Websites.
<b>CO3</b>	3. It helps the students to understand about Improved User Experience.
<b>CO4</b>	4. It helps the students to learn that a responsive website leads to a better user experience.

**18VMC387****Science Communication****2 1 0 3****Objective**

To introduce the students to science communication. It aims to enable the students to understand the need of science communication and its practical application via different medias.

<b>CO1</b>	1. Students get a thorough knowledge about the scientific approaches and interpretations of science communication processes.
<b>CO2</b>	2. They learn in depth about the cause and effect of science communication.
<b>CO3</b>	3. Students also study about barriers and various theories of science communication.
<b>CO4</b>	4. Along with this, students are familiarised with trends in Science communication through print and electronic media.

#### **Unit –I**

Introduction to Science Communication: definition and purposes – growth of science and technology - use and distribution of scientific knowledge via media – impact of science on society.

#### **Unit –II**

Science writing for mass media: types of science writing techniques – qualities of good science journalist – news sources for science reporting – coverage of science news stories in different media.

#### **Unit –III**

Branches of science and their importance: biological science, medical science, behavioral science, engineering, nuclear technology, geography, marine geology - Recent trends in science and technology.

#### **Unit – IV**

Space science technology: Satellite communication – NASA, ISRO, CNSA – Science organizations - NCSTC, NCSM, NISCAIR, Vigyan Prasar - DST, ISCOS, ICMR.

#### **Unit – V**

Science in Media – Newspapers and science magazines – Science programs on Radio – science TV channels – Science fictions films – status, trends and challenges of science journalism.

#### **Books for reference:**

1. MassimianoBucchi (2002). Science and the Media: Alternative Routes to ScientificCommunications, Routledge, New York.
2. Nalini Rajan (2007). 21st Century Journalism in India, Sage Publication, New Delhi.
3. John V. Vilanilam (1993). Science Communication and Development, SagePublication, New Delhi.
4. Bauer, W Martin &BucchiMassimiano. ((2007). Journalism, science and society: sciencecommunication between news and public relations. New York: Routledge
5. Anthony Wilson (1998). Handbook of Science Communication, CRC Press, UnitedStates.

**Objective**

To introduce the students to International communication. It aims to enable the students to understand the need of International communication and its practical application via different medias.

<b>CO1</b>	1. Students get an overview about international communication w.r.t media.
<b>CO2</b>	2. They learn in depth about the cause and effect of imbalances in international communication.
<b>CO3</b>	3. Various important theories of international communication are dealt with to understand their impact.
<b>CO4</b>	4. Along with this, role of international media organisations news agencies, diplomacy and conflict resolutions in personal, public and media arena are deliberated using case studies.

**Unit –I**

Understanding International Communication: definition, concept and scope –history of international communication with respect to print and broadcast media – imbalances in international information flow - The New World Information and Communication Order (NWICO).

**Unit –II**

Theories of International communication: Modernization theory, Dependency theory, Hegemony, Propaganda, Global Village, Globalization, Cultural Imperialism. Cold war - MacBride Commission –International, regional and internal disparities.

**Unit –III**

International Media Organizations: evolution of News agencies – Electronic media networks - Global Advertising: Agencies and Campaigns- Non-Aligned News Agencies Pool (NANAP) – UNO and its agencies.

**Unit – IV**

International communication in this digital: emergence of internet and satellite communication – Information superhighway – impact of social media on global communication.

**Unit – V**

Intercultural communication – barriers –diplomacy and conflict resolution- Civil society – public sphere. Hollywood and the Global Film Market. Key contributors to the field of international communication.

**Books for reference:**

1. Keval J. Kumar (1994). Mass Communication in India, Jaico Publishing House, Mumbai.
2. Denis McQuail (2010). McQuail's Mass Communication Theory, SAGE Publications Ltd, New York.
3. V. S. Gupta (2005). International Communication: Contemporary Issues and Trends in Global Information Revolution, Concept Publishing Company, New Delhi.
4. Chen, G. M. & Starosta, W. (1998). Foundations of intercultural communication. Boston: Allyn and Bacon.
5. Gupta, N L. (2000). Cross cultural communication: Global perspective. New Delhi: Concept Pub House.

**18VMC101****Introduction to Communication****3-1-0-4****Objective:**

To provide students the fundamentals of communication process, models and basic theories of communication

<b>CO1</b>	1. Students get a thorough knowledge about the scientific approaches and interpretations of various communication processes.
<b>CO2</b>	2. They learn in depth about the cause and effect of mass communication.



<b>CO3</b>	3. Students also study about barriers and various theories of communication.
<b>CO4</b>	4. Along with this, mass communication through print media is also introduced and students excel in effective oral and written communication in personal, public and media arena.

**Unit 1**

Conceptual framework of Communication: Definition of communication – need for communication – Communication and Language – Communication and Information – Types of Communication- Intrapersonal, Interpersonal, Group and Mass Communication – Elements of Communication – Barriers to communication.

**Unit 2**

Functions of Mass Media- 7Cs of Communication – Diffusion and Adoption Process. Stages of Adoption.

**Unit 3**

Models of Communication: Aristotle's Model, Shannon and Weaver's Mathematical Model, Osgood and Schramm's Model, Newcomb's Model, Westley and MacLean's Model.

**Unit 4**

Mass Communication theories – Normative theories of Mass Media – Media effects theories. Communication and language

**Unit 5**

Origin and development of Print media in India- Origin and Development of radio and television in India – Introduction to Folk and Traditional media.

**18VMC102****Introduction to Multi-Media Graphics****3-0-0-3****Objective:**

To provide students with knowledge of tools and application of Multi-Media graphics in Visual Communication

<b>CO1</b>	1. Students are empowered with the knowledge of tools and application of Multi-Media graphics in Visual Communication.
<b>CO2</b>	2. Through various sessions, students will be trained to work with a series of tools like OCR Software, painting and drawing tools – 3-D Modeling and Animation Tools, Image Editing tools, Sound Editing Tools, Animation, Video and Digital Movie Tools.
<b>CO3</b>	3. Students are also taught the importance of Multimedia in today's world along with the latest trends.
<b>CO4</b>	4. Towards the end, students will learn to apply the various elements of multimedia on real projects effectively.

**Unit1**

Multimedia: an introduction – introduction to making multimedia –multimedia skill –the Macintosh & windows Platform –networking Macintosh & Windows Boxes –connections.

### Unit2

Memory and storage Devices- Input Device – Output hardware –communication Devices – Text Editing and word Process – OCR Software, painting and drawing tools – 3-D Modeling and Animation Tools, Image Editing tools, Sound Editing Tools, Animation, Video and Digital Movie Tools.

### Unit 3

Multimedia Today-Multimedia and entertainment world, multimedia and gaming virtual reality, - -Multimedia and Movies, production of Multimedia projects, Job Opportunities, Future of Multimedia.

### Unit 4

The power of meaning –about the fonts and faces- Computers and text – using Text in Multimedia –Font Editing and Designing Tools – Hypermedia and Hypertext.

### Unit 5

Multimedia –Application of multimedia –Elements –Images –Vector and Bitmap-3D drawing and rendering –color –image File formats –animation –principles of animation –animation Techniques –animation by Computer – 2D Animation -3D animation.

### TEXTBOOK:

Tay Vaughan-Multimedia (Making it work) – Tata McGraw-Hill

### REFERENCE:

1. Nigel Champman-Digital Multimedia –Wiley
2. John F. Koegel Buford – Multimedia Systems- PEARSON

**18VMC103**

**Media Evolution**

**3-0-0-3**

### Objective:

To provide the students a basic understanding of origin and development on media in India and appraise them about the social and political background of media development.

<b>CO1</b>	1. Students are introduced to the origin and development of media in the world.
<b>CO2</b>	2. They study the evolution of print, radio, television, and cinema on global level.
<b>CO3</b>	3. Students also learn in great detail the evolution of mass media in India and Karnataka for a thorough knowledge about their immediate environment.
<b>CO4</b>	4. Students also learn about the role of media in society through incidents like freedom struggle, etc.

### Unit- I

Origin and development of press in UK and USA; Various stages in the growth of press; Growth and development of radio and television in UK and USA; Early cinema in Europe and USA; Contribution and influence of media development in UK and USA on Indian media.

**Unit- II:**

Beginnings of journalism in India; Early British newspapers; Birth of India Language Press; Freedom movement and the India Press- social reforms and social transformation movement and role of the Press; Growth and development of Kannada Press; Role of Kannada newspapers in independence struggle; Development of Press in the independent India; News Agencies – PTI, UNI, Reuters, AFP, AP; Professional media organizations; IFWJ, INS, Editors’ Guild of India, ABC; First and Second Press Commission Reports, Press Council of India.

**Unit- III:**

Origin and development of broadcasting in India; Private radio broadcasting in India; Regional broadcast and growth of radio in Karnataka; Impact of radio in society; Community radio in India-an overview;

**Unit- IV:**

Origin and development of television in India; Growth and development of regional channels; Growth and development of private television channels; Development of television in Karnataka; Development and growth of Cable TV in India and its impact on society. Broadcast committees and commissions A K Chanda Committee, B G Varghese Committee, Joshi Committee Report;

**Unit- V**

Origin and development of cinema in India; Early cinema; Different stages in the development of Bollywood; Development of regional and language cinema in India; Development of Kannada cinema; Introduction major film genre and film directors in India; Regional cinema and Kannada cinema.

**Books recommended:**

Nadig Krishnamurthy: History of Indian Journalism  
 G.C. Awasthy: Broadcasting in India  
 Firoze Rangoonwala: 75 years of Indian Cinema  
 Keval J. Kumar: Mass Communication in India  
 Black and Bryant: Introduction to Mass Communication  
 Rangaswamy Parthasarathy: Indian Journalism  
 P.C. Chattarjee: Television in India.  
 S.C. Bhat: Broadcast Journalism  
 S.Natarajan: An out lineof Indian Journalism  
 Chalapathi Rau M: The Press

**18VMC104**

**Photography and Photo Journalism**

**3-0-0-3**

Objectives:

1. To understand the basics of photography
2. To apply the techniques in photo Industry
3. To apply the techniques to tell a visual story

<b>CO1</b>	1. Students study the basics and various techniques in photography.
<b>CO2</b>	2. They study the difference between photography and photojournalism.
<b>CO3</b>	3. Students study in detail the techniques used in industry and developing trends through enough practice.
<b>CO4</b>	4. They also learn and understand the ethics and responsibilities of photojournalism.

**Unit: 1**

Photography – Definition & concept; History of photography- Camera obscura, Pinhole camera; Similarities between Human eye and camera; Camera Principles -Film camera and Digital camera; Image sensor – CCD & CMOS; Camera Types- Box, SLR, Rangefinder, APS, Compact, Digital cameras.

**Unit: 2**

Different parts of DSLR; Basic features of SLR camera – Focusing, Shutter speed, ISO, Colour Temperature- white balancing – different types of mode in white balance; Exposure- basics; Depth of field- aperture priority & shutter priority; Filter – Definition & concept; Characteristics and types of filters; Lens- Definition & Concept; Types of Lenses – Wide angle, Telephoto lens, prime lens, fish eye lens, Macro lens; Different Image capturing formats –RAW, JPEG, GIF, TIFF, PNG; Different types of memory card- SD card, CF card.

**Unit: 3**

Composition Principles- Vertical framing, horizontal framing, Diagonal framing, symmetry, Perspective, balance, background and foreground; Rule of Thirds, Frame balancing, leading lines; Camera shots- ECU, CU, MCU, MLS, MS, LS, ELS; Camera angles- High angle, low angle, eye level, bird eye, Worm eye; Types of Photography – Photojournalism, Ad Photography, Natural photography, Wildlife photography, Fashion Photography, Industrial photography.

**Unit: 4**

Photojournalism- Definition & concept; Roles and responsibilities of photojournalism; Street photography; Sport Photography; Conflict photography- breaking news stories such as unexpected tragedies; Coverage of News; Photo Essay - develop a concept, characters, a narrative and a takeaway message. From there you will execute this story by way of showing rather than telling.

**Unit: 5**

Introduction of Lighting – Natural Lights, Outdoor Lighting, Studio Lighting; Three Point lighting- Key light, fill light, back light, light meters and their working; Different lighting instruments and lighting accessories used – Soft box, Umbrella reflectors, Reflectors, Honey comb and Rim Lights, Sky porters; External flash; Working under different lighting conditions.

**Text Books:**

1. James Curran 2013. The Photography handbook, First Edition, Routledge, USA
2. The basic book of photography by Tom Grimm and Michele Grimm 4<sup>th</sup> Edition
3. The Manual of photography: Photographic and Digital Imaging by Ralph E Jacobson, Sidney F Ray, Geoffrey G Attridge, Norman R Axford, 9<sup>th</sup> Edition
4. O.P. Sharma, Practical Photography – Hind pocket books

**References:**

1. The basic Photography 1973, Focal press
2. Advanced Digital photography by Tom Ang, Mitchell Beazley

**18VMC111****Content Writing****2-1-0-3****Objective:**

To provide the students with both academic and practical skills of content development for new media

<b>CO1</b>	1. The subject provides students with both academic and practical skills of content development for new media.
<b>CO2</b>	2. They study the history and evolution of various media, the latest trends of each medium, and the various styles of writing.
<b>CO3</b>	3. Students also learn technical writing in greater detail.
<b>CO4</b>	4. Towards the end, students become capable of developing content for new media platforms and other arenas of content writing

**Unit – I**

Internet - features and advantage over traditional media; History and spread of internet in India, reach and problem of access; Internet and Knowledge Society; Convergence and Multi-media: Print, radio, TV, internet and mobile; Online editions of newspapers, Online reporting-tools for newsgathering. Writing for the Web – principles, limitations and new trends; Editing of web content; Management and economics of online editions, online advertisements and their types;

**Unit – II**

Create a technical document; professionals involved – project manager/editor, writers, graphic artists; liaison with project engineers/scientists and clients; Roles and responsibilities of writers, editors / project managers; Document formats - hard and soft copy versions designs

**Unit – III**

Differences between technical writing and other forms of writing; Qualities and qualifications of technical writers; End products of technical writing – technical reports, Project proposals, project abstracts, project documents and manuals - technical, installation and end-user.

**Unit – IV**

Styles in technical writing; Clarity, precision, coherence and logical sequence in writing: The writing process - aim of writing, knowing the writing assignment, its clients and end users; Gathering of facts/data; Planning the document content and organization; Writing the draft; draft revision; use of graphics/illustrations.

**Unit – V**

The technical editing process - Review of the document aim, content and its organization; Editing for accuracy of technical details, language style and usage; Editing tables, graphs/illustrations; copy fitting, design and layout of documents. Online editing process;

**Books recommended**

1. Editing Technical Writing: Donald C. Samson Jr.
2. Technical Writing: Gordon H. Mills & John A Walter
3. The complete Guide to Writing Software User Manuals: McGehee Brad

4. Fundamentals of Technical Writing Patricia A. Robinson
5. A Guide to Technical Writing Peter J MGuire and Sara M. Putzell
6. Technical Writing: Structure, Standard and Style Robert W Bly and Gary Blake

**18VMC112****Print Journalism****3-1-0-4**

**Objective:** to equip students to write well-constructed news stories; to impart relevant skills for finding and creating story ideas, locating news sources and gathering news.

<b>CO1</b>	1. Students get trained to write well-constructed news stories.
<b>CO2</b>	2. They study the concept of news, jobs and responsibilities of news makers, the functioning of a newspaper organization, etc.
<b>CO3</b>	3. Students learn the various ways of writing news, headlines, features, etc.
<b>CO4</b>	4. As a result, the various aspects of the subject impart their relevant skills for finding and creating story ideas, locating news sources and gathering news.
<b>CO5</b>	5. Students also develop professional journalistic skills and ethics.

**Unit 1**

Concept of news- news values –need for news values –making of a newspaper –bureau desk – major responsibilities of reporters and editors.

**Unit 2**

Speed vs accuracy, objectivity and credibility –challenges posed by new media to newspapers.

**Unit3**

Writing for newspapers – inverted pyramid structure –other news writing techniques – formatting lead, body and conclusion-different types of lead – practical exercises to construct news story –newspaper layout –photo journalism.

**Unit4**

Types of interview –Difference between writing for magazines and newspapers –trends in reporting –Genres of journalism.

**Unit5**

Magazine journalism – difference between writing for magazines and newspapers – Trends in reporting –Genres of journalism.

**TEXT BOOK:**

James Glen Stovall – Journalism; Who, What, When, Where, Why, and How. PHI New Delhi (2005)

**REFERENCES:**

1. H F Harrington and Elme Scott Watson –modern Feature Writing, Harper & brothers, New York and London (1993)
2. Carole Rich – news writing and reporting, Cengage learning (2010)
3. F Fedler –Reporting for the print Media, Oxford University Press, USA; 9 editions (march 24, 2008)
4. P.N. Williams – Investigating Reporting and editing, McGraw Hill, USA

**18VMC113****Script Writing****1-1-2-3**

<b>CO1</b>	1. Students study how to develop an idea into a story and a script.
<b>CO2</b>	2. They study in detail the 3-act structure, character development, dialogue writing, etc.
<b>CO3</b>	3. They also learn how to create outline and then develop a structure, plot, scene, etc.
<b>CO4</b>	4. As a result, students become capable of writing scripts for full fledged feature film and other video productions.

Introduction to script writing

Understanding and using 3 Act Structure

Developing Character

Plotting Structure, Scene and Its Functions

Structure, Scene and Its Functions

Step Outline

Dialogue Writing

The Conventional Format and Scriptwriting Software.

Drafting a professional script

**18VMC181****Digital Imaging– Lab****0-1-2-2**

<b>CO1</b>	1. Students learn various techniques related to imaging such that they will be capable of creating logos, brochures and other digital graphical works.
<b>CO2</b>	2. They learn to use MS Paint and the various tools related to colour, shadow, copy, correction, etc.
<b>CO3</b>	3. They study from scratch basics like pixels, resolution, raster and vector images, etc.
<b>CO4</b>	4. Students also learn digital painting and become efficient in creating digital images of varying kinds.

- Introduction to Digital Images & Working on MS Paint
- Understand the software layouts, Pixels, Resolution, Layers & Shadows
- Work with layers via Copy, Transformation, Stroke & Drop Shadow

- Work with feather and understand the different selection options
- Understand Raster and Vector Images – Create Text
- Clip Masking - Blending options
- Submit Assignment 01
  
- Work with Spot Healing tool and Red eye removal tool
- Introduction to Digital Painting - Usage of Brush and its adjustments - Different brushes and Eraser tool
- Burn tool, Dodge tool, Smudge tool
- Create a Digital Painting
- Submit Assignment 02
  
- Work with Clone Stamp tool and Gradient Tool
- Create shapes using Pen tool
- Create logos – Visiting Card – Brochure Designs
- Understand different Blend Modes - Work with different filter effects - Colour Correction
- Understand Frame Animation - Animating in Photoshop
- Practice
- Submit Assignment 03

**18VMC182****Photography – Lab****0-1-2-2**

<b>CO1</b>	1. Students learn the various cameras, and how to work with DSLRs.
<b>CO2</b>	2. They study the various techniques, lighting, shots and angles.
<b>CO3</b>	3. They also learn to apply photographic techniques across various subjects, as well as learn to use image editing softwares.
<b>CO4</b>	4. As a result of all of the above, students will be able to come up with photographs of professional standards.

Introduction to DSLR cameras;

Learning about the setting of DSLR;

White balance;

Focusing;

Experimenting Exposure – Aperture, Shutter speed, ISO

Framing;

Depth of field;

Outdoor Lighting;

Studio Lightings;

Experimenting with types shots and angles

Different Photography assignments – Portrait & landscape Photography, Photojournalism, Wildlife photography, Table top photography.

Images Editing using software's

**18VMC186 Digital Illustration Lab****0-1-2-2**



<b>CO1</b>	1. Students understand and learn how to create and manage Vector Drawings, and the basics of perspective drawing.
<b>CO2</b>	2. Students develop a thorough understanding of the software, its Layout, Tools & Art Boards.
<b>CO3</b>	3. They learn how to create logos, cards, brochures, design products, develop branding designs, convert real images into 2D, etc.
<b>CO4</b>	4. As a final outcome, students will able to create various graphics for print.

- Introduction to Vector Drawings - Understanding the software Layout, Tools & Art Boards
- Drawing Shapes & Objects in illustrator - Editing Vector Images
- Using Blends, Gradients & Patterns - Creating images using Symbols Spray Tool
- Working with layers& Masks, Working with Width transform tool
- Assignment 01
- Assignment 02
- Basics of Perspective Drawing
- Add Text to the documents
- Create Logos, Business Cards, Brochure layouts, Buildings, Landscapes
- Convert real life images into 2D graphics
- Assignment 03
- Assignment 04
- Product Design, Product Branding, Customised Designs
- Text Arts
- Final Submission

**18VMC187****News Editing and Design – Lab****0-0-2-1**

Each week students will edit stories or design pages in lab. You will be editing stories much like working journalists. Most of the stories will come from actual newspapers or the Associated Press wire.

<b>CO1</b>	1. The subject enables students to edit stories or design pages and come up with actual newspapers.
<b>CO2</b>	2. They learn to edit stories much like working journalists.
<b>CO3</b>	3. They study how to use news editing softwares, and get hands on knowledge of layouts, use of photos, designing front page, inner page, section pages, etc.
<b>CO4</b>	4. As a result, students become fully ready to develop a complete magazine and newspaper.

- Introduction to the Software
- Getting Familiar With the Workspace
- Tools and Menus
- Editing images and graphics

- Design a basic page layout
- Thinking Visually, Simple Inside Pages
- Designing more inside pages
- Layout: Story Design, Larger Inside Pages, Use of Photos, Cropping, Sizing
- Layout, Section fronts, story selection Feature page Design
- Designing a basic FrontPage.
- Designing a FrontPage in different layouts.

Design a complete newspaper and a magazine.

**18VMC201**

**Audio-Video Production-I**

**3-1-0-4**

**Objectives:** This course was designed to provide students with introductory skills and knowledge about audio and video

<b>CO1</b>	1. Students will be able to work with different type of video camera techniques.
<b>CO2</b>	2. Students learn history of videography evolution.
<b>CO3</b>	3. Students will know to use different lighting techniques.
<b>CO4</b>	4. Training in audio production enables students to use sound effectively in their productions.

**Unit: 1**

History of sound; Basics of sound – properties of sound; sound as a wave form; Intensity of sound, sound measuring instruments; behaviour of sound in an enclosure; Hearing characteristics of human ear; Types of programme sounds- speech sound, sound effects, Music; Microphones and accessories; Audio Faders and Mixers; Amplifiers.

**Unit: 2**

Parts of a video camera and its functions; Types of video camera- Tape and Tapeless camera; Working of Video camera; Different techniques – depth of field, focusing, Aperture, shutter speed, ISO, white balance, zooming, camera support systems; Camera shots and angle; Camera movements.

**Unit: 3**

Lighting Principles – goals of good lighting in video, properties of light; Three point lighting- Hard and soft lighting; High key and low key lighting, natural light, bounce light, Lighting instruments and accessories; Lighting for television production.

**Unit: 4**

Personnel roles and responsibilities in production; Single camera production; Multi camera production; stages of production; studio based productions; Working on location, interviewing techniques using the camera; PCR, Vision Mixer, EFP and ENG; Concept of virtual studio, teleprompter, Chroma Key.

**Unit: 5**

Editing- Introduction to editing, Different functions of editing, Introduction to editing theories, Linear and non linear editing; Work flow of on line and off line editing; Different theories of Editing; Continuity editing- major issues in continuity, 180 degree rule breaking, 180 degree, Cut in shots and cut away shots; 30 degree rules, Jump cuts, Moving shots, cross cutting or parallel cutting; different types of cuts; Sound editing Principles.

**Text Books:**

1. Vasuki Belavadi, Video production, Oxford university
2. T. Krishnan Unni – Sound in moving Pictures – Mathrubhumi Publication

**References:**

1. Herbert Zettl – Television production hand book- Wadsworth publishing, 8<sup>th</sup> edition 2002
2. Happe – Basic motion pictures technology- focal press 1971
3. Sound and recording by Francis Rumsey and Tim Mccormick, Focal press, 2003

**18VMC202 Drawing and sketching**

**1-0-2-2**

<b>CO1</b>	1. Students learn the concept of drawing from the professional perspective.
<b>CO2</b>	2. They learn the use of lines, shapes, etc.
<b>CO3</b>	3. They learn to use light & shadow, textures & patterns, shading & sketching to create effective works of art.
<b>CO4</b>	4. Students learn to create different types of drawings rich in meaning and substance through demonstration of depth, colour, perspective, etc.

- Define the Concept of Drawing – Identify drawings
- Understand the basic Elements of drawing
- Utility & usage of Lines in drawing
- Assignment 01
- Assignment 02
  
- Work on shapes - Concepts & Construction of basic shapes
- Create drawings with shapes
- Create Illusion of shapes with Light Effect
- Understand Tone & Shadow of light impact
- Work on Planes, Textures, & Patterns
- Assignment 03
- Discuss and understand Types of drawings
- Work on each type of drawing with examples
- Understand Depth Cues and its types
- Perspective, Multi-view Drawings & Forms
- Drawing Composition – Shading Concepts
- Assignment 04
- Final Submission

**Objective:**

To introduce various domains of professional practices in the process of developing an advertisement in all the formats like print, broadcast and new digital media. To enable them to understand the functions of advertisement agency and the career profile of practitioners.

<b>CO1</b>	1.Students will be able to produce advertisements for various media like TV, Newspaper and Online Media
<b>CO2</b>	2. Students learn how to decode a marketing brief and create an effective ad.
<b>CO3</b>	3.Students will be able to create advertisements in different softwares.
<b>CO4</b>	4. Students learn to create different types of drawings rich in meaning and substance through demonstration of depth, colour, perspective, etc.

**Unit-I:**

Origin and development of Advertising in UK,USA and in India; Definition and nature of advertising; Advertising process and functions; Role of advertising in society; Role of advertising in business- Advertising in the marketing process, Marketing Mix, advertising and marketing activities-target marketing and market segmentation; Product positioning; Branding and brand communication;

**Unit-II:**

Development of Advertising agency system; Advertising agency, structure and functions; Top advertising agencies in the world and in India. Consumer behavior, factors influencing consumer behavior, buying behavior, buying decision process;

**Unit-III:**

Planning advertising campaigns; Kinds of advertisements – product, service, institutional, industrial, public service and public awareness advertisements retail advertng, corporate advertising, political advertising; Social marketing; Advertising types-classified, classified display and display advertising.

**Unit-IV:**

Media for advertising-newspaper, magazines, radio, television, Internet, outdoor, direct mail, point of purchase advertising, visual merchandising; Media selection-media mix, media planning; Advertising events; Key factors in budget –setting.

**Unit-V:**

Advertising copy- Elements of Advertising, headline, slogan, body copy, illustrations, logo, trademark, themes and appeals. Fundamentals of visualization, layout and design; Designing process; – making a model of the advertisement, testing the model, making the finished advertisement and evaluation.

**Text book:**

Advertising: Theory and Practice: Thomas Russell and Glenn Verrill  
Advertising Procedure: Otto Kleppner

**Books recommended:**

Advertising theory and Practice: Chunnawala  
Advertising management: Frank B.S. Rathor  
Advertising Made Simple: JefkinsWastson, Rinehart and Winston:

Advertising: Sandage Etal.

Advertising Management: Concepts and cases:Manendra Mohan

Advertising: It's Role in Marketing: Wastson S. Dum

Marketing Management: Philip Kotler

Fundamental of Marketing: William Stanton Etal.

Advertising Communication and Promotion Management: John R. Possiter and Larry Percy.

**18VMC204**

**Radio and Television Journalism**

**2-1-0-3**

**Objective:**

To introduce and train students in various aspects related to Broadcast Journalism

<b>CO1</b>	1.Students will be able to produce voice overs, SOTs, Wrap ups etc.
<b>CO2</b>	2.Students will be able to do report of various events for Radio and Television.
<b>CO3</b>	3.Students will be able to work as an RJ and VJ.
<b>CO4</b>	4. Students become good beginners who have sound knowledge of the differences in presentation that various formats demand.

**UNIT 1**

Introduction to Broadcast Journalism – Origin and development of Radio and Television – Beginning of Radio and TV in India-Changes and Development; Ownership pattern infrastructure, Impact of Science and Technology- Internet and Satellite Communication – Air Service and Programs, FM and AM –Impact of Privatization – Advantages and disadvantages of different Media.

**UNIT 2**

Functional Dimension of Radio and TV Stations – Design , Hierarchy of Players and Personnel – Creative – Technical –Major hardware used in Radio and TV Stations, OB Set – ENG, Programme Genres and Formats in Broadcasting.

**UNIT 3**

Radio Station – Planning and Production of Radio Programs – Radio News, Production of Radio News Bulletins – Radio Dramas, RJ

**UNIT 4**

Television station – Planning and production of TV programs: Introduction to preproduction process – writing scripts – voice overs, sound bites, sound on tapes, warp ups etc.

**UNIT 5**

Radio and TV Tomorrow – Convergence and Interactional – Scope of Broadcast journalism – Role of Broadcasting in Social Engineering and National Development – Impact of Radio and TV in Cultural and Social Development – Merits and Demerits.

**18VMC211****Development Communication****2-1-0-3****Objective:**

To introduce students to both the theoretical and applied aspects of development communication in India. To provide a broad perspective of development projects in India and Policy

<b>CO1</b>	1. Students will be able to do positive journalism for social change.
<b>CO2</b>	2. They learn developmental communication in human development.
<b>CO3</b>	3. Students develop an understanding of social issues and utilising media to address various issues.
<b>CO4</b>	4. Students increase their job potential with this subject as several companies also have highly active CSR wings within the organization.

**Unit-I**

Development: concept and definitions, Reason for underdevelopment, Approaches to development, Problems and issues in development, Characteristics of developing countries, Indicators of development; Models of development – Malthus, Rostow, Marx, Mahatma Gandhi, Dominant paradigm of development and its criticism.

**Unit-II**

Process – role of communication media in development – social, cultural and economic barriers. Development communication policy in India – action plan – democratic decentralization, Panchayati Raj, Planning at national, state, regional, district, block and village levels Development support communication: case studies in agriculture, health, education, population

**Unit-III**

Alternative paradigms of development, integrated development, Participatory form of development, Information and communication technologies in development, an overview of folk and traditional media and their use in development.

**Unit-IV**

Agricultural communication: Diffusion of innovation- model of agricultural extension- case studies of communication support to agriculture – communication for rural development. Development support communication: population and family welfare – health – education and society- issues of empowerment- problems faced in development support communication.

**Unit-V**

Use of folk media and alternative media for- case studies on development communication programmes. Writing development messages for rural audience: specific requirement media writing with special reference to radio and television. Development programs in India;

**Text book:**

Communication for Development in the Third World: (Theory & Practice): Srinivas Melkote  
Communication for Development: Srinivas Melkote & John Servaes

**Books recommended:**

Development Communication: Everett M Rogers  
Mass Media and National Development: Wilbur Schramm:  
Mass Media and Rural Development: Aravind K. Sinha  
India's Information Revolution: Aravind Singhal and E.M.Rogers  
Designing Message for Development: Bella Modi:  
Rethinking Development Communication: N. Jayaveera and Amuna Gama  
Information and Communication Technology for Development: Bhatnagar  
UNESCO: Communication and Society  
Participatory Communication for social change: Jan Servas

**18VMC212****Event Management****2-0-0-2****Objective:**

To give formal instructions and training to students in the Event Industry. To enhance their technical proficiency to effectively adjust, grow and excel in the field.

<b>CO1</b>	1. Students will know how to plan for various events to be handled during various situations in an organisation.
<b>CO2</b>	2. Students will know to communicate the activities that an organization undertakes, both within and outside the organization.
<b>CO3</b>	3. Students will get to know the role and responsibilities of an event manager.
<b>CO4</b>	4. Students will understand the need to deal with social media, press and public.
<b>CO5</b>	5. Students will be able to produce advertisements for various media like TV, Newspaper and Online Media for the events.

**Unit - I**

Events definition nature and scope; Types and objectives; Why events - 5c's of events; Elements of events and event process; Understand event- type of events, reason and need for events, role of event Management Company. Introduction to planning – Meaning & Defining planning, Characteristics of Good Planner; Determining the purpose of event, Types of Events for business, What's the Goal of Event?, Understanding Event's.

**Unit - II**

Producing a great show – phases of staging an Event, Pre Production Checklist, Event Logistic – understand logistic, categories of logistic, elements of logistic system, event site logistic, event shut Down Site Selection , Layout and design; Supply of Facilities – Audio-visuals, Purpose of visual presentation, Visual sources; Visual Presenters, Video/Data Projectors, Display Equipment; Lightings– objectives of event lightings - visibility, relevance, composition, mood– Quality of lights; Equipment Locations- System Operation during the Event, Risk and Safety;

### **Unit - III**

Event team and crew- The Nature of Teams, A Brief History of Team Building, Management Commitment, Key Benefits of Teams, Key Drawbacks, Types of Teams, Organizational policy-making Teams, Task Force or cross-Functional Teams; Forming The Event Team; ; Staffing and Vendors, Logistic and Staging, Breaking Down the Event, Outsourcing Strategies, Working with Vendors, Negotiating Tactics, Accountability and Responsibility;

### **Unit - IV**

Expectations And Goals Event Marketing An Added Dimension, Event and the Marketing Communications Environment, Social Responsibility towards society, Setting objectives to Direct Event sponsorship, Setting strategies and Tactics; Marketing Of Events - The Need for Marketing, Consumer Expectations, Marketing Mix, Four Ps, Elements, The Promotional mix, Media mix; The Role of the Promotional Mix; Event Sponsorship Understand Sponsorship;

### **Unit - V**

Introduction to Event Cost Accounting, Objectives and scope of Event Cost Accounting, Event Cost centers and Cost units, Event Cost classification, Profit measurement, Decision making and control, Elements of Costing system, Cost Ascertainment, Material Cost, Employee Cost, Direct Expenses, Overheads, Making of a Cost Statement and Profit Calculations; Event Costing - Fixed Cost & Variable Cost, Volume Profit Analysis, Break Even Point;

### **Text Book:**

Event Management: A Blooming Industry and an Eventful Career: Devesh Kishore, Ganga Sagar Singh  
Event Management by Swarup K. Goyal

### **Books recommended**

Event Management & Public Relations by Savita Mohan  
Start And Run Event planning business by Cindy lemaire Mardi foster-walker  
Start Your Own Event Planning Business: Step-by-Step Guide to Success  
Event Entertainment and Production - Mark Sonder, CSEP - Publisher: Wiley & Sons, Inc.  
Special Event Production - Doug Matthews  
The Event Marketing Handbook – Saget Allison  
Event Marketing - The Wiley Event Management Series - Leonard H. Hoyle  
Event Marketing and Event Promotion Ideas - Eugene Loj



<b>CO1</b>	1. Students learn the differences between news and features.
<b>CO2</b>	2. Students are introduced to the different types of features.
<b>CO3</b>	3. They learn how to write features for various media.
<b>CO4</b>	4. Students become competent feature writers, and become able to write reviews as well.

**Unit- I**

Features – definition, feature leads, types of features – news features, personality and achievements features, scientific features, how – to do features, travel features, business features, human interest features, historical features, Institutional features.

**Unit – II**

Differences between features and news story, features and articles.

**Unit – III**

Writing feature stories, articles, profiles, obituaries, editorials, trends in features writing.

**Unit - IV**

Column-types of columns, columnists’ cartoons, comic strips, feature syndicates

**Unit – V**

Theories of criticism, principles of criticism and reviewing, writing of book reviews, film reviews, theatre reviews, art reviews performing arts.

Books recommended:

1. Brian Nicholas: Features with Flair.
2. Todd Hunt: Reviewing for the Mass Media
3. Roy Paul Nelson: Articles and Features
4. Louis Alexander: Beyond the facts: A Guide to the Art of Feature Writing
5. Hakemulder Jan R, Acde Jonge Fay & Singh P.P.: Professional Journalism
6. Shrivastava K.M.: News Reporting and Editing

**18VMC232****Introduction to Technical Writing****2-1-0-3**

<b>CO1</b>	1. Students understand the differences in technical writing from other forms of writing.
<b>CO2</b>	2. They understand the roles and responsibilities of various people in the technical realm.
<b>CO3</b>	3. They get trained on the technical language, clarity, logical sequencing, and editing of technical articles.
<b>CO4</b>	4. As a result, students become efficient in creating technical reports, project proposals, project abstracts, project documents and manuals all of which are highly in demand in the market.

**Unit I**

Differences between technical writing and other forms of writing. Qualities and qualifications of technical writers; End products of technical writing – technical reports, Project proposals, project abstracts, project documents and manuals - technical, installation and end-user.

**Unit II**

Create a technical document; professionals involved – project manager/editor, writers, graphic artists; liaison with project engineers/scientists and clients

**Unit III**

Roles and responsibilities of writers, editors / project managers. Document formats – hard and soft copy versions designs

**Unit IV**

Styles in technical writing; Clarity, precision, coherence and logical sequence in writing: The writing process - aim of writing, knowing the writing assignment, its clients and end users; Gathering of facts/data; Planning the document content and organization; Writing the draft; draft revision; use of graphics/illustrations.

**Unit V**

The technical editing process - Review of the document aim, content and its organization; Editing for accuracy of technical details, language style and usage; Editing tables, graphs/illustrations; copy fitting, design a layout of documents. Online editing process.

**Books for reference**

Donald C. Samson Jr.: Editing Technical Writing  
 Gordon H. Mills & John A Walter : Technical Writing  
 McGehee Brad: The complete Guide to Writing Software User Manuals  
 Patricia A. Robinson : Fundamentals of Technical Writing  
 Peter J MGuire and Sara M. Putzell : A Guide to Technical Writing  
 Robert W Bly and Gary Blake : Technical Writing : Structure, Standard and Style

**18VMC281****Audio Production – Lab****0-1-2-2**

<b>CO1</b>	1. Students learn working with different microphones, sound equipment.
<b>CO2</b>	2. They learn professional audio editing softwares.
<b>CO3</b>	3. They learn the nuances of audio production.
<b>CO4</b>	4. Students become capable of handling dubbing, recording, etc.

Working with different microphones and audio mixers;  
 Introduction to audio editing software;  
 Audio recording in studio and editing practice;  
 Dubbing;  
 Live recording;  
 Audio Effects;

Advanced audio editing techniques;

Audio Production Assignments – Radio programmes – Ad’s, Interviews, and Entertainment shows, song recording;

**18VMC282****Video Production Practice – I****0-1-2-2**

<b>CO1</b>	1.Students will be able to produce professional videographic works for TV.
<b>CO2</b>	2.Students will be capable of working with Audio and Video editing softwares.
<b>CO3</b>	3.Students study advanced videography techniques.
<b>CO4</b>	4. They become professionals with sufficient knowledge of lighting, framing, sound, and editing.

Familiarizing with Video camera and its setting;

Different types of tapes;

Working of tapeless systems;

Familiarizing interface of editing software -Introduction to editing workflow - Basic tools of editing software;

Basics of audio editing – Exporting media from editing software;

Different types of shots;

Working under light sources- Practicing with light (additional and natural lights)

Working with different video cameras;

Using of Track and Trolley

Video production assignments: Making a short film, Different shots experiments;

Advanced areas of video Editing using software.

**18VMC286****Introduction to 2D Animation Practice – I****0-1-2-2**

<b>CO1</b>	1. Students are given training to create 2D animations.
<b>CO2</b>	2. Students will explore the scope of 2D animations.
<b>CO3</b>	3. They will be able to use animation effectively across genres and formats.
<b>CO4</b>	4. Students will learn how to use animation for entertainment, infotainment as well as edutainment.

- Introduction to the Software
- Getting familiar with the Interface.
- Drawing tools
- Color – painting tools
- Bitmaps in Flash
- Using Text in Flash
- Working with symbols

- Symbol Effects: Filters and Blends
- Introduction to the Timeline
- Shape Tweening
- Motion Tweening
- More Animation Techniques
- Simulating Speed in your Animation Creating basic animations.
- Creating Web animations.

**18VMC287****Video-Production Lab – II****0-1-2-2**

<b>CO1</b>	1. Students get trained to work in, and manage studio productions.
<b>CO2</b>	2. They learn production of non-fiction programmes for Television and Documentaries.
<b>CO3</b>	3. Students take up assignments like short film production and ad films.
<b>CO4</b>	4. They also get professionally capable of multi-camera productions.

Working in studio;

Television Programme Production – News production, TV show (entertainment);

Documentary Production;

Short film (fiction) Production;

Multi camera productions – Interviews;

Making ad films;

**18VMC301****Fundamentals of Media Management****3-0-0-3****Objective:**

To introduce students the organization, business and management of media organization

<b>CO1</b>	1. It helps the students in development, planning, functioning and brand building of media enterprises.
<b>CO2</b>	2. Students will be able to build a bridge between the general theoretical disciplines of management and the specifics of the media industry.
<b>CO3</b>	3. It helps students to understand operational phenomena and problems in the leadership of media enterprises.
<b>CO4</b>	4. It helps the students to get management position in publishing.

**Unit – I**

Management concept – Principles of Management- Factors influencing Management decision in media – Structure and characteristics of media organizations – Newspapers and Magazines, Radio, Television, Cinema- Ownership in Media Industries – Merits and de- merits.

**Unit – II**

Revenue - Advertising vs circulation – Management problems of small, medium, large newspapers: gathering, processing, printing, circulation, distribution, advertising, professionalism, trade unionism, News room diversity.

**Unit – III**

Economics and Administrative concerns of government owned electronic media- market driven media: private channels – Social commitment vs Profit making.

**Unit - IV**

Economics of film Industry – creativity, production, marketing distribution, exhibition, ownership vs piracy.

**Unit – V**

News agencies and syndicates: Ownership and organization structures – committees to study the problems of various media in India.

**Books recommended**

Frank Thayer: Newspaper Management

Gulab Kothari: Newspaper Management in India

William and Rucker: Newspaper Organization and Management

**18VMC302****Media Laws and Ethics - I****3-0-0-3****Objective:**

To introduce students to the legal and ethical aspects of India media. To provide a platform to understand the Indian constitution and its provisions for India media.

<b>CO1</b>	1. Students will be able to understand the rule of law and legality in media.
<b>CO2</b>	2. It helps the students in understanding how media should use texts and pictures provided by the citizens.
<b>CO3</b>	3. Students will be able to identify legal instruments that define and regulate the work of media outlets and individual journalists.
<b>CO4</b>	4. Students will be able to understand the variety of laws and ethical standards that influence the work of the media.

**Unit- I**

Introduction to Indian Constitution – Salient features, Directive Principles of State Policy, Fundamental Rights and duties.

**Unit – II**

Constitutional provisions for Freedom of Speech and Expressions- Article 19(1) (a) Reasonable restrictions- Article 19(2) -- Freedom of the press in India

**Unit – III**

Law of Defamation, Obscenity, Cinematography Act Official Secrets Act 1923, Copyright Act, Contempt of Court Act, Legislative Privileges and Contempt of Legislature, Working Journalist Act – (case studies)

**Unit – IV**

Intellectual property rights--Right to information Act 2005--Human Rights -- Cyber laws – Right to privacy -- Issues relating FDI

**Unit –V**

Recommendation of first and second Press Communications -- Press Council of India Act – Structure and functions of PCI--Professional code of conduct for media persons.

**Books recommended**

A.N. Grover: Press and the law  
 A.G. Noorani: Freedom of the Press in India  
 Durga Das Basu: Laws of the press India  
 R.C. Sarkar: The press in India  
 Rengaswamy Parthasarathy: History of Indian Journalism  
 Reports of inquiry committees and the Press Council of India  
 K.S. Venkateshwara : Mass Media Laws and Regulations in India  
 S.K. Aggarwal: Media & Ethics  
 Kaushal N : Press and Democracy  
 Justice Yatindara Singh: Cyber Laws  
 Publication Division of India: Right to Information Act – 2005

**18VMC332****Film Appreciation – Theory and Analysis****2-1-0-3****Objective:**

To introduce students to the theories related to film appreciation. Introduce students to various film theories.

<b>CO1</b>	1. Students will be able to identify various aspects depicted in films.
<b>CO2</b>	2. Students learn to do semiotic analysis of films.
<b>CO3</b>	3. Understands mise-en-scene and critical reviewing of movies.
<b>CO4</b>	4. Students become capable of writing meaningful reviews of films.

**Unit – I**

Introduction to cinema - film as an art form - aesthetics of film - the language of cinema- sociology of films - reading a film.

**Unit - II**

Elements of films – Camera- Lighting, Sound, Colour, Dubbing/mixing, editing.

**Unit –III**

Major genres of cinema, major theories of cinema- neo-realism, French new wave, Avante Grade, Montage, world cinema with introduction to major film makers- European, American and Asian films, new cinema and Indian film makers- national, regional and Kannada Cinema, prominent film makers/ directors.

**Unit – IV**

Stages of film production, types of films, documentary, social crusades, newsreel, educational film, animation film, feature film, popular films, cinema and society.

**Unit – V**

Film Criticism in India, promoting film culture in India – FTII, NFAI, NFDC Films Division, Directorate of Film Festivals, film awards, Film society movement, film appreciation.

**Books recommended:**

1. Garth Jowett and James M.Lintou: Movies as Mass Communication
2. John L. Fell: An Introduction to film
3. Ray, Satyajit: Our Films, and Their films
4. Vaidyanathan T.G.: Hours in the Dark
5. Rogerttenden: Film Editing

**18VMC380****Online Promotion Practice****0-0-2-1****Objective:**

To introduce students to the online promotion. To make them understand how online promotion works.

<b>CO1</b>	1. Students will learn how a website is one of the most essential parts of business. They will be able to know about search engine optimization.
<b>CO2</b>	2. It helps the students to understand the right media tool to target their customers.
<b>CO3</b>	3. They will learn how social media can be a most effective tool on the online platform, promotional strategies need to extend beyond radio, television and print.
<b>CO4</b>	4. It helps the students to understand how to drive traffic to the site and build brand awareness.

**Unit 1**

Introduction to New Media- Features of Online Media- Social Media Platforms-Writing for New Media-Do's and Don't's-E-Newspaper-E-Zines-Blogs-Interactive Websites

**Unit 2**

New Media and Internet – Hybrid Communications Medium – New Media applications – Writing for news applications

**Unit 3**

Create a blog (wordpress,blogspot) – Add Contents-Changing and Customising themes -Add plugins to the blog- Adding Videos and images to the blog-Making a video and image gallery- - Hosting a blog(Wordpress)-Running a blog as a Website.

**Unit 4**

An introduction to Search Engine optimisation-Demonstration of Google Analytics- Making an E-mail Newsletter and E-mail promotions- How to run Google adword Advertisements

**Unit 5**

How to do a Social Media Event Marketing- How to create Social Media Campaigns

**18VMC381****Advanced 2D Animation Practice – II****0-1-2-2**

<b>CO1</b>	1. Students will learn about various bandwidths and the possibility of 2D animations.
<b>CO2</b>	2. They will be able to understand the difference between 2D and 3D animations.
<b>CO3</b>	3. They will learn how to use animation for entertainment.
<b>CO4</b>	4. They will learn how animation has grown and how it is targeted to audience.

- Nesting Symbols for Complex Animations
- Animated Masks and Filters
- Sound and Video
- Flash Buttons
- Scripting Basics
- Basic Navigation Systems
- Flash Screens
- Advanced Drawing and Animation Techniques

**18VMC382****Advertisement film making Practice****1-0-4-3**

<b>CO1</b>	1. It will help the students to know how advertisements are influencing consumers.
<b>CO2</b>	2. Students will be able to understand about how to inform the consumers about their product and convince customers.
<b>CO3</b>	3. Students will be able to understand how to enhance the image of the company.
<b>CO4</b>	4. Students will be able to understand how marketing is important and will also learn about the different methods of advertisement film making.



- Introduction to Ad-films
- Type of Ad-films
- Viewing Ad-films
- Research for Ad-films
- Producing Ad-films
- Types of shots/movement/angles
- Concept development
- Script writing
- Screen play
- Camera script
- Assignment – 1 (Submission)
- Production – Shooting
- Post – Production - Editing – Rough cut
- Assignment – 2 (Submission)
- Rendering music/dubbing
- Final out-put
- Assignment – 3 (Final Submission)

**18VMC383****Documentary Film Making Practice****1-0-4-3**

<b>CO1</b>	1. Students will be able to understand how to record specific events and ideas.
<b>CO2</b>	2. It will make student understand the use of documentaries like inform, attack a perspective, to persuade, educate, entertain, defend a perspective, to critique, and to observe real life.
<b>CO3</b>	3. It will make students aware and actively participate in a society that can shape the future of this world.
<b>CO4</b>	4. It will make students understand the importance of non-fictional motion picture.

Introduction to documentary film  
 Documentary film viewing  
 Researching for documentary  
 Choosing type of documentary  
 Producing documentary films  
 Concept development  
 Script writing  
 Assignment – 1 (Submission)  
 Recording Voice Over  
 Assignment – 2 (Submission)  
 Production – Shooting  
 Post – Production - Editing – Rough cut  
 Assignment – 3 (Submission)  
 Rendering music  
 Final out-put  
 Assignment – 4 (Final Submission)

**18VMC384****Short film making Practice****1-0-4-3**

<b>CO1</b>	1. It will help the students to gain industry experience.
<b>CO2</b>	2. It will create a platform to showcase talent.
<b>CO3</b>	3. It will help the students to understand how to secure funding for future projects from private investors, a production company, or film studios.
<b>CO4</b>	4. It helps the students to understand the importance and various techniques in creating a short film.

Introduction to short films  
 Genre of short films  
 Viewing short films  
 Research for short films  
 Producing short films  
 Types of shots/movement/angles

Concept development  
 Script writing  
 Screen play  
 Camera script  
 Assignment – 1 (Submission)

Production – Shooting  
 Post – Production - Editing – Rough cut  
 Assignment – 2 (Submission)

Rendering music/dubbing  
 Final out-put  
 Assignment – 3 (Final Submission)

18VMC385

Anchoring for Television VJ Practice

1-0-4-3

<b>CO1</b>	1. Students will be able to understand diverse shows to attract the public.
<b>CO2</b>	2. It helps the students to understand the difference of anchoring in various mediums.
<b>CO3</b>	3. It helps them to improve their confidence and learn about various presentation skills.
<b>CO4</b>	4. It helps them to understand various things to be taken in care while becoming a VJ

### Guidelines

- **Knowledge base:** An understanding of issues, names, geography, history and the ability to put all of these in perspective for viewers.
- **Ability to process new information:** Sorting, organizing, prioritizing and retaining massive amounts of incoming data.

- **Ethical compass:** Sensitivity to ethical land mines that often litter the field of live breaking news –
- **Command of the language:** Dead-on grammar, syntax, pronunciation, tone and storytelling -- no matter how stressed or tired the anchor or reporter may be.
- **Interviewing finesse:** An instinct for what people need and want to know, for what elements are missing from the story, and the ability to draw information by skillful, informed questioning and by listening.
- **Appreciation of all roles:** An understanding of the tasks and technology that go into the execution of a broadcast, the ability to roll with changes and glitches, and anticipate all other professionals involved.
- **Acute sense of timing:** The ability to condense or expand one's speech on demand, to sense when a story needs refreshing or recapping, to know without even looking at a clock how many words are needed to fill the minute while awaiting a satellite window, live feed or interviewee

**Assignment – 1**

**Assignment – 2**

**Assignment – 3**

**Assignment – 4**

**18VMC386**

**Anchoring for Radio –RJ Practice**

**1-0-4-3**

<b>CO1</b>	1. Students will be able to understand diverse shows to attract the public.
<b>CO2</b>	2. It helps the students to understand the difference of anchoring in various mediums.
<b>CO3</b>	3. It helps them to improve their confidence and can learn about various voice modulations.
<b>CO4</b>	4. It helps them to understand various things to be taken care of while being a RJ.

### **Guidelines**

- Knowledge base: An understanding of issues, names, geography, history and the ability to put all of these in perspective for viewers.
- Ability to process new information: Sorting, organizing, prioritizing and retaining massive amounts of incoming data.
- Ethical compass: Sensitivity to ethical land mines that often litter the field of live breaking news –
- Command of the language: Dead-on grammar, syntax, pronunciation, tone and storytelling -- no matter how stressed or tired the anchor or reporter may be.
- Interviewing finesse: An instinct for what people need and want to know, for what elements are missing from the story, and the ability to draw information by skillful, informed questioning and by listening.

- Appreciation of all roles: An understanding of the tasks and technology that go into the execution of a broadcast, the ability to roll with changes and glitches, and anticipate all other professionals involved.
- Acute sense of timing: The ability to condense or expand one's speech on demand, to sense when a story needs refreshing or recapping, to know without even looking at a clock how many words are needed to fill the minute while awaiting a satellite window, live feed or interviewee

**Assignment – 1**

**Assignment – 2**

**Assignment – 3**

**Assignment – 4**

**18VMC391**

**MINOR PROJECT**

**4**

<b>CO1</b>	1. Students will be able to learn how Project management is important.
<b>CO2</b>	2. It helps them in understanding strategic goals of doing projects.
<b>CO3</b>	3. Students will be able to improve based upon their guide's feedback.
<b>CO4</b>	4. It helps them improve their presentation skills and boost their confidence level.
<b>CO5</b>	5. Students will be able to produce short films by using multimedia tools such as video camera and its accessories with the application of video and audio editing softwares.
<b>CO6</b>	6. Students will be able to produce various Graphic and Web Design models.

**Any one of the following may be chosen by the students**

Magazine production and Photography

To enable the students to produce a Magazine on a theme using techniques of reporting and writing and layout making and designing the pages using appropriate software.

Video Production

To enable the students to produce a fiction / non-fiction film of 3, 5 & 7 minutes duration using the different multimedia tools such as video camera and its accessories with the application of video and audio editing software's. Every student must showcase 4 different roles in a film production process.

Animation

To enable the students to produce an animated film of 3 minutes duration using the different multimedia tools.

Graphic / Web Designing / Advertising

To enable the students to produce various Graphic and Web Design models.

**18VMC396****PORTFOLIO PRESENTATION****2**

Students have to attend a Viva- Voce (Individual) on the date of submission of their show reel/ exhibition with appropriate evidences of a minimum of 7 different projects.

<b>CO1</b>	1. Students present a summary of their academic performance across the years.
<b>CO2</b>	2. Students develop a kit of their best projects done, and present it for review with the faculty.
<b>CO3</b>	3. This process helps them to develop a professional portfolio that they can use to secure appropriate job and kick start their career.
<b>CO4</b>	4. Portfolio also gives the students a peek into the growth they have achieved with the help of the course.

**18VMC399****PROJECT****6**

Any one of the following may be chosen by the students

Video Production

To enable the students to produce a fiction / non-fiction film of 3, 5 & 10 minutes duration using the different multimedia tools such as video camera and its accessories with the application of video and audio editing software's.

Animation

To enable the students to produce an animated film of 3 minutes duration using the different multimedia tools.

Graphic / Web Designing / Advertising

To enable the students to produce various Graphic and Web Design models.

<b>CO1</b>	1. Students will produce fiction and non fiction film by incorporating cinematography skills, direction skills, scripting skills which they have learnt in earlier semesters.
<b>CO2</b>	2. Students specializing in Graphic Design will know how to build images using various softwares required for branding and merchandise starting from logo to visiting cards, posters, etc.
<b>CO3</b>	3. For students, doing the project is like a technical rehearsal before the actual performance which, in this case, refers to working in the industry.
<b>CO4</b>	4. Students hone their skills required in video production and create projects of professional standards.

**18VMC398****PROJECT (for exit option students)**

Every Student must choose a product or a company for whom they should produce a Space marketing Broadsheet/ Tabloid, a product based commercial (30 seconds duration) and a PSA (one minute duration) along with Graphic / Web Designing / Advertising collaterals using appropriate softwares.

## Course outcome

<b>CO1</b>	1. The final project enables the students to showcase their talent in the chosen area.
<b>CO2</b>	2. Students develop productions of professional standards in film making or graphic designing.
<b>CO3</b>	3. Projects are assigned to students so that they can use to secure appropriate job and kick start their career.
<b>CO4</b>	4. Doing the project also enables students to put into practice all the skills they learned throughout the course.

**18VMC331****WRITING FOR NEW MEDIA****2 1 0 3**

Objectives: To develop understanding of digital information patterns, use and scope; to enable the students to write for the web platforms. To create awareness among students about the new emerging trends in information technology.

CO1	1. To produce various contents for online news portals.
CO2	2. Students will get deeper understanding of new media and web content development
CO3	3. Students will develop insight knowledge on web journalism.
CO4	4. Students will be able to create and maintain blogs.

## Unit 1

Introduction to new media – overview of the new media industry, origin-writing style in online- collecting stories- role of reporter, subeditor, teletext, videotext, internet news-advantages and disadvantages of online journalism-credibility of online journalism- Computer Assisted Reporting (CAR), Visualisation of data, Open source data collection and analysis, web portal of newspapers and news channels- emergence origin and growth of citizen medias-future of online journalism-online and citizen journalism.

## Unit 2

Application software: Word processing, Image Editing, Spreadsheet. Introduction to the Internet, World Wide Web (WWW), Basic knowledge of HTML and use of a content management system; Search Engines, Role of Navigation, Colour, Text, Images, maps, audio, video, Hyperlinks, Multimedia elements and Interactivity.

## Unit 3

Digital Tools, Overview of open source culture and software, Open Source Licenses, Security issues in using digital technology (Malware, Phishing, Identity Theft), Changing paradigms of news; emerging news delivery vehicles; job profiles; integrated newsroom.

## Unit 4

Techniques of Digital Marketing: Search Engine Optimization, Search Engine Marketing and Email Marketing, Social networking; Introduction to social profile management

products, Social Collaboration: virtual community, wikis, blogs, instant messaging, collaborative office and crowd sourcing, Social publishing: Flickr, Instagram, Youtube, Sound cloud.

#### Unit 5

Content writing, editing, reporting and its management, Structure of a web report, Content for different delivery vehicles, Creating, Storyboarding and planning, designing of WebPages, Blogs, e-newspaper, e-magazine.

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## DIGITAL FILM MAKING AND MEDIA PRODUCTION STREAM

18FNA610

Film Direction and Screenplay Writing

2 - 0 - 0 2

**Objective: To give students the practice and skill set in film writing and film making.**

#### Course Outcomes:

CO1	Students will be able to find inspirational stories which can be made as films.
CO2	Students will learn the mechanics of story construction.
CO3	Students will learn different techniques of film direction from script to screen.
CO4	Students will be able to produce short films.

#### UNIT – I

Developing the story through plot structure – three part structuring – (Beginning, Middle and End) – Rising Action – Dramatic conflict

#### UNIT – II

Creating character profiles – constructing character – Physical appreciation and psychological motivation – Protagonist and Antagonist – Secondary characters

#### UNIT – III

Sequencing the script – Scene division – Logline – Slug line – Description and dialogue – Writing montage

#### **UNIT – IV**

Visualizing the screenplay – Constructing continuity for the narrative – Visualizing characters and locations, Scenes & shot breakdown – deciding Camera angles and movements of the shots – Shooting logistics, designing Audio components

#### **UNIT – V**

Location scouting, fixing of shots sizes, camera angles and movements – visualizing sets and backdrops and creating 3D cutouts

Books recommended

1. Film Directing Shot by Shot : Visualizing from Concepts to Screen by Steven Douglas Katz
2. The Film Director Prepares: A Complete Guide to Directing for Film and TV By Myrl A Schreibman
3. Producing and Directing the Short Film and Video by David K Irving, Peter W. Rea
4. Writing the Short Film by Pat Cooper & Ken Dancyger
5. Screenwriting by Raymond G Frensham
6. The Screenwriter's Workbook (Revised Edition) by Syd Field

**18FNA669**

**Documentary Film Making Practice**

**0-0-2-1**

CO1	Students will learn different approaches to documentary films that deal with social issues.
CO2	Students will be able to discover stories and techniques for presenting that information on screen.
CO3	Students will learn production, exhibition and distribution practices.
CO4	The rigorous practice also makes them approach a project methodically.

1. Writing original script for Documentary film
2. Finalizing Production Team & Budget
3. To get trained in handling camera and shot.
4. Handling non-linear editing with Software
5. Students should be dubbing, Voice over, Sound Effects & Mixing using the Audio Software
6. Documentary on any social issues (5-10 Minutes)



**18FNA681 Art Direction and Dramatic Performance 0 - 1 - 2 2**

CO1	Students learn effective use of props and sets in productions.
CO2	They can become highly efficient art directors because of their thorough knowledge in non-verbal communication.
CO3	Students learn the nuances of acting and expressing both in the verbal and non-verbal modes.
CO4	Students with exposure to setting and performance can become extremely successful directors of entertainment projects.

**UNIT – I**

Introduction to art and drama – Actor auditioning – Concentration – Self-discipline – Imagination – Self-discovery

**UNIT – II**

Practice in monologue - Training in articulation of emotion through dramatic speech – Voice modulation – Breath control

**UNIT – III**

Designing sets and props – making follies – costume designing

**UNIT – IV**

Developing dramatic facial expressions and body language – Articulating narrative through body movements – Building up a repertoire of gestures

**UNIT – V**

Building up units of action to create a theatrical ensemble – plotting movements of different characters within a sense

Books recommended

1. Theatre as Sign System: A Semiotics of Text and Performance By Elaine Aston, George Savona
2. Theatre Semiotics: Text and Staging in Modern Theatre by Fernando de Toro
3. Acting for Real: Drama Therapy Process, Technique, and Performance by Renee Emuah

**18VMC501 Introduction to Communication Theories 3-0-0-3****Objective:**

To introduce and provide in-depth knowledge of various communication and media theories.

CO1	Students will excel in different forms of communication
CO2	Students will be able to implement advanced communication theories into practice.
CO3	Students will also improve their business communication skills.
CO4	They get a thorough knowledge about the science of mass communication especially print media making them efficient in oral and written communication in personal, public and media arena.

**Unit-I:**

Definition, nature and scope of communication; Communication variables; Process and functions of communication; Levels of communication - Intrapersonal, Interpersonal, small

group, public, Intercultural and non-verbal communication; Communication barriers. Mass communication - meaning of concept of 'mass' - definition, nature and scope; Media for mass communication; Functions of mass communication; dysfunctions of mass communications.

**Unit-II:**

Models of communication- definition and types of models- linear and non-linear models; Shannon and Weaver model, Berlo, Lasswell, Osgood, Schramm, Defleur, Gerbner, Rogers models of communication

**Unit-III:**

Theory, definition and nature of theory; Theories of communication- Normative theories of media, Heider's Balance theory, Newcomb's theory, Cognitive dissonance theory, Magic bullet theory, framing theory.

**Unit-IV:**

Stimulus response theory, two-step flow and multi-step flow of information; Concept of selectivity- Individual differences perspective, social categories perspective, Social relations perspective. Types of media effects, brief history of media effect study; theories of effects- Comstock psychological model, Ball-Rokeach and DeFluer's media system dependency model, McCombs and Shaw's agenda-setting, Noelle-Nuemann's spiral of silence theory, uses and gratification approach.

**Unit-V:**

Concept of gatekeeping; models of gatekeeping - White, Galtung and Ruge, News flow and its models-McNelly, Bass and Mowlana; Effects of mass communication, violence and obscenity in media. A critique of mass media in India.

**Books recommended:**

1. Dennis McQuil: Mass Communication Theory: An Introduction
2. Melvin L. De Fleur and Sandra Ball – Rokeach: Theories of Mass Communication
3. Melvin L. De fleur and Evette Dennis: Understating Mass Communication
4. Berko and Wolvin: Communication
5. Surgeon General's Scientific Advisory committee on Television and Social Behaviour Reports, USA.
6. Joshi P. : Culture, Communication and Social Change
7. Wilbur Schramm: The process and Effects of Mass Communication
8. Wilbur Schramm: Men, Message and Media
9. Dennis Mc Quail: Milestones in Mass Communication Research
10. Stephen W & Little John: Theories of Women Communication
11. S.J. Baran & D.K. Davis: Mass Communication Theory – Foundations Ferment & Future.

**Objective:**

To provide a fuller understanding of media organization structure, management and economics in India

CO1	Students will learn media business management for radio, print, TV and new media.
CO2	Students will understand various management theories that can be implemented in different media houses.
CO3	Students will be able to implement various production cycles into practice.
CO4	Students with entrepreneurial skills can set up their own media organizations confidently.

**Unit I:**

Introduction to principles and practice of management; Defining Media Economics Media; Business Models and Function; Mass Media Industry Structure Media Markets Ownership; Licensing and Franchising: Rules & Regulations Monopolies, Oligopolies, Conglomerates, Mergers, and Acquisitions; Media Revenues Financial Management Issues Financial Management Report; Media Sales Promotion and Marketing Mix;

**Unit II**

Ownership patterns of mass-media in India – sole proprietorship, partnership, private limited companies, public limited companies, trusts, co-operatives, religious institutions (societies) and franchisees (Chains); Policy formulation – planning and control; problems, process and prospects of launching media ventures; Organization theory, delegation, decentralization, motivation, control and co-ordination;

**Unit III**

Management, organizational structure of newspaper and magazine; Newspaper production management; Economics of newspaper- circulation and advertising management; Problems of large, medium and small newspapers; quality control and cost effective techniques. Employee / employer and customer relations services; marketing strategies – brand promotion space/time – reach – promotion – market survey techniques

**Unit IV**

Management, organizational structure of Radio and Television in India; Private Radio and Television channels-structure organizational structure and management; Planning and execution of programme production – production terms, control practices and procedures; Administration and programme management in media – scheduling, transmitting, record keeping, quality control and cost effective techniques. Employee / employer and customer relations services; marketing strategies – brand promotion space/time – reach – promotion – market survey techniques

**Unit V**

Film industry organization and management; various film bodies and associations of film industry at the national and regional level; Film finance and management; Film development corporation of India; Government and film industry; Legal and ethical aspects film – Film censor board;

**Books recommended**

Frank Thayer: Newspaper Management

Gulab Kothari: Newspaper Management in India

William and Rucker: Newspaper Organization and Management

**Objective:** To empower and enlighten students of media about the legal boundaries within which they will be working in the future.

CO1	Students will learn about the extent of freedom of press.
CO2	Student will get insight on provision for professionals in constitutional law.
CO3	Students will gain better knowledge of do's and don'ts for professional journalistic ethics.
CO4	Knowledge in media related laws will help students work professionally and ethically increasing their professional standards.

#### Unit- I

A brief historical perspective of mass media laws in India -- Introduction to Indian Constitution – Salient features, Directive Principles of State Policy, Fundamental Rights and duties. UN – Universal declaration of human rights;

#### Unit – II

Basic Legal concepts - Judicial system in India - 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

#### Unit – III

Freedom of Speech and Expression: Article 19(1) (a) and Article 19(2) - Laws applicable to mass media in general - The Indian Telegraph Act, 1885 - The Official Secrets Act, 1923 - The Contempt of Court Act, 1971 - The Civil Law of Defamation - Libel – Slander - The Indecent Representation of Women (Prohibition) Act 1986 - The Indian Post Office Act, 1998 –

#### Unit – IV

Rules for Newspaper Registration -- AIR and DD codes for commercial advertising – PrasaraBharathi Act -- Cable TV Network Act -- Intellectual property rights--Right to information Act 2005--Human Rights -- Cyber laws – Right to privacy -- Issues relating FDI -- (case studies)

#### Unit –V

Pressures on Media: Political, Corporate, social, religious, advertisers and lobbies - Recommendation of first and second Press Communications -- Press Council of India Act 1978 – Structure and functions of PCI--Professional code of conduct for media persons; PrasarBharati Act, 1990

#### Books recommended

1. A.N. Grover: Press and the law
2. A.G. Noorani: Freedom of the Press in India
3. Durga Das Basu: Laws of the press India
4. R.C. Sarkar: The press in India
5. RengaswamyParthasarathy: Histroy of Indian Journalism
6. Reports of inquiry committees and the Press Council of India
7. K.S. Venkateshwara : Mass Media Laws and Regulations in India
8. S.K. Aggarwal: Media & Ethics
9. Kaushal N. : Press and Democracy
10. Justice Yatindara Singh: Cyber Laws
11. Publication Division of India: Right to Information Act – 2005

**Objective:**

To introduce and provide in-depth knowledge of theory and practice of Communication Research.

CO1	Students will understand how research is conducted in communication and media studies.
CO2	Students will be able to conduct minor research works related to media.
CO3	Students will understand different methods used in media research.
CO4	Students with knowledge in research methodology can become academicians and also contribute to the media with innovative concepts.

### **Unit-I**

Nature and scope of communication research; development of mass media research, aspects of research, characteristics of research; evaluation of communication research in India. Topic selection - Relevance of the topic, literature review, setting hypothesis and research questions, analysis and interpretation, summary; Questions and problems for further investigation.

### **Unit-II**

Definition, elements of research, scientific approach, communication research, basic and applied research. Qualitative research method – field observations, focus groups, interviews, case studies; Content analysis – Definitions, steps in content analysis, reliability and validity. Survey research – Descriptive and analytical surveys. Quantitative method – Definitions and components. Combined qualitative and quantitative designs. Sampling methods.

### **Unit-III**

Research design components, experimental, quasi- experimental, Introduction to Statistics – Basic statistical procedure; techniques for communication research – Measures of central tendencies, frequency distribution, tests of significance, reliability, validity and correlations.

### **Unit – IV**

Data analysis techniques, coding and tabulation, non – statistical methods, descriptive, historical, statistical analysis, parametric and non-parametric, tests of significance; Levels of measurement; Rating scales; SPSS and other statistical packages.

### **Unit – V**

Preparation of Research reports, ethical perspective of mass media research, trends in communication research. Research in print media, electronic media, advertising and public relations and internet. Writing with style, avoiding common writing errors, readability of the manuscript, writing a research report, concluding the research report. Bibliography and references.

#### **Books recommended:**

1. Winner and dominicle: Mass Media Research
2. Ralph Nafzieger& David M. White: Introduction to Mass Communication Research
3. Robert B. Burns: Introduction to Research methods.
4. Methodology of Research in Social Science: O.R. Krishnaswamy
5. Stempel and Westley: research methods in Mass Communication
6. David M. Nachmias&ChavaNachmias: Research in Social Science

7. Lewis- Beck: Basic Statistics
8. Bower & Courtright: Communication Research methods
9. Dennis MC quill: Milestones in Mass communication Research

**18VMC509****Audio Visual Technology****3-0-0-3**

**Objectives:** This course was designed to provide students with skills and knowledge about audio and video production

CO1	Students will be able to work with advanced video cameras.
CO2	Students will be able to work with advanced audio and video editing softwares.
CO3	Students will able to work with various equipments used in production like audio and video mixers.
CO4	Know-how of audio and video technology makes students industry ready and enables them to become valuable assets in the fast paced media field.

**Unit: 1**

Visual Language – Perception and Composition; Shots & movements; Principle of Visual Language- Headroom, Nose room, 180 degree rule, shot- reverse shot sequence; Video camera and its support systems; Television cameras – Studio based cameras & other cameras.

**Unit: 2**

Lighting for Video Production – Properties of light, Factors influences lighting needs, Lighting ratio, lighting instruments, reflectors; Sound- Properties of sound, sound wave, Types of Microphones; Audio connectors.

**Unit: 3**

Stages of TV and Radio Programs – Pre production, Production and post production; Personnel roles and responsibilities in Video production and news production; Field production – ENG and EFP.

**Unit: 4**

Types of editing- Assemble and insert; Modes of editing- online, offline, Linear and non linear type software; Tape formats – different formats of tapes; Tapeless format- Different recording media; Distribution Media; Media storage systems;

**Unit: 5**

Writing for television – Script writing, Genres of TV programs- News, Talk shows, panel discussion, Music and dance programmes, Phone in Programmes, Quiz shows; Entertainment shows.

**Text Books:**

1. Video Production by Vasukibelavadi – oxford publications.

**References:**

1. Allan Wurtzel: Television production.
2. Gerald Milerson : The Techniques of television production.

**18VMC520****Culture and Entertainment Media****3-0-0-3****Objectives:**

1. To understand the basics of Culture
2. To apply the techniques in Entertainment Media

CO1	Students will be able to promote and develop the growth of entertainment and media industry.
CO2	Students learn a wide variety of culture, art, in depth.
CO3	Students learn the history of different types of music, dance, art, and entertaining art forms, and the cultural significance of each.
CO4	The deep knowledge help students to approach and handle news and related projects more professionally.

**Unit: 1**

Culture- Definition & Concept; Characteristics of Culture; Types of Culture; Inter Culture & Popular Culture; Culture & Communication; Religion- Major & Minorities; Castes- Dalit & Tribal Culture in India; Challenges of Indian Culture; Status of Women in India.

**Unit: 2**

Music- Definition & Concept; History of Indian Music; Types of Indian Music- Classic, Devotional, Folk, Pop Music & Film Music; Music Industry in India; Leading Music Companies in India- T-series, Polygram, HMV, Tips, Sony Music & Universal; Recent development in Indian Music Industry.

**Unit: 3**

Theatre- Definition & Concept; Introduction to Greek theatre; History of Indian Theatre; Characteristics of Theatre; Elements of Theatre; Types of Theatres in India; Drama- Definition & Concept; Different forms of Drama; Difference between Theatre & Drama; Introduction to English & Persian Theatres; Traditional & Modern Theatres.

**Unit: 4**

Newspaper Industry- Definition & Concept; Growth of Newspaper Industry in India Freedom movement, Post-Independence, Emergency & Post Emergency; Growth of Regional Newspapers; Recent Development in Newspaper Industry & e-newspapers; Growth of Magazines India English & Regional; Publication Industry- Novel & Education.

**Unit: 5**

Radio Industry- Definition & Concept; Growth of Radio Industry in India- All India Radio- National & Regional; Arrival of FM & its impact; Community Radio & Society Development; Television Industry- Definition & Concept; Growth of Television in India- Doordarshan- National & Regional; Emergence of Cable Television & Satellite Television- Private & Pay Channel; Recent Growth- DTH & CAS System; Television & Cinema.

**Text Books:**

1. Michael J. Hauptert (2012). Entertainment Industry: A Reference Handbook, First Edition, ABC- CLIO, USA
2. Marcel Danesi (2012). Popular Culture: Introductory Perspectives, First Edition, Rowman & Littlefield Publishers, UK



**References:**

1. John Storey (2009). Cultural Theory and Popular Culture: An Introduction, First Edition, Pearson Education, UK

**18VMC521****History & Development of Cinema****3-0-0-3****OBJECTIVES**

1. To understand the basics of Cinema
2. To apply the techniques in Cinema Industry

CO1	Students will know how films were made in the past and to what extent it has reached now.
CO2	As media students, learning the roots of their field enables them to achieve greater success.
CO3	Students learn to develop historical documentaries, and fictional projects in the form of short films, and period dramas.
CO4	Knowledge of history and development of cinema helps students gain a professional edge in their approach.

**Unit: 1**

History & Pioneers of Cinema- Eadweard Muybridge, Etienne- Jules Marey & George Eastman; The Birth of Cinema- Thomas Alva Edison, W. K. L. Dickson, Lumiere Brothers & Georges Melies; Pre-Hollywood Cinema- Edwin S. Porter, Nickelodeon, The Motion Picture Patent Company (MPPC), David Wark Griffith & Charlie Chaplin.

**Unit: 2**

Classical Hollywood Cinema- Origin & Golden age of Hollywood, Motion Picture Industry & Modern Hollywood; Development of Cinema- The Birth of the Talkies, Great Depression era, Second World War era, The Western Era, Cold War Era, Box- Office Era, New Technology Era, Special Effects Era, Digital Era & High Definition Era (HD).

**Unit: 3**

World Cinema- Different Schools of World Cinema; German Expressionism- Style & Characteristics- Fritz Lang & The Golden Age of German Cinema; French Impressionism, Surrealism & New Wave Cinema; Soviet Montage- Lev Kuleshov, Vsevolod Pudovkin & Sergei Eisenstein; Italian Neo Realism- origin & development- Vittorio De Sica; Japanese Cinema- Akira Kurasova; Iranian Cinema; Third world Cinema.

**Unit: 4**

Indian Cinema- Arrival of the Cinema; Pioneers of Indian Cinema- Dada Saheb Phalke; Talkie Indian Cinema; Studio System- P.C. Barua & V. Shantaram; Dynasty of Actors and Director- Mehboob, Raj Kapoor & Guru Dutt; Golden Fifties of Indian Cinema; New Indian Cinema- Satyajit Ray & Mrinal Sen; Government and Indian Cinema- CBFC, NFDC, Film Division, National Film Awards, NFAI, FTII & Film Society.

**Unit: 5**

South Indian cinema- origin & growth; Pioneers of South Indian Cinema; Talkies- Original & Development; Talkie Studio- Modern Theatres, Jupiter pictures, AVM Studio, Gemini studio,

Ramoji Studios, Vahini Studio, L.V. Prasad; Mega stars & Mega movies; Marketing and Distribution; Recent trends in South Indian cinema.

**TEXT BOOKS**

1. JarekKupsc(2011). History of Cinema for Beginners, First Edition, Orient Blackswar,UK
2. Geoffrey Nowell-Smith (1999). The Oxford History of World Cinema, Third Edition, Oxford University Press, UK

**REFERENCES**

1. SowmyaDechamma C.C (2010). Cinemas of South India, First Edition, Oxford University Press, UK
2. Aristides Gazetas (2008). An Introduction to World Cinema, Second Edition, McFarland, New York
3. Steve Neale (1998). Contemporary Hollywood Cinema, Second Edition, Routledge, USA

**18VMC522****Television News Production****3-0-0-3****OBJECTIVES**

1. To understand the basics of TV News production
2. To apply the techniques in Broadcast Media

CO1	Students will be able to produce voice overs, SOTs, Wrap ups etc.
CO2	Students will be able to do report of various events for Radio and Television.
CO3	Students will be able to work as an RJ and VJ.
CO4	Overall knowledge in various areas of production make students a thorough professional and a valuable asset to the organization they will work in.

**Unit: 1**

What is broadcast news; Television News stories; Television News script- Writing for television; Television news reporting; Coverage of news; Video interviewing tips; Common forms of Television stories – Reader, Voice over, Voice over to the sound on tape, package.

**Unit: 2**

Single camera news Production for news (ENG); Personnel roles and responsibilities for news; Studio based news production- Multi camera techniques; News Anchoring- Weather forecast news; EFP – direct broadcast;

**Unit: 3**

News sources-reporters, correspondents, stringers, News agencies- National & International; News feeds- Intra channel, cross channel; Online news feeds; Current affairs;

**Unit: 4**

News editing- Package preparations, Voice over, breaking news, news promos, news segment promos - preparations; News Orientation (Gatekeeping)

**Unit: 5**

Television channels- up linking & down linking, International news, National news, regional new, local news; Satellite broadcast- cable, DTH, Internet- New media; Multi Media – Graphics, Animation

**Text Books:**

1. Inside Reporting, A practical guide of the craft of journalism by Tim Harrower.
2. Video Production – VasukiBelavadi – Oxford Publishers.

**References:**

Eric. K. Gormly (2004), Writing and producing television news, First edition, Blackwell Publishing, USA.

**18VMC523****Theories of Visual Analysis****3-0-0-3****OBJECTIVES**

1. To understand the basics of Visual Analysis
2. To apply the techniques in Digital Media

CO1	Students get a better understanding of visual art object as a whole.
CO2	By learning to analyze an art work, students learn to create highly professional works.
CO3	Skills developed by students through analysis can make them highly efficient artists, especially in advertising and entertainment field.
CO4	Students can become professional analysts and experts of specialized areas in visual media.

**Unit: 1**

Semiotics- definition & concept; History & development of Semiotics; Pioneers of Semiotics; The Sign- Saussure's Model & Peirce's Model; Semantics and its types; Codes- Typologies of codes & Visual Codes; Subfields in Semiotics.

**Unit: 2**

Psychoanalysis- definition & concept; historical development of psychoanalysis; Psychoanalysis as a Cultural Theory; The Gaze- definition & forms of gaze; Psychoanalysis- Television & Film Studies;

**Unit: 3**

Feminism- definition & concept; Feminist Film Theory; Different approach to Feminist film theory;

**Unit: 4**

Modernism- definition & concept; Modern & Modernity; History of modernism, characteristics, rise , Postmodernism, types and impact. Postmodernism- Art & Film; Modernism Vs Postmodernism; Colonialism Vs Post colonial.

**Unit: 5**

Marxism- definition & concept; History & Criticisms, Theory; Marxist Media Theory- Liberal Pluralism, Capitalist Society & Ideology; Differences within Marxism; Limitations & Strengths of Marxist analysis; Apparatus theory & Screen theory.

**Text Books:**

1. Thomas B. Moeslund (2011). Visual Analysis of Humans: Looking at People, First Edition, Springer, UK

**References:**

1. Theo VanLeeuwen (2001). Handbook of Visual Analysis, Third Edition, Sage Publications, New Delhi
2. Roland Barthes (1999). Elements of Semiology, Hill and Wang, Fifth Edition, New York

**OBJECTIVES**

To understand the concept of Writing for Media

CO1	Students will gather the skills and improve their quality of work in writing.
CO2	Students learn different styles of writing for different media.
CO3	Interested students can choose their field and become professionals in the chosen form of writing.
CO4	Knowledge about the various approaches in writing for media gives students the professional edge over amateurs.

**Unit -1**

Writing for Broad cast Media - Radio & TV; Elements and Importance of News writing for Radio & TV; Steps & elements of writing for Radio & TV; editorial, features & review.; Scripting, Broadcast news; Broadcast features; Live programmes and shows, news stories, chat show, talk show & reality show; TV script treatment- concept, target audience, style of production, creative approach, running order, set design & budget; Radio- radio feature, documentary and live.

**Unit –2**

Writing for Advertising (TV & Radio)- understanding product, basic research, demographic appeals, idea generation; Types of advertising- commercial, PSA & corporate films; Advertising script format- concept, USP, target audience, creative copy & storyboard. Visualization- definition & concept; Framing & composition; Principles of script writing & creative writing; Script formats- concept & types; Idea generation- source & innovative; Elements of script; Characteristics of script.

**Unit: 3**

Writing for Documentary- docudrama, educational Television, documentary, ethnographic films; Basic research; Characteristics of documentary; Documentary structure; Documentary synopsis; Documentary Script Format- concept & research; Elements of documentary script- visual & sound; Story Elements- writing visually, narration & commentary.

**Unit: 4**

Writing for Feature Film & Short film- basics; Themes- concept, slug line & planning of story; Three Act Structure; Plot Development- main plot & sub plot; Characters- main, supportive & atmosphere characters; First Draft, screenplay, dialogue, script breakdown, final draft, shooting script.

**Unit: 5**

Writing for Web – Guidelines, planning, Structure and style; Technical writing; Copy writing; Profile Writing; Caption writing;

**TEXT BOOKS**

1. SydField (2005). Screenplay: The Foundations of Screenwriting, Second Edition, Dell Publishing, USA
2. William Smethurst (2009). How to Write for Television, First Edition, How To Books, UK

**REFERENCES**

1. Clifford Thurlow (2008). The Complete Guide from Script to Screen, First Edition, Oxford University Press, UK
2. Charlie Moritz (2001). Scriptwriting for the Screen, Second Edition, Routledge, USA

**18VMC561****Advanced Digital Imaging Lab****0-0-2-1**

CO1	Students will be able to produce digital graphic works
CO2	Students will get knowledge on various softwares used in digital graphics field.
CO3	Students will be able to do photo editing in different softwares.
CO4	As a result, the creative potential of students are greatly enhanced because of which they can make unique creations.

Introduction to Digital Images - Understand the software layouts, Pixels, Resolution, Layers & Shadows – Raster and Vector Graphics

Work with layer via Copy, Transformation - Different selection options – Text Tool - Clip Masking - Blending options - Advanced Healing tools - Clone Stamp tool

Advanced Digital Painting - Burn tool, Dodge tool, Smudge tool

**Assignment 01:** Create a Digital Painting

**Assignment 02:** Create Text Arts

Create shapes using Pen tool - Create logos – Visiting Card – Brochure Designs

Advanced Matte Painting - Blend Modes - Colour Correction

**Assignment 03:** Create advanced matte painting

Animation in Photoshop – Understanding Frame Animation

**Assignment 04:** Create gif animation

**Final Submission:** Select two companies and do the complete brand building for the company

CO1	Students will be able to use different DSLR cameras and excel in photography.
CO2	Students will be capable of working with DSLR cameras in indoor and outdoor with lighting.
CO3	Students will be able to produce photographs of real time standards.
CO4	Learning the basics of photography during the course enables students to confidently handle the latest equipments and give results of professional standards.

1. Eye of the Photographer
2. Cameras
3. Lenses and Filters
4. How to Use Your Camera
5. Developing Your Visual
6. Image Capture
7. Exposure
8. Workflow and Image Editing
9. Evolution of a Photographer
10. Natural and Available Light
11. Artificial Light
12. Flash and Strobe
13. Travel Photography
14. Landscape and Nature Photography
15. Basic Portrait Lighting

**Note:** The above topics makes student to gain overall knowledge of Professional Photography and students will apply the theoretical aspects into practical and produce a standard picture. Evaluation pattern will 80% (Continuous Evaluation of Lab) and 20% (End Semester Exam).

CO1	Students will be able to make digital brochures, pamphlets, visiting cards, create logos, cards, brochures, design products, develop branding designs, convert real images into 2D, etc.
CO2	Students understand and learn how to create and manage Vector Drawings, and the basics of perspective drawing.
CO3	Students develop a thorough understanding of the software, its Layout, Tools & Art Boards.
CO4	As a final outcome, students will able to create various graphics for print.

Introduction to Vector Drawings - Understanding the software Layout, Tools & Art Boards  
 Drawing Shapes & Objects in illustrator - Editing Vector Images  
 Gradients & Patterns - Creating images using Symbols Spray Tool  
 Working with Width transform tool, Shape Builder tool & Path finder options  
 Advanced creative designing with Blend tool  
 Using Effects options, Text tool & other major tool in the tools panel  
 Typography – History, Evolution, Aesthetics, Mood – Introduction to Type – Usage of  
 Typography

**Assignment 01:** Create a vector art

Advanced Perspective art building

Convert real life images into 2D graphics – Image Trace

Designs with the use of 3D option

Create art with Creative Brush pre-sets – Vintage designs

**Assignment 02:** Submit a perspective art

Work on Mesh Tool

Advanced 3D Logo Creations

Product designs - Branding / Brochure & Layout designs

Visiting Card – Letterhead – Watermark Creations

**Assignment 03:** 3D Logo designs

**Assignment 04:** Create different designs using mesh tool

Final Submission: Select two companies and do the brand building for the company

Note: Advanced Digital Illustrations is common to Stream III & IV

### 18VMC564

### Audio Production and Editing Lab

0-0-2-1

CO1	Students learn to work with different microphones, sound equipments.
CO2	They learn professional audio editing softwares.
CO3	Students learn to mix and edit for productions.
CO4	Students also become efficient in dubbing, and recording.

1. Working with different microphones, Audio connectors and audio mixers;
2. Introduction to audio editing software;
3. Audio recording in studio and editing practice;
4. Dubbing;
5. Voice over;
6. Controlling Noise;
7. Live recording of shows;
8. Sound Effects;
9. Advanced audio editing techniques;
10. Audio Production Assignments – Composing Music for short film or TV shows

### 18VMC565

### Video Production and Editing Lab

0-0-2-1

CO1	Students will be able to produce professional videographic works for TV.
CO2	Students will be capable of working with Audio and Video editing softwares.
CO3	Students study advanced videography techniques.
CO4	Knowledge in advanced techniques of production and editing gives them the professional edge.

1. Working in studio;
2. Familiarizing with Video camera and its setting;
3. Familiarizing interface of editing software - Introduction to editing workflow - Basic tools of editing software;
4. Multi camera productions



5. Television Programme Production
6. Video production assignments: Panel Discussion

**18VMC575****Advanced Photography Lab****1-0-2-2**

CO1	Students will be able use different DSLR cameras and excel in photography.
CO2	Students will be capable of working with DSLR cameras in indoor and outdoor with lighting.
CO3	Students will be able to produce photographs of real time standards.
CO4	A thorough knowledge of photography basics enable students to efficiently handle even the most modern equipment in the professional sphere.

1. Studio Portraiture;
2. Studio Creative lighting;
3. Silhouette Photography;
4. Child and Pet Photography;
5. Wedding Photography;
6. Photojournalism;
7. Fashion Photography;
8. Macro Photography;
9. Advertising and Still-Life Photography;
10. Architectural Photography;
11. Freelance Opportunities;
12. Portfolio Development;
13. The Business of Photography;
14. Introduction to Marketing and Branding;
15. Clients and Pricing

**Note:** The above topics gives a student to gain overall knowledge on Advanced Photography and students will apply the theoretical aspects into practical and produce a Professional Photography. Evaluation pattern will 80% (Continuous Evaluation of Lab) and 20% (End Semester Exam).

**18VMC580 Anchoring for Media Practice****0-0-2 1**

CO1	Students acquire skills for anchoring.
CO2	Students learn the Do's and Don't's in anchoring.
CO3	Students also get to identify and hone their individual styles and develop their own unique style of presentation.
CO4	With the help of assignments, students attain professional standards in anchoring.

1. Body language (TV) & Voice Modulation (TV/Radio) - pitch, tone and intonation
2. Communication skills – clarity in language

3. Presentation skills – spontaneity – understanding the importance of subject knowledge & dialect
4. Anchoring for different types of Radio programs
  - 1) News reading (AIR)
  - 2) Request shows (listeners participation via Phone-in, WhatsApp, Tweet, Facebook)
  - 3) Celebrity shows (understanding popularity)
  - 4) Jingles
  - 5) Radio Interviews
  - 6) Radio Jockey
  - 7) Special audience program
  - 8) Exclusive program
5. Television Anchoring :
 

**News**

  - 1) News reading
  - 2) News anchoring
  - 3) Crime news – unique style's in anchoring
  - 4) Group discussion / panel discussion

**Entertainment**

  - 5) Talk shows
  - 6) Reality shows
  - 7) Stage shows
  - 8) Live anchoring – Award functions & public programs
  - 9) Background voice (voice-over) & dubbing

**18VMC582****Television Programme Production Lab****0-0-2-1**

CO1	Students will be able to produce different TV programmes.
CO2	Exposure to all areas of production gives students the opportunity to identify their core areas.
CO3	Students become efficient team players which is a key aspect of media productions.
CO4	Overall knowledge about media production make students valuable multi-tasking professionals.

1. Standard Shots and camera angles;
2. Camera Movements;
3. Multi camera setup;
4. Understanding lighting setup;
5. Practicing lighting techniques;
6. Shooting in Indoor & Outdoor;
7. Working with Green matte/ set;
8. Practicing with character Movements;
9. News Production – News bulletins;
10. TV shows – Entertainment;
11. Editing the Programme with soft ware

18VMC588

**Stop - Motion Film Making Practice**

1-0-2-2

CO1	Students will be able to demonstrate knowledge of video editing software through stop motion animation.
CO2	Students can make highly advanced media presentations which have a huge demand in corporate world.
CO3	Knowledge in this field also enables them to create innovative works.
CO4	Students gain an advantage over regular media students as incorporating this gives their works an extra professional edge.

Making short movie only with photographs, voice over and subtitles

**Pre-production:**

Concept  
Development  
Research  
Drafting Structure  
Finalizing script  
Location  
Budget

**Production:**

Taking pictures – (original work):  
Recording BG – voice

**Post production:**

Editing

18VMC605

**MEDIA FOR ADVERTISING**

3-0-0-3

**Objective** – To enable students with the knowledge and know-how required to understand the way media functions and how it can be effectively used in advertising.

CO1	Students will create and develop advertising ideas, with particular focus on their visual appearance.
CO2	Students will be able to produce different types of advertisements.
CO3	Students will be able to work with various ad agencies.
CO4	Knowing the dynamics of media can help students develop near flawless and practical works.

**Unit 1**

Advertising defined: Non- personal, Communication, Information, persuasive etc. classification of advertisement, functions, advertising and society, impact and benefits, ethics in advertising, Corporate Social Responsibility of ads, advertising: A marketing tool, advertising planning, role of creativity.

**Unit 2**

Print Media: Characteristics of the press, newspaper, magazine, directory ads, direct mail ads, Outdoor and transits ads, Yellow pages advertising, and case Study on selected ads.

**Unit 3**

Television and Radio: Advantages of television ads, strength and weakness of TV ads, networking verses spot, planning and production radio ads, voice, SFX balancing, modulations, Content etc...

**Unit 4**

Web and New Media: important of online advertising, objective new media advertising, banners ads, logos, emails, keywords on search engines, Classified ads, websites, pop ups, case study on selected websites, Push technologies and web casting, social media etc...

**Unit 5**

Advertising and IMC: Promotional Mix, The tool for IMC, direct marketing, elements of IMC, sales promotion, Public relations, Publicity, Internet marketing advertising in a multicultural environment

**Text Books**

- 1) Advertising Planning and Implementation. Sangeetha Sharma, Raguveer Singh.

**18VMC609****Digital Film Making Lab****1-0-2-2****Objectives:**

1. To understand the basics of Digital film
2. To apply the techniques in Digital film industry

CO1	Students learn the aesthetic process of film making.
CO2	Students study the film making process based on film language.
CO3	They learn how to translate a script into a film.
CO4	Students become efficient in short film making.

**Unit: 1**

Writing for Feature Film- Generating Idea; Themes- Concept- Slug line; Planning of Story, Three Act Structure- Act-I- Introduction- Characters, Situation, Needs/goals, Problems, Questions- dramatic premise established; Act- II- Development, Complications & Conflict; Act- III- Resolution, problems solved, goals reached, questions answered, mysteries revealed; Plot Development- Main Plot & Sub Plot; Characters- Main, Supportive & Atmosphere Characters; First Draft, Screenplay, Dialogue, Script Breakdown, Final Draft, Shooting Script.

**Unit: 2**

Film Director- Functions of Film Director- Scripting, Visualization; Direction & Final Output; Responsibilities of Film Director- Social, Cultural, Technical & Financial; Director's relation with Producer, Cinematographer, Editor, Actor, Music Director, Art Director, Production Manager & Other Technicians; Director & Assistances.

**Unit: 3**

Cinematographer- Functions of Cinematographer- Framing, Lighting & Visualization; Responsibilities of Cinematographer; Cameraman's relation with Director, Art Director, Costume Designer & Light man; Cinematographer's knowledge in Camera, Concept of Lighting, Colour, Lens & Filters, Framing & Composition.

**Unit: 4**

Editor- Functions of Film Editor- Film Order, Negative Cutting, Final Cutting, Optical Effects, Positive Print & Digitization; Responsibilities of Film Editor; Editor's relation with Director, Cameraman & Sound Engineer; Editor's knowledge in Editing concept, Computer & Software, Graphics & Animation, Time & Space, & Rhythm; VFX.

**Unit: 5**

Sound Engineer- Functions of Sound Engineer- Dubbing, Sound Effects, Music & Mixing; Responsibilities of Sound Engineer; Sound Engineer's relation with- Editor, Music Director, Sound Effects Team, Dubbing Artists & Final Mixing Team; Sound Engineer's knowledge in Sound, Computer & Software, Music, Sound Effects, Sync & Non Sync.

**Text Books:**

1. Sonja Schenk (2012). The Digital Filmmaking Handbook, First Edition, Cengage Learning, USA
2. Michael Hughes (2012). Digital Filmmaking for Beginners, First Edition, McGraw Hill, USA

**References:**

3. Pete Shaner (2011). Digital Filmmaking: An Introduction, First Edition, Mercury Learning, UK

Note: Five units' gives a student to gain overall knowledge of film and students will apply the theoretical aspects into practical and producing a film. Evaluation pattern will 80% (Continuous Evaluation of Lab) and 20% (End Semester Exam).

**18VMC610****Film Production and Management****3-0-0-3****Objectives:**

1. To understand the Film Production and Management
2. To apply the techniques in Film industry

CO1	Students learn the ropes of making a film.
CO2	Students learn the economics involved in cinema production.
CO3	Students are exposed to the tricks and trends of the trade.
CO4	Students can become successful producers or entrepreneurs in the field.

**Unit: 1**

Stages of film production- Development, Pre Production, Production, Post production, Distribution and marketing; preparing for production; Script- Shot list, breakdown the script, Schedule the script after doing the breakdown, budget the script after doing the schedule.

**Unit: 2**

Budget- Steps of budget- Create list of assumptions, Create budget, Use Day Out Of Days for cast amounts, Set global for shoot period, First pass of budget, Meeting with director/funder; Top sheet level - Summary of total budget, Header with show info, Above the Line - producer, writer, director, actors, Below the Line - crew, equipment, post production and misc: contingency, insurance, bond company, legal fees; Cash flow projection chart; Cost report; Managing Petty cash.

**Unit: 3**

Casting – Auditions and cast the film and get signed contracts; Locations- scout and look for locations, Location set breakdown; Atmosphere- commitment with deal memos, confirm wardrobes and props; Equipment – plan and Submit equipment list; Makeup and Hairstylist; Production meeting; Organising the production team.

**Unit: 4**

Production - Running the set- Assistant director – cast and crew arrive; Manage talent, base camp, Paper work, set atmosphere and background works; Personnel role and responsibilities in film production; The completion stage – Logging, Editing, Closing the file.

**Unit: 5**

Management – Producer, Production Manager, Director; responsibilities of Production manager; Stressful job; Production Assistant’s responsibilities.

**18VMC611**

**Film Studies and Appreciation**

**3-0-0-3**

**OBJECTIVES**

1. To understand the basics of Film Studies
2. To apply the techniques in Film industry
3. To apply the techniques to review a Film and appreciate

CO1	Students will be able to identify various aspects depicted in films.
CO2	Students learn to do semiotic analysis of films.
CO3	They understand mise-en-scene and critical reviewing of movies.
CO4	Students will able to write movie reviews for print media.

**Unit: 1**

Film studies- definition & Concept; Why film studies; Film as culture & art; Film as a medium; Characteristic of Film Studies; Film theory & semiotics; Formalism and Neo Formalism; Film Language; Film & Psychoanalysis; Film & Cultural Identity; Aesthetics & Film interpretation.

**Unit: 2**

Mise-en-scene- definition & concept; Four P’s of Mise-en-scene- point of view, posture, props & position; Elements of Mise-en-scene- setting, costume, character’s movement & lighting; Power of Mise-en-scene; Aspects of Mise-en-scene- time & space; Narrative functions of Mise-en-scene; Cinematographer properties- photographic image, duration of the image & framing.

**Unit: 3**

Montage- definition & concept; Origin of Montage; Development of Soviet Montage; Types of Montage- analytical, idea associative & metric montage; Montage Vs Parallel Editing; Visible Vs. Invisible Technique; Editing- dimensions of film editing & continuity editing; Alternative to continuity editing.

**Unit: 4**

Narrative Cinema- definition & concept; Story- Three Act Structure & Plot; Non Narrative cinema- Avant-garde & Experimental film; Types of Non Narrative Cinema- documentary, abstract, music videos & live cinema (Performance); Film Form- definition & concept; Elements of Film Form- form & expectation, form & convention, form & emotion, form & meaning and form & evaluation; Principles of Film Form; Ambiguity, Style & Ideology.

**Unit: 5**

Film Genre- definition & concept; Types of Film Genres- main film genres, sub film genres & hybrids genres; Other major film categories- Auteur system, Woody Allen & comedy,

Arthur Freed & musical, Alfred Hitchcock & suspense/ thrillers, John Ford & westerns; Emerging trends of Digital Film & Short Films; Film Festivals- International & National Festivals; Film Awards- International & National Film Festivals; International & National award winning movies to be screened and student will be trained in reviewing and analyzing movies

**Text books:**

1. Jill Nelmes (2012). Introduction to Film Studies, First Edition, Routledge, USA
2. John Hill (2011). The Oxford Guide to Film Studies, First Edition, Oxford University Press, UK

**References:**

1. Warren Buckland (2010). Film Studies: Teach Yourself, First Edition, McGraw-Hill, USA
2. Sarah Casey Benyahia (2008). As Film Studies, First Edition, Routledge, USA
3. Richard Dyer (2000). Film Studies: Critical Approaches, First Edition, Oxford University Press, UK

**18VMC678**

**Advertisement Production lab**

**0-0-2-1**

CO1	Students can establish a connection with its consumers through ad films.
CO2	Students will be able to incorporate areas such as public relations, branding, marketing, copy writing in ad films.
CO3	Students learn how to turn a marketing brief into an effective ad.
CO4	As a result, students become well versed with the creative process and production process.

1. Content Writing;
2. Writing script for Ad film;
3. Media buying
4. Finalizing Production Team & Budget
5. To get trained in handling camera and shot.
6. Handling non-linear editing with Software
7. Students should be dubbing, Sound Effects & Mixing using the Audio Software
8. Ad Film on any concept (10 - 20 Seconds) –Broadcast

**18VMC679****Online Promotions Lab****1-0-2-2**

CO1	Students are trained in various aspects of digital marketing, which is the current trend.
CO2	Students learn the know-how of online promotions like SEO, Banner placements, enhancing visibility through paid and organic reach, etc.
CO3	Students are exposed to the actual process of online promotions.
CO4	The final outcome is, students become job-ready, giving a strong jumpstart to their career.

**Unit 1**

Introduction to online media, Nature and scope of the medium.

**Unit 2**

Introduction to Social Media and networking sites, nature, scope and impact on diverse population etc.

**Unit 3**

An introduction to Search Engine optimisation; Form Discussion; Create a Newsletter; Create a movie page in Social networking sites –Fan clubs and sites; Photo sharing frequently to grab the audience attention, Writing interesting articles; Trailers to be updated and tag.

**Unit 4**

Create a blog; Post article on the cast, crew story background; Photos and trailers to be added; Update trailers in various video sharing sites like You tube, Google video Vimeo and tag in video sharing sites: Respond to comments; tweet regularly; Paid Advertisements.

**Unit 5**

How to do a Social Media Event Marketing; How to create Social Media Campaigns; Promoting Film posters through Social media; Promotions – Past, Present, future.

Note: Five units' gives a student to gain overall knowledge of online promotions and students will apply the theoretical aspects into practical and promote their film. Evaluation pattern will 80% (Continuous Evaluation of Lab) and 20% (End Semester Exam).

**18VMC692****Internship****2**

Students have to attend an internship for a minimum period of 30 days and submit the certificate from the company and a report with appropriate evidences / samples of work performed and a log-sheet. The student should present the same during viva-voce examination.

CO1	Students get the first experience of working in their chosen field.
CO2	They learn how to apply all that they have learned in their job.
CO3	The 45-day stint gives them the much needed reality check on their aptitude as well as job skills.
CO4	Internship within the course period helps them to decide their further course of action in their professional growth.

**18VMC698****Portfolio Presentation****2**



Students have to attend a Viva- Voce (Individual) on the date of submission of their show reel/ exhibition with appropriate evidences of a minimum of 10 different projects.

CO1	Students present a summary of their academic performance across the years.
CO2	Students develop a kit of their best projects done, and present it for review with the faculty.
CO3	This process helps them to develop a professional portfolio that they can use to secure appropriate job and kick start their career.
CO4	Portfolio also gives the students a peek into the growth they have achieved with the help of the course.

**18VMC699**

**Project (Show Reel)**

**8**

Objective: To Prepare a Show REEL in the specialised area

<b>CO1</b>	<b>Students will produce fiction and non fiction film by incorporating cinematography skills, direction skills, scripting skills which they have learnt in earlier semesters.</b>
<b>CO2</b>	<b>The final project enables the students to showcase their talent in the chosen area.</b>
<b>CO3</b>	<b>For students, doing the project is like a technical rehearsal before the actual performance which, in this case, refers to working in the industry.</b>
<b>CO4</b>	<b>Students hone their skills required in video production and create projects of professional standards.</b>

Students have to select any specialised area among

1. Modelling - Texturing
2. Lighting – Rendering
3. Animation – Rigging
4. VFX

and prepare minimum 1 minute show reel (individual) along with the other works done in the entire course.

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