

# Laboratory Manual

(Version 1.0)

*for*

## Video Production Lab

(BA(JMC)-256)

BA(JMC) - IV Semester

Compiled by:

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# Index

## *List of Abbreviations*

## *Declaration*

1. Vision of the Department	1
2. Mission of the Department	2
3. Programme Educational Objectives (PEOs)	3
4. Programme Outcomes (POs)	4
5. Institutional Policy for Students' Conduct	5
6. Learning Outcomes of Laboratory Work	6
7. Course/Lab Outcomes (COs)	6
8. Mapping of COs with POs	7
9. Course/Lab Description	8
10. Grading Policy	9
11. Lesson Plan	11
12. Assignments	12

## List of Abbreviations

BTL	Bloom's Taxonomy Level
CE	Communication Efficacy
CICP	Conduct Investigations of Complex Computing Problems
CK	Computational Knowledge
CO	Course Outcome
DAC	Departmental Advisory Committee
DDS	Design and Development of Solutions
I&E	Innovation and Entrepreneurship
I&T	Individual & Team Work
IQAC	Internal Quality Assurance Cell
LLL	Life-Long Learning
MTU	Modern Tool Usage
PA	Problem Analysis
PE	Professional Ethics
PEO	Programme Educational Objective
PMF	Project Management and Finance
PO	Programme Outcome
SEC	Societal and Environmental Concern

## Declaration

Department : Department of Journalism & Mass  
Communication

Course, Year and the Semester to which Lab is offered : BA(JMC) - II Year, III Semester

Name of the Lab Course : TV Production Lab

Course Code : BA(JMC)- 253

Version No. : 1.0

Name of Course/Lab Teacher(s) : Dr. Vanshika Bhatia

Laboratory Manual Committee : 1.

Approved by : DAC Date: ??/??/2023

Approved by : IQAC Date: ??/??/2023

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**Signature**  
(Course Teacher)

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**Signature**  
(Head of Department)

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**Signature**  
(IQAC Coordinator)

## 1. Vision of the Department

To become a centre of excellence in the field of Journalism and Mass Communication to produce quality professionals for continuously evolving media industry.

## 2. Mission of the Department

- M<sub>1</sub>** To produce quality professionals as per global industry standards in the field of journalism & mass communication.
- M<sub>2</sub>** To foster technical & entrepreneurial skills and innovation & research capabilities for the all-round development of budding professionals.
- M<sub>3</sub>** To promote analytical and collaborative life-long learning skills amongst students and faculty members.
- M<sub>4</sub>** To inculcate strong ethical values and professional behaviour while giving equal emphasis to social commitments and nation-building.

## 3. Programme Educational Objectives (PEOs)

The PEOs for the MCA programme are as follows:

- PEO<sub>1</sub>** Exhibit professional competencies and knowledge for being a successful technocrat.
- PEO<sub>2</sub>** Adopt creative and innovative practices to solve real-life complex problems.
- PEO<sub>3</sub>** Be a lifelong learner and contribute effectively to the betterment of the society.
- PEO<sub>4</sub>** Be effective and inspiring leader for fellow professionals and face the challenges of the rapidly changing multi-dimensional, contemporary world.

## 4. Programme Outcomes (POs)

PO<sub>1</sub> Critical Thinking

PO<sub>2</sub> Effective Communication

PO<sub>3</sub> Social Interaction

PO<sub>4</sub> Effective Citizenship

PO<sub>5</sub> Ethics

PO<sub>6</sub> Environment and Sustainability

PO<sub>7</sub> Self-directed and Life-long Learning

PO<sub>8</sub> Modern Tools Usage

PO<sub>9</sub> Project Management and Finance

PO<sub>10</sub> 2-3 PSOs are to be designed based on the COs.

## 5. Institutional Policy for Students' Conduct

The following guidelines shall be followed: -

- 5.1 All the students in their introductory Lab. shall be assigned a system, which shall be their workplace for the complete semester. Students can store records of all their Lab. assignments on their individual workstations.
- 5.2 Introductory Lab. shall include an introduction to the appropriate software/tool, followed by a basic Introductory Assignment having Practice Questions. All the students are expected to complete this assignment within a week time, as the same shall be assessed through a lab. test.
- 5.3 Each week the instructor, in parallel to respective topics covered in the theory lecture, shall assign a set of practical problems to the students in form of Assignments (A, B, C, .....). The problems in these assignments shall be divided into two parts. The first set of Problems shall be compulsory for all the students and its record need to be maintained in the Practical File, having prescribed format, as given in Appendix-A. All the students should get the weekly assignment checked and signed in the Practical File by the respective teacher in the immediate succeeding week. The second set of problems are Advanced Problems and shall be optional. Student may solve these advanced problems for their further practice.
- 5.4 Cellular phones, pagers, CD players, radios and similar devices are prohibited in the classrooms, laboratories and examination halls.
- 5.5 Laptop-size computers/Tablets may be used in lectures for the purpose of taking notes or working on team-projects.
- 5.6 The internal practical exam shall be conducted towards the end of the semester and shall include the complete set of Lab exercises conducted as syllabus. However, students shall be assessed on continuous basis through

overall performances in regular lab. tests, both announced and surprise and viva-voce.

- 5.7 The respective faculty shall prepare and submit sufficient number of practical sets of computing problems to the Dean (Examinations), atleast two weeks prior to the actual exam. It is the responsibility of the faculty to ensure that a set should not be repeated for more than 5 students in a given batch.
- 5.8 The exam shall be of 3 hours duration where the student shall be expected to implement solutions to his/her assigned set of problems on appropriate software tools in the lab.
- 5.9 Once implemented, student shall also appropriately document code implemented in the assigned answer sheets, which shall be submitted at the end of the examination. All the students shall also appear for viva-voce examination during the exam.
- 5.10 Co-operate, Collaborate and Explore for the best individual learning outcomes but copying or entering into the act of plagiarism is strictly prohibited.

## 6. Learning Outcomes of Laboratory Work

The student shall demonstrate the ability to:

- Verify and Implement the concepts and theory learnt in class.
- Develop and apply critical thinking skills.
- Design and present Lab as well as project reports.
- Apply appropriate methods for creating Programmes.
- Perform logical troubleshooting as and when required.
- Work effectively as a member of a team in varying roles as need be.



- ☑ Communicate effectively, both orally and written.
- ☑ Cultivate ethics, social empathy, creativity and entrepreneurial mindset.

## 7. Course/Lab Outcomes (COs)

- CO<sub>1</sub> Develop proficiency in skills to operate and handle video systems. (BTL3)
- CO<sub>2</sub> Create sequences using various camera shots, angles and movements. (BTL6)
- CO<sub>3</sub> Develop video using various lighting setups. (BTL6)
- CO<sub>4</sub> Design sound for various levels of production. (BTL6)

## 8. Mapping of CO's with PO's

Table 1: Mapping of CO's with PO's

PO/CO	PO <sub>1</sub>	PO <sub>2</sub>	PO <sub>3</sub>	PO <sub>4</sub>	PO <sub>5</sub>	PO <sub>6</sub>	PO <sub>7</sub>	PO <sub>8</sub>	PO <sub>9</sub>	PO <sub>10</sub>
CO <sub>1</sub>	2	2	2		1		3	3		2
CO <sub>2</sub>	3	3	2	2	2	1	3	3	2	3
CO <sub>3</sub>	3	3	3		1		3	3	3	3
CO <sub>4</sub>	3	3	2		2		3	3	2	3

## 9. Course/Lab Description

- Course (Lab) Title : Video Production Lab.
- Course (Lab) Code : BAJMC -253
- Credits : 01
- Academic Session : August to December
- Contact Hours/Week : 02 (01 Lab of 02 Hours/Week)
- Internal Assessment : 40 Marks

**External Assessment** : 60 Marks

## 10. Grading Policy

Item	Points	Marks	Remarks
Weekly Lab Assignments, including Practical Files	10	10	Closed Book/Open Book
Internal End-Term Practical Examination	20	10	Closed Book
Viva-Voce	10	10	Closed Book
Project	10	10	Innovative Applications of Programming
External End-Term Examinations	60	60	Closed Book (conducted and evaluated by the University)
<b>Total</b>		<b>100</b>	

## 11. Lesson Plan

Week No.	Lab No.	Topics/Concepts to be Covered	Reference of Lab Manual
1.	a)	<p>Assignment 1: White Balance</p> <ul style="list-style-type: none"> <li>• Set up your video camera in an indoor location with multiple light sources (such as fluorescent, incandescent, and natural light).</li> <li>• Produce a short video without adjusting the white balance for each lighting condition. and write an analyses</li> <li>• Adjust the white balance for each recording using video editing tools to ensure accurate colours.</li> <li>• Compare and contrast the original unbalanced segments with the corrected clips and discuss the effect of white balance on colour accuracy.</li> </ul>	AP 1
2.	b)	<p>Assignment 2: Exposure (Gain, Aperture, Shutter Speed)</p> <ul style="list-style-type: none"> <li>• Choose a well-lit outdoor setting and prepare your video camera.</li> <li>• Adjust the exposure settings to record a video clip with the appropriate exposure.</li> <li>• Create and Compare under-exposed and over-exposed video utilizing a range of exposure parameters.</li> </ul>	BP 1
3.	c)	<p>Assignment 3: Depth of Field (Shallow and Deep)</p> <ul style="list-style-type: none"> <li>• Choose a scene with a distinguishable foreground and background.</li> <li>• Experiment with various aperture settings in order to control the depth of field.</li> <li>• Produce both shallow and deep depth of field short video.</li> <li>• Discuss how the chosen depth of field enhances or affects the visual storytelling of the scene in the recorded clips.</li> <li>• Document your process, including the camera parameters used for each recording, and provide a thorough analysis of your findings in your lab report.</li> </ul>	CP 1

Week No.	Lab No.	Topics/Concepts to be Covered	Reference of Lab Manual
4.	d)	<p>Assignment 4: Type of Shot</p> <ul style="list-style-type: none"> <li>Choose a location or setting suitable for shooting a short video sequence.</li> <li>Plan and shot-list a sequence that incorporates at least six different shot types, considering the purpose and emotional tone of each shot.</li> <li>Execute the planned shots using a video camera.</li> </ul>	DP 1
5.	e)	<p>Assignment 5: Lights &amp; Reflection</p> <ul style="list-style-type: none"> <li>Choose a location for filming a short video segment indoors and outdoors that will need precise lighting.</li> <li>Ensure adequate lighting and shadow management by setting up and positioning the lights and reflectors correctly.</li> <li>Evaluate the lighting setup and the reflectors' contribution to improving the lighting quality by watching the recorded film.</li> </ul>	EP 1
6.	f)	<p>Assignment 6: Shoot a short sequence for public service.</p> <ul style="list-style-type: none"> <li>Follow the script and ensure you get the photos you want with the right composition and framing.</li> <li>Make sure the audio is high quality by recording voiceovers or dialogue clearly and any other pertinent background noises.</li> </ul>	FP 6
7.	g)	<p>Assignment 7: Shoot a talk show on Social Issues</p> <ul style="list-style-type: none"> <li>Prepare the studio or set for a talk show by setting up the cameras, microphones, and lights.</li> <li>Follow the script and have relevant interactions with the chosen guests/experts in order to conduct interviews/discussions.</li> <li>Gather relevant photographs, videos, or graphics to supplement the narrative and pique the reader's interest.</li> </ul>	AQ1

## 12. Assignments

### *Assignment Set: A (Linked List)*

#### Assignment 1: White Balance

- Set up your video camera in an indoor location with multiple light sources (such as fluorescent, incandescent, and natural light).
- Produce a short video without adjusting the white balance for each lighting condition. and write an analyses
- Adjust the white balance for each recording using video editing tools to ensure accurate colours.
- Compare and contrast the original unbalanced segments with the corrected clips and discuss the effect of white balance on colour accuracy.

#### Assignment 2: Exposure (Gain, Aperture, Shutter Speed)

- Choose a well-lit outdoor setting and prepare your video camera.
- Adjust the exposure settings to record a video clip with the appropriate exposure.
- Create and Compare under-exposed and over-exposed video utilizing a range of exposure parameters.

#### Assignment 3: Depth of Field (Shallow and Deep)

- Choose a scene with a distinguishable foreground and background.
- Experiment with various aperture settings in order to control the depth of field.
- Produce both shallow and deep depth of field short video.
- Discuss how the chosen depth of field enhances or affects the visual storytelling of the scene in the recorded clips.
- Document your process, including the camera parameters used for each recording, and provide a thorough analysis of your findings in your lab report.

#### Assignment 4: Type of Shot

- Choose a location or setting suitable for shooting a short video sequence.
- Plan and shot-list a sequence that incorporates at least six different shot types, considering the purpose and emotional tone of each shot.
- Execute the planned shots using a video camera.

#### Assignment 5: Lights & Reflection

- Choose a location for filming a short video segment indoors and outdoors that will need precise lighting.
- Ensure adequate lighting and shadow management by setting up and positioning the lights and reflectors correctly.
- Evaluate the lighting setup and the reflectors' contribution to improving the lighting quality by watching the recorded film.

#### Assignment 6: Shoot a short sequence for public service.

- Follow the script and ensure you get the photos you want with the right composition and framing.
- Make sure the audio is high quality by recording voiceovers or dialogue clearly and any other pertinent background noises.

#### Assignment 7: Shoot a talk show on Social Issues

- Prepare the studio or set for a talk show by setting up the cameras, microphones, and lights.
- Follow the script and have relevant interactions with the chosen guests/experts in order to conduct interviews/discussions.
- Gather relevant photographs, videos, or graphics to supplement the narrative and pique the reader's interest.