



Anekant Education Society's  
**TULJARAM CHATURCHAND COLLEGE,**  
**(Autonomous)**  
**BARAMATI, DIST- PUNE – 413102**

**DEPARTMENT OF MEDIA AND COMMUNICATION  
STUDIES**

**Proposed Syllabus For**  
**F.Y. M.Voc. Media Studies**  
**(Semester I)**

**2022-Pattern**

Sponsored by  
**University Grant Commission**

Under  
**National Skill Qualification Framework (NSQF)**

To be implemented from  
June 2022-23

**Title of the Course: M. Voc. Media Studies**  
**(To be implemented from Academic Year - 2023-2024)**

**Course structure:**

- M.Voc. is two year post graduate program with four general education courses and three skill components courses in each semester.
- Each general education course will be of four credits and each credit is of 15 periods.
- Each skill component course will be of six credits and each credit is of 15 periods
- Each period is of one clock hour.
- In each skill component course there will be one visit to the relevant industry/ institute.
- This M.Voc. Programme offers two specializations from third semester namely Digital Journalism and Video Production.
- In addition to the regular practical are based on the theory course, special emphasis will be on communications and soft skills development of the students.

**Eligibility:**

**1) First Year M.Voc. (Post Graduate Diploma):** A student who has passed the graduation degree (10+2+3) in any stream or its equivalent examination.

**2) Second Year M.Voc. (Post Graduate Degree):** Satisfactorily keeping terms of First Year of M. Voc. and if they fulfill the eligibility conditions.

**Note:** Admissions will be given as per the selection procedure / policies adopted by the college, in accordance with conditions laid down by the Savitribhai Phule Pune University, Pune.

**Examination Pattern:**

Pattern of Examination: Semester:

- General education courses (Theory paper) - I, II, III, and IV Semester
- Skill Component (Practical Course): Practical examination will be conducted
- Weightage of marks in each course: Internal continues assessment (50%) and end semester examination (50%)

## Programme Outcomes for M.Voc. Media Studies (PO)

- PO1. Disciplinary Knowledge:** Demonstrate comprehensive knowledge of one or more disciplines that form a part of an undergraduate B.Voc program Execute strong theoretical and practical understanding generated from the chosen B.Voc program.
- PO2. Critical Thinking and Problem solving:** Exhibit the skill of critical design thinking and use them to predict a range of creative solutions towards a design problem, evaluate them and choose the most appropriate options.
- PO3. Social Competence Exhibit thoughts and ideas effectively in writing and orally;** communicate with others using appropriate media, build effective interactive and presenting skills to meet global competencies and connect to people individually or in group settings.
- PO4. Research-Related Skills:** Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions; ability to plan, execute and report the results of an experiment Employ knowledge of the avenues for research and higher academic achievements in the chosen field and allied subjects and aware about research ethics, intellectual property rights and issues of plagiarism.
- PO5. Personal and Professional competence:** Perform independently and participates in team activities and demonstrates cooperation. Integrate enthusiasm and commitment to improve personal and team performance levels and build skills to achieve the goals.
- PO6. Effective Citizenship and Ethics:** Demonstrate empathetic social concern and equity centered national development; ability to act with an informed awareness of moral and ethical issues and commit to professional ethics and responsibility.
- PO7. Environment and Sustainability:** Understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.
- PO8. Self-directed and Life-long learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes
- PO9. Trans-disciplinary Research competence:** Create new conceptual, theoretical, methodological innovations that integrate and transcend beyond discipline-specific approaches to address a common problem.

## Programme Specific Outcomes for M.Voc Media Studies (PSOs)

**PSO1 Media and Society:** Enhance the knowledge about the role of media in society and understanding its critical role in various aspects. Students develop critical understanding about the public service role of a media. Regular presentations, group discussions and other class activities help in better understanding.

**PSO 2 The Concept of broadcasting news and various news roles:** Understand what news all is about and have an insight into the working of various news roles. This helps the students to have a clear idea about the functioning of a media news broadcasting organization.

**PSO 3 Training for digital media and audio-visual content writing:** Students learn about various types of writing for digital journalism and other audio- visual contents. They understand the nuances of writing for various formats and develop knowledge to write thought provoking editorials. Under the brand name 'Anekant Times' department published audio visual content, digital content, and campus newspaper.

**PSO 4 The concept of photography and photo editing:** Students get a good idea about the various aspects of photography and photo editing which are crucial requirements in the job market. Editing contents is also a greater perspective in current media industry.

**PSO 5 Knowledge about various aspects of audio-video production:** Students get professional knowledge about audio-visual production which helps them to build career. Internship program for students creates bridge between academics and media and entertainment industry.

**PSO 6 Knowledge about social media and digital journalism:** Students get professional knowledge about digital media which helps them to apply skills in journalism and content creation. Understanding eco system of digital media and consumption of content by audience.

**PSO 7 Widening Options for Jobs by Learning about Advertising and Political communication:** Knowledge about advertising and political communication help in widening options for jobs. Students get opportunities in advertising, political PR and media research.

**PSO 8 Core knowledge about media laws, ethics, and media economy:** Core knowledge about media law, economy which helps the students to understand crucial aspects related to working on the field as journalists. Having a good idea, about these subjects help them to work with better understanding of the profession. The knowledge base is interdisciplinary in nature.

**Anekant Education Society's**  
**TULJARAM CHATURCHAND COLLEGE, (Autonomous) BARAMATI**  
**Dist. – Pune-413102**  
**M. Voc. Media Studies Proposed Syllabus Structure**  
**Academic year 2022-23**

**First Year: Semester-I**

Subj. Code	Subject Name	No. of Credits	Marks
General component			
PMMS111	Introduction to Media Studies	04	100
PMMS112	Introduction to Journalism	04	100
PMMS113	Introduction to Video Production	04	100
Skill component			
PMMS114	Writing for Media	06	150
PMMS115	Photography	04	100
PMMS116	Introduction to Editing Software	04	100
PMMS117	Camera Techniques- I	04	100

**First Year: Semester-II**

Subj. Code	Subject Name	No. of Credits	Marks
General component			
PMMS121	Understanding Cinema	04	100
PMMS122	Media, Society and Culture	04	100
PMMS123	Media Research Methods	04	100
Skill component			
PMMS124	Script Writing	04	100
PMMS125	Digital Content Publication	04	100
PMMS126	Camera Techniques- II	04	100
PMMS127	Mobile Production	04	100
PMMS128	Internship-I /Project Assistance	02	50

# M. Voc. Media Studies Proposed Syllabus Structure

(w.e.f. from June -2022)

For Academic year 2022-23

First Year

Semester I

## INTRODUCTION TO MEDIA STUDIES

General education

Paper No. - PMMS111

Maximum Marks: 100

Credits: 4

### Course Objectives

1. To develop the knowledge of basic elements of Communication.
2. To inculcate the knowledge of communication models.
3. To introduce students to the Semiotic Perspective.
4. To explore different communication models such as Shannon & Weaver, Gerbner, Osgood, and Newcomb.
5. To familiarize students with the goals of semiotic analysis.
6. To explore the functions and key elements of rhetoric.
7. Examine the process of mass communication and its impact on society.

### Detailed Course

### Teaching hours

#### Unit 1: Revisiting the World of Communication

- Centrality of Communication in the Living World (8)
- Communication as Site of Culture
- Communication a Site of Social Relations
- Communication and Technology

#### Unit 2: Types and Forms of Communication

- Types based on Number of Participants
- Types based on Medium
- Types based on Purpose (8)
- Forms of Communication-Verbal/Non-Verbal, Visual/ Olfactory

#### Unit 3: Academic Study of Communication

- Evolution of Academic Discipline of Communication Studies (8)
- Process and Semiotic Perspectives
- Basic Communication Models: Shannon & Weaver, Gerbner, Osgood, Newcomb
- Indian Perspectives on Communication

#### Unit 4: Introduction to Semiotic Perspective

- Goals of Semiotic Analysis
- Sign: Concept and Types
- Codes: Concepts, Types and Sharing (8)
- Process of Signification: Connotation and Denotation

#### Unit 5: Semiotic Interpretations and Culture

- Metaphors
- Myths: Concept and Debates
- Communication as Text/Discourse
- Ideology: Link to Meaning Making (8)

#### Unit 6: Introduction to Rhetoric Perspective

- Origin and Evolution
- Functions of Rhetoric

- Key Elements of Rhetoric (5)
- Introduction to Indian Thoughts on Rhetoric

#### **Unit 7: Rhetoric Presentation and Effects**

- Rhetorical Schemes and Devices
- Elements of Rhetoric Presentation (5)
- Analyzing Rhetorical Presentation
- Making Rhetorical Presentation

#### **Unit 8: Massification and Evolution of Mass Communication**

- The Process of Massification and Rise of Mass Society (10)
- Mass Communication as Political and Economic Need
- Mass Communication as Cultural Expression
- Technological Phases of Media of Mass Communication

#### **Course Outcomes**

1. Students would be able to introduce themselves to the theories of Communication.
2. Students would be able to inculcate the knowledge of Communication models.
3. Students would be able to develop the knowledge of Semiotic Perspective.
4. Students will have a foundational knowledge of the history and key models in the field of Communication Studies.
5. Students will be equipped to apply semiotic analysis to various forms of communication.
6. Students will be able to identify and analyze rhetorical elements in communication.
7. Gain insights into how rhetoric is viewed within the context of Indian communication traditions.

#### **Recommended Readings:**

- Williams, Raymond. (2002) The Technology and the Society. The Anthropology of Media, a Reader, Ed. Askew Kelly and Richard R. Wilk. Blackwell Publishers.
- Chakravarti, Uma (2006) Everyday Lives, Everyday Histories, beyond the kings and Brahmanas of Ancient India. Tulika Books, New Delhi.
- Lewis, J. (2002). Cultural studies: The basics. London: SAGE Publications.
- Kumar, K. J. (2000). Mass communication in India. Mumbai: Jaico Pub. House.
- Watson, J. (1985). What is communication studies? London: Edward Arnold.
- Berko Roy (1989) Basically Communicating. Wm. C. Brown Publishers, 312 pages
- Roloff, M. E., & Miller, G. R. (1987). Interpersonal processes: New directions in communication research. Newbury Park, Calif: Sage Publications.
- Carey, J. W. (1989). Communication as culture: Essays on media and society. Boston: Unwin Hyman.
- Ghanekar, A (1998) Communication skill for effective management. Everest Publishing House. Gilligan, Pune.
- Fiske, J. (1982). Introduction to communication studies. London,
- Angleterre: Methuen.
- Chandler Daniel (2017) Semiotics: The Basics, New York, Routledge

## Choice Based Credit System Syllabus (2022 Pattern)

### Mapping of Program Outcomes with Course Outcomes

**Class:** F.Y.M.Voc (Sem-I)

**Subject:** Media studies MS

**Course:** Introduction to media studies

**Course Code:** PMMS111

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1							3	
CO2	3								
CO3									
CO4		2		2					
CO5		1							
CO6			3			3			
CO7			1		3		-		2

### Justification of mapping

**PSO1. Disciplinary Knowledge:**

**CO1, CO2:** Emphasizes the comprehensive knowledge of communication theories, models, semiotic perspectives, and rhetorical elements. Students, through Course outcomes, gain a solid foundation in the discipline of Communication Studies.

**PSO2. Critical Thinking and Problem Solving:**

**CO4, CO5:** Emphasize the exploration of communication models, semiotic analysis, and rhetorical elements, fostering critical thinking skills.

**PSO3. Social Competence:**

**CO7, CO8:** Understanding rhetoric in different contexts and recognizing the societal impact of mass communication are integral components of social competence.

**PSO4. Research-Related Skills:**

**CO4:** Exploring communication models, semiotic perspectives, and mass communication impact. These activities require research skills, demonstrating inquiry and awareness of research ethics.

**PSO5. Personal and Professional Competence:**

**CO7:** Encouraging independent and team activities, fostering commitment to personal and team performance improvement, and addressing ethical considerations in communication practices.

**PSO6. Effective Citizenship and Ethics:**

**CO6:** Empathetic social concern, ethical considerations in rhetoric and understanding the impact of mass communication on society.

**PSO8. Self-directed and Life-long Learning:**

**CO1:** Independent and lifelong learning in communication theories, models, and the societal impact of mass communication.



**PSO9. Trans-disciplinary Research Competence:CO7:** Encouraging students to create new conceptual, theoretical, and methodological innovations while exploring communication models, semiotic perspectives, and the impact of mass communication on society.

**INTRODUCTION TO JOURNALISM**

General education

Paper No. - PMMS112

Maximum Marks: 100

Credits: 4

**Course Objectives:**

1. Understand the historical origins and impact of the press in India, particularly its role in social awakening and the freedom movement.
2. Develop a critical understanding of journalism as a profession, its functions, responsibilities, challenges, and ethical considerations.
3. Analyze the landscape of the contemporary Indian press, including leading newspapers, the vernacular press, news agencies, and recent developments.
4. Master the fundamental elements of news: defining news, identifying news values, utilizing the 5 Ws and 1 H, exploring news sources and beats.
5. Refine skills in writing compelling news stories for print media, employing effective structures like the inverted pyramid, headlines, intros, and different news types.
6. Learn how to tell stories through visuals, write scripts for broadcast media (AV, AVB, PKG), and handle breaking news and news flashes.
7. Gain knowledge of the legal and ethical frameworks governing journalism, including intellectual property rights, defamation laws, statutory and self-regulatory bodies, and fundamental rights and duties.

**Detailed Course****Teaching hours****Unit 1: Origin and Growth of the Press in India****6 hours**

Advent of Printing Press in India and Newspaper  
 Role of the Press in India's social awakening in 19th century  
 Role of the Press in India's Freedom Movement  
 Historical Development of the Press as a media Institution in India.

**Unit 2: Journalism****6 hours**

Concepts, dimensions, and functions of journalism.  
 Nature of the media and content: Print, electronic and online newspapers.  
 Journalism as a profession: role and responsibilities and challenges  
 objectivity and fairness.  
 the responsibility of the press.

**Unit 3: Contemporary Indian Press****8 hours**

Study of leading newspapers  
 The vernacular Press in India  
 Development of news agencies  
 Contemporary development in Indian Press

**Unit-4 Defining news****8 hours**

The concept of news  
 News values, 5 Ws and 1 H  
 News Sources  
 News Beats

<b>Unit-5 News in Print Media</b>	<b>8 hours</b>
News writing for print feature writing Inverted Pyramid structure Headline, Intro, Body of news, Soft news, Hard News	
<b>Unit 6 News in Broadcast media</b>	<b>8 hours</b>
Tell your story through visuals Writing for Visual News format for TV (AV, AVB, PKG) Breaking News, news Flash	
<b>Unit-7 Digital Media and News</b>	<b>8 hours</b>
Emergence and development of digital media Writing for digital media, Why Headline and intro important Web journalism, news on social media	
<b>Unit 8 Legal and ethical Framework:</b>	<b>8 hours</b>
Intellectual property rights Defamation, sedition, slander, IT Act Statutory and self-regulatory bodies Fundamental Rights and duties, Directive Principles	

### **Course Outcomes**

- CO1.** Students will be able to critically analyze the historical development and societal influence of the press in India.
- CO2.** Students will demonstrate a comprehensive understanding of journalistic principles, ethics, and responsibilities.
- CO3.** Students will be able to navigate the contemporary Indian press landscape and evaluate its diverse elements.
- CO4.** Students will effectively identify, prioritize, and write news stories according to journalistic best practices.
- CO5.** Students will craft engaging news content for print media, utilizing various writing techniques and structures.
- CO6.** Students will develop skills in storytelling through broadcast media, adapting writing to different formats and handling various news situations.
- CO7.** Students will navigate the legal and ethical aspects of journalism, demonstrating awareness of relevant laws, regulations, and ethical codes.

### **Recommended Readings:**

- Mass Communication In India: Keval Kumar (2011). Jaico Publication
- Broadcast journalism: Techniques of radio and TV news: Boyd, A. (2001).FocalPress.
- Writing Feature Stories: Matthew Ricketson (2004): Allen &UnwinWhite, R. (1990).
- TV news: Building a career in broadcast journalism. Boston: FocalPress.
- Rivers, W. L., & Mathews, C. (1988). Ethics for the media. Englewood Cliffs, N.J:PrenticeHall.
- Olen, J. (1988). Ethics in journalism. Englewood Cliffs, N.J:Prentice-Hall.
- Visit:[www.thehoot.org/presscouncil.nic.in](http://www.thehoot.org/presscouncil.nic.in)

## Mapping of Program Outcomes with Course Outcomes

**Class:** M.Voc- (Sem-I)

**Subject:** M.Voc-Media

Studies

**Course:** INTRODUCTION TO JOURNALISM

**Course Code:** PMMS112

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3								1
CO2	3	2		2		2		2	
CO3	3		2						
CO4		2			2				
CO5			2		2				
CO6			2		2				
CO7		2		2		2	2	2	

### Justification for the mapping

**PO1: Disciplinary Knowledge-CO1, CO2, CO3**

These COs directly contribute to students' disciplinary knowledge by focusing on historical development, principles, and landscape of the Indian press.

**PO2: Critical Thinking and Problem Solving-CO2, CO4, CO7**

CO2 emphasizes ethical decision-making, CO4 involves evaluating and prioritizing news, and CO7 requires awareness of legal and ethical complexities, all contributing to critical thinking.

**PO3: Social Competence- CO3, CO5, CO6**

CO3 deals with evaluating diverse press elements, while CO5 and CO6 focus on crafting engaging content for different media, contributing to communication and presentation skills.

**PO4: Research-Related Skills-CO2, CO7**

CO2 touches on research ethics and plagiarism, while CO7 highlights the importance of research avenues and sustainability issues, contributing to research awareness.

**PO5: Personal and Professional Competence- CO4, CO5, CO6**

CO4 and CO5 require independent writing and content creation, while CO6 involves handling different news situations, all contributing to individual and team performance.

**PO6: Effective Citizenship and Ethics-CO2, CO7**

CO2 emphasizes journalistic ethics and responsibilities, while CO7 deals with social concerns and ethical practices, both contributing to ethical awareness.

**PO7: Environment and Sustainability-CO7**

CO7 mentions sustainability as a key aspect of journalism, but a stronger connection could be made with specific course content.

**PO8: Self-directed and Life-long learning-CO2, CO7**

Though not explicitly stated, CO2's focus on ethics and CO7's emphasis on research avenues indirectly contribute to a spirit of continuous learning.

**INTRODUCTION TO VIDEO PRODUCTION**

General education

Paper No. - PMMS113

Maximum Marks: 100

Credits: 4

**Course Objectives**

- 1) Understand the fundamental elements and historical evolution of moving images.
- 2) Explore the synergy between image and sound, delving into the physics and cultural elements of sound.
- 3) Develop proficiency in visual composition by exploring shot composition, scene and sequence design.
- 4) Master the grammar and genres of screen production, including camera angles.
- 5) Navigate the production process from ideation to screen by evaluating feasibility, conducting research.
- 6) Understand the roles of creative and technical personnel in the production process.
- 7) Gain proficiency in production equipment and technology, including camera types and functions, lighting, sound, and editing equipment.

**Detailed Course****Teaching hours****Unit 1: Moving Image Dynamics****6 hours**

Still and Moving Image Comparison

Elements of Moving Image

A brief history of moving image: Still to Video

Camera: Analog to Digital

**Unit 2: Image and Sound Combination****6 hours**

Basic Physics of Sound

Cultural Elements of Sound

Image and Sound Synchronization

Technical Aspects of Audio-Visual Combination

**Unit 3: Production Process I- From Idea to Screen****8 hours**

Idea: Feasibility and Research

Pre-production: Script Development, production planning

Production Work

Postproduction Process

**Unit 4: Production Process II- People and Work****8 hours**

Creative Personnel- Director, Script Writer

Technical Personnel- Camera, Lights, Makeup, Choreographer, Sound Recordist, Music

Director, Graphic Designer, Editor

Teamwork

Elements of Production Management

**Unit 5: Visual Composition****8 hours**

Elements of Shot Composition

Scene and Sequences

Elements of Writing for Visual medium

Time and Space Dimensions

**Unit 6: Screen Grammar and Genres****8 hours**

Camera Angles

Continuity

Transitions: Cuts, Wipes etc

Basic TV Genres

**Unit 7: Production Equipment and Technology****8 hours**

Camera Types and Functions  
Lighting Equipment  
Sound Equipment  
Editing Equipment

**Unit 8: Management and Distribution of Video****8 hours**

Studio Based and Outdoor  
Funding and Accounting  
Permissions and Administration  
Various Platforms of Video Distribution  
Promotion

**Course Outcome:**

- 1) Demonstrate knowledge of the key elements and technical aspects of moving images through analytical comparisons and historical context.
- 2) Apply an in-depth understanding of sound physics and cultural elements to effectively synchronize and integrate audio-visual components.
- 3) Demonstrate adept visual storytelling skills through the application of shot composition, scene design, and narrative techniques in visual mediums.
- 4) Exhibit proficiency in utilizing various camera angles, ensuring continuity, and employing transitions to effectively convey narrative and genre conventions in screen productions.
- 5) Demonstrate the ability to contribute to the entire production process, from idea generation to post-production, incorporating effective planning and execution.
- 6) Display competency in working collaboratively within a production team, understanding the roles of various creative and technical personnel, and managing production processes effectively.
- 7) Demonstrate the ability to operate and choose appropriate production equipment, applying technical knowledge to enhance the visual and auditory quality of screen productions.

**Recommended Readings:**

- Monaco, J. (1981). *How to read a film: The art, technology, language, history, and theory of film and media*. New York: Oxford University Press
- Millerson, G., & Owens, J. (2012). *Television Production*. Burlington: ElsevierBurrows, T. D., & Wood, D. N. (1986). *Television production: Disciplines and techniques*. Dubuque, Iowa: W.C.Brown.
- White, G. (1982). *Video techniques*. London: Newness Technical Books
- Peter Combs and John Tiffin (1978). *TV production for Education*. Focal Press.
- Richard Lindheim. (1991) *Inside TV Producing*. Focal Press. 328 pages.
- Harcourt, A. (1986). *The Independent producer: Film and television*. London: Faber and Faber.
- Kindem, G. A., & Musburger, R. B. (1997). *Introduction to media production: From analog to digital*. Boston: Focal Press.
- Fairweather, R. (1998). *Basic studio directing*. Oxford: Focal Press.
- Rowlands, A., & Rowlands, A. (1994). *The continuity handbook: A guide for single camera shooting*. Oxford: Focal Press.
- Owens, J., & Millerson, G. (2012). *Video production handbook*. Burlington, MA: Focal Press.
- Ferncase, R. K. (1995). *Film and video lighting terms and concepts*. Boston: Focal Press.

## Mapping of Program Outcomes with Course Outcomes

Class: F.Y.M.Voc (Sem-I)

Subject: Media Studies

Course: Introduction to video production

Course Code: **PMMS113**

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO9
CO1	3								
CO2		3							
CO3			2						
CO4				3					
CO5					3				
CO6						3			
CO7							3	2	2

### Justification for the mapping

#### **PO1: Disciplinary Knowledge:**

**CO1:** Demonstrate knowledge of key elements and technical aspects of moving images aligns with the need for comprehensive knowledge in the chosen discipline of moving image dynamics. This involves understanding the theoretical and practical aspects of the field.

#### **PO2: Critical Thinking and Problem Solving:**

**CO2:** Applying an in-depth understanding of sound physics and cultural elements to synchronize audio-visual components requires critical design thinking. Choosing appropriate camera angles, transitions, and continuity in screen productions involve predicting creative solutions and evaluating the most suitable options for design problems.

#### **PO3: Social Competence:**

**CO3:** Adept visual storytelling and effective communication through writing and oral presentations reflect the ability to exhibit thoughts and ideas effectively. It aligns with building effective interactive and presenting skills to meet global competencies.

#### **PO4: Research-Related Skills:**

**CO4:** Demonstrate knowledge of moving image dynamics through analytical comparisons and historical context reflects research-related skills. This involves a sense of inquiry, planning, execution, and reporting of results, aligning with the ability to ask relevant questions and employ knowledge for research in the chosen field.

#### **PO5: Personal and Professional Competence:**

**CO5:** Contributing to the entire production process, from idea generation to post-production, demonstrates personal and professional competence. It involves performing independently, participating in team activities, and improving personal and team performance levels.

#### **PO6: Effective Citizenship and Ethics:**

**CO6:** Demonstrating empathy in visual storytelling and commitment to professional ethics in production management aligns with effective citizenship and ethics. It involves acting with an informed awareness of moral and ethical issues.

**PO7: Environment and Sustainability:**

**CO7:** Understanding the impact of scientific solutions on societal and environmental contexts aligns with the knowledge of and need for sustainable development. Applying technical knowledge to enhance the visual and auditory quality sustainably relates to the environmental and sustainability aspects

**PO8: Self-directed and Life-long Learning:**

**CO8:** The ability to contribute to the entire production process and operate production equipment reflects engagement in independent and life-long learning. It involves adapting to socio-technological changes, aligning with the broader context of socio-technological changes.

**PO9: Trans-disciplinary Research Competence:**

**CO9:** Creating new conceptual, theoretical, and methodological innovations in visual storytelling and production management transcends beyond discipline-specific approaches. It aligns with trans-disciplinary research competence, addressing common problems in a holistic manner.



**Writing for Media**

**General education**  
**Maximum Marks: 150**

**Paper No. - PMMS114**  
**Credits: 6**

**Course Objectives:**

1. To introduce the students to writing other than journalism.
2. To understand the development of drama and emotions in stories.
3. To know the scope of various audio – visual contents
4. To know the basic elements of audio – visual content writing.
5. To understand the various types of genres in writing.
6. To understand fictional stories
7. To lead students to the world of video- production contents.

**CONTENT****Teaching hours**

<p><b>1. Fundamentals of Writing</b>            The Blank Page and Overcoming Fear of Writing            Three Step Process of Writing: Write-Review-Destroy- Repeat            Reading Techniques for faster review: Speed and Comprehension            An Introduction to Creative Writing</p>	<b>10 hours</b>
<p><b>2. Identifying Writing in Audio-Visual Content</b>            Reading v/s watching Audio-Visual content            Tools of Reading Audio-Visual content            Identifying Structure            Identifying Drama and emotion</p>	<b>10 hours</b>
<p><b>3. Story Writing</b>            Elements of a Story            Characters and Characterisation            Structuring a Story: Emotion and Drama            Idea to Narrative: Practical Story Writing</p>	<b>10 hours</b>
<p><b>4. Introduction to Various Types of Media Writing</b>            Writing for Television: Fiction vs Nonfiction            Writing for Advertising: Print vs TVC            Writing on the Internet: Blogs, Marketing Content, Social Media            Writing for Streaming Services: The Webseries</p>	<b>10 hours</b>
<p><b>5. Writing for Print</b>            News sense and news values            News lead, Body of News            Feature Writing            Types of feature</p>	<b>10 hours</b>
<p><b>6. Writing for broadcasting media</b>            TV writing style            Writing for TV news</p>	<b>10 hours</b>

Radio writing style  
Writing radio news

**7. Writing for online media**

**15 hours**

Blog Writing  
Writing for Social media  
Digital storytelling  
Writing for Website

**8. Preparation of CV and Minutes**

**15 hours**

Writing CV  
Writing minutes  
Writing assignments

**Course Outcomes:**

1. Introduce the students to writing other than journalism.
2. Understand the development of drama and emotions in stories.
3. Know the scope of various audio – visual contents
4. Know the basic elements of audio – visual content writing.
5. Understand the various types of genres in writing.
6. Understand fictional stories
7. Lead students to the world of video- production contents.

**Recommended Readings:**

1. Hilliard Robert L. (2015) Writing for Television, Radio and New Media
2. Witt Leonard (1991) Complete Book of Feature Writing
3. Brande Dorothea (1934) Becoming a Writer
4. Lamott Anne (1994) Bird by Bird: Some Instructions on Writing and Life
5. Standage Tom (2013) Writing on the Wall: Social Media – The First 2000 years

**Mapping of Program Outcomes with Course Outcomes**

Class: FY M. Voc (Sem I)

Subject: Media Studies

Course: Writing for Media

Course Code: **PMMS114**

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO9
CO1	3								
CO2		3							
CO3			2						
CO4				3					
CO5									3
CO6						2			
CO7							3		

**Justification for the mapping**

PO1: Disciplinary Knowledge: Writing is a fundamental skill across various disciplines. This outcome ensures students have a comprehensive understanding of different writing styles and genres beyond journalism. CO1: Introduce the students to writing other than journalism.

PO2: Critical Thinking and Problem Solving: Understanding the development of drama and emotions requires critical thinking skills to analyze and interpret narratives effectively. CO2: Understand the development of drama and emotions in stories.

PO3: Social Competence: Knowledge of audio-visual content is crucial for effective communication in various social and professional settings. CO3: Know the scope of various audio-visual contents.

PO4: Research-Related Skills: Understanding the basic elements involves research into effective audio-visual communication strategies and techniques. CO4: Know the basic elements of audio-visual content writing

PO9: Trans-disciplinary Research Competence: Different writing genres often cut across disciplines. This outcome encourages students to create innovative and trans-disciplinary approaches to writing. CO5: Understand the various types of genres in writing.

PO6: Effective Citizenship and Ethics: Fictional stories often carry moral and ethical themes. This outcome ensures students can engage with stories that contribute to ethical and moral understanding. CO6: Understand fictional stories.

PO8: Self-directed and Life-long Learning: Video production involves various technical skills that require continuous learning. This outcome encourages students to engage in life-long learning to keep up with evolving technologies. CO7: Lead students to the world of video-production contents.

**PHOTOGRAPHY****Skill component****Paper No. – PMMS115****Maximum Marks: 100****Credits: 4****Course Objectives:**

- 1) Understand the evolution, history, growth, and types of photo cameras to establish a strong foundation in photographic technology.
- 2) Acquire proficiency in handling DSLR cameras, exploring their internal structure.
- 3) Navigate through various camera modes (Auto, Manual, and Night) to adapt and excel in diverse shooting scenarios.
- 4) Master ISO, Shutter, and Aperture settings, gaining precise control over manual mode for customized photographic outcomes.
- 5) Learn composition rules, framing principles, and depth of field considerations to create visually compelling images.
- 6) Explore various portrait types, emotions, property use, and leverage golden hours for mastery in portrait and landscape photography.
- 7) Specialize in event, product, fashion, and travel photography, broadening creative expression across various photography genres.

**CONTENT****Teaching hours**

<b>1. Photo camera Introduction</b> History Growth Types	<b>5 hours</b>
<b>2. DSLR camera controls and handling</b> Internal structure Mechanism	<b>10 hours</b>
<b>3. Modes and Scenes:</b> Auto mode Manual mode Night mode	<b>10 hours</b>
<b>4. Working with Manual mode</b> ISO Shutter Aperture	<b>10 hours</b>
<b>5. Composition and Framing</b> Composition rules Framing Depth of field	<b>10 hours</b>
<b>6. Portrait and Landscape</b> Types of portrait Emotions and expression Property use Foreground, Background	<b>10 hours</b>

Golden hours

<b>7. Other types of photography</b>	<b>10 hours</b>
Event photography	
Product photography	
Fashion photography	
Travel photography	
<b>8. Lighting</b>	<b>10 hours</b>
Position plays the role	
Soft light Vs Hard light	
Temperature: Kelvin scale	
<b>9. Black and white photography</b>	<b>10 hours</b>
Contrast	
Tone	
Shadow	
Texture	
<b>10. Image processing- I</b>	<b>5 hours</b>
Capturing	
Cropping	

**Course Outcomes:**

- 1) Foundational Technical Expertise: Develop a comprehensive understanding of photo cameras, DSLR controls, and shooting modes, establishing technical proficiency in photography.
- 2) Effective Camera Handling: Demonstrate adept handling of DSLR cameras, understanding their internal structure and mechanisms for optimal photographic control.
- 3) Adaptability in Photography: Exhibit adaptability in diverse shooting scenarios, mastering manual mode settings for precise control over photographic outcomes.
- 4) Artistic Image Creation: Apply learned composition techniques to create visually compelling images, showcasing artistic and thoughtful photographic skills.
- 5) Portrait and Landscape Excellence: Master the nuances of portrait and landscape photography, demonstrating proficiency in capturing emotions, utilizing property, and optimizing lighting conditions.
- 6) Versatility in Photography Genres: Specialize in event, product, fashion, and travel photography, showcasing a versatile skill set and creative expression across various photography genres.
- 7) Image Processing Proficiency: Develop skills in image capturing and cropping, enhancing post-processing capabilities for refined final outputs in photography.

## Mapping of Program Outcomes with Course Outcomes

Class: F.Y.M.Voc (Sem-I)

Subject: Media Studies

Course: Photography

Course Code: **PMMS115**

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO9
CO1	3							1	
CO2					2				
CO3		3					3		
CO4		3				2			3
CO5			2						
CO6			3		2				
CO7				3		3	3	3	3

### Justification for the mapping

#### **PO1: Disciplinary Knowledge**

**Justification:** CO1 aligns with PO1 by ensuring that students acquire comprehensive knowledge and technical proficiency in the foundational aspects of photography, demonstrating a strong theoretical and practical understanding.

#### **PO2: Critical Thinking and Problem Solving**

**Justification:** CO3 and CO4 align with PO2 by requiring students to apply critical design thinking and creative problem-solving skills in adapting to diverse scenarios and creating artistic images.

#### **PO3: Social Competence**

**Justification:** CO5 and CO6 align with PO3 by emphasizing effective communication and presentation skills through the mastery of portrait and landscape photography and versatility across various genres.

#### **PO4: Research-Related Skills**

**Justification:** CO7 aligns with PO4 by requiring students to demonstrate research-related skills in the post-processing phase, enhancing their ability to plan, execute, and report the results of their photographic experiments.

#### **PO5: Personal and Professional Competence**

**Justification:** CO2 and CO6 align with PO5 by requiring students to demonstrate personal and professional competence in effectively handling cameras and showcasing versatility across different photography genres.

**PO6: Effective Citizenship and Ethics Justification:** CO4 and CO7 align with PO6 by involving considerations of ethical and social issues when creating artistic images and processing photos, contributing to effective citizenship and ethical awareness.

**PO7: Environment and Sustainability**

**Justification:** CO3 and CO7 align with PO7 by involving considerations of environmental sustainability when adapting to diverse shooting scenarios and processing images.

**PO8: Self-directed and Life-long Learning**

**Justification:** CO1 and CO7 align with PO8 by requiring the ability to engage in independent and life-long learning within the broader context of socio-technological changes when establishing technical proficiency and enhancing post-processing capabilities.

**PO9: Trans-disciplinary Research Competence**

**Justification:** CO4 and CO7 align with PO9 by requiring students to create new conceptual, theoretical, and methodological innovations when creating artistic images and processing photos, showcasing trans-disciplinary research competence.

**INTRODUCTION TO EDITING SOFTWARE****Skill component****Paper No. – PMMS116****Maximum Marks: 100****Credits: 4****Course Objectives**

1. Develop a comprehensive understanding of mobile devices: including hardware, software, user interactions, and their role in contemporary society.
2. Master mobile photography and videography techniques: utilizing various applications, tools, and editing skills to create high-quality content.
3. Gain foundational knowledge of Adobe Photoshop: exploring essential tools, functions, and workflows for photo editing and graphic design.
4. Enhance photos through retouching and manipulation: employing techniques like healing brushes, cloning, and content-aware fill to achieve desired results.
5. Optimize photos for different purposes: including cropping, straightening, background replacement, and resizing for print and web.
6. Comprehensively design graphics incorporating photos, text, and vector elements: leveraging features like type tools, smart objects, and image layering.
7. Effectively adjust color and prepare digital photos for various outputs: utilizing color balance, levels, brightness/contrast settings, and appropriate saving formats.

**Detailed Course****Teaching hours****Mobile Based Application****Unit-1 Mobile- A multi-tasking Device****5 hours**

Know your Mobile  
 Operating Systems of Mobile  
 User Generated Content  
 Business around the mobile

**Unit-2 Capturing image on Mobile****10 hours**

Applications/tools for photography  
 Application for Photo editing  
 Graphics and Special effects  
 Colour Correction

**Unit 3- Capturing Video on Mobile****10 hours**

Applications/tools for Video  
 Application for Video editing  
 Special effects, Graphics and Text  
 Colour Correction

**Computer based Software****Adobe Photoshop****Unit4–Getting Started****10 hours**

Zooming  
 Scrolling  
 Getting around  
 Tools  
 Copying & pasting



<b>Unit- 5 Photo Retouching</b> Spot Healing Brush Healing Brush Clone Stamp Content-Aware Fill	<b>10 hours</b>
<b>Unit-6 Cropping Photos</b> Cropping Photos Straightening Photos Straightening a Layer Replacing Backgrounds	<b>10 hours</b>
<b>Unit 7 Creating Graphics: Combing Photos, Text, &amp; Graphics</b> Adding Type Smart Objects Importing Vector Graphics (Such as Logos) Type Anti-Aliasing Replacing Backgrounds	<b>10 hours</b>
<b>Unit-8 Color Correction Using Color Balance</b> Creating adjustment layers for color correction Adjusting color balance Adjusting brightness/contrast, setting white, black, & gray point Color Correction Using Levels	<b>10 hours</b>
<b>Unit-9 Preparing Digital Photos for Print</b> Viewing/setting image size Resampling pros & cons Saving as PSD Saving as TIFF	<b>10 hours</b>
<b>Unit-10 Saving Photos for the Web as JPEG</b> Resizing images for the web Reducing image size with resampling Setting JPEG quality	<b>5 hours</b>

**Course Outcomes:**

- CO1.**Students will confidently operate and utilize mobile devices for various purposes: including communication, media creation, productivity, and business applications.
- CO2.**Students will be able to capture professional-looking photos and videos with their mobile devices: applying editing techniques to enhance visual storytelling and communication.
- CO3.**Students will demonstrate proficiency in fundamental Adobe Photoshop skills: navigating the interface, utilizing essential tools, and performing basic photo editing tasks.
- CO4.**Students will possess the ability to retouch and manipulate photos: correcting imperfections, enhancing elements, and creatively adjusting compositions.
- CO5.**Students will be skilled in preparing photos for various outputs: including cropping, straightening, background replacement, and resizing for print and web optimization.

**CO6.**Students will design compelling graphics incorporating photos, text, and vector elements: employing layering techniques, typography, and object manipulation for effective visual communication.

**CO7.**Students will efficiently adjust color and prepare digital photos for different uses: applying color correction tools, managing brightness and contrast, and saving files in appropriate formats for specific contexts.

### Mapping of Program Outcomes with Course Outcomes

**Class:** M.Voc- (Sem-I)

**Subject:** M.Voc-Media

Studies

**Course:** INTRODUCTION TO EDITING SOFTWARE

**Course Code:**

**PMMS116**

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Course Outcomes	Programme Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1							2	1
CO2	1				2			2	
CO3	1						1	2	1
CO4	2	2					1	2	
CO5	3							2	
CO6	3	2			2	2		2	
CO7	2		2	2				2	

#### Justification

**PO1: Disciplinary Knowledge**

CO1-5 directly involve utilizing mobile devices and Adobe Photoshop, demonstrating practical understanding within the chosen B.Voc program. Additionally, CO6 involves design principles and visual communication, contributing to disciplinary knowledge in design and media.

**PO2: Critical Thinking and Problem Solving**

CO2 emphasizes creative solutions through editing techniques and visual storytelling, showcasing critical thinking. CO4 and 6 require adjusting compositions and manipulating photos, further demonstrating problem-solving skills.

**PO3: Social Competence**

CO1-7 all involve effective communication through visual content creation and editing. This builds skills in presenting ideas and connecting with audiences visually.

**PO4: Research-Related Skills**

Though not directly addressed, CO1-7 could be adapted to incorporate research elements like exploring mobile app functionalities, researching editing techniques, or analyzing visual communication strategies.

**PO5: Personal and Professional Competence**

CO1-7 requires independent learning, applying skills, and potentially collaborating on projects, contributing to personal and professional growth.

**PO6: Effective Citizenship and Ethics**

CO6, emphasizing ethical visual communication and potentially incorporating social awareness themes, can contribute to this PO. Further integration of ethical considerations in assignments could strengthen this connection.

**PO7: Environment and Sustainability**

While not directly addressed, the course could potentially explore sustainable practices in digital media or responsible technology use, connecting to this PO.

**PO8: Self-directed and Life-long learning**

CO1-7 encourages independent exploration of mobile apps, editing techniques, and design principles, fostering self-directed learning. Additionally, the skills acquired can be continuously developed beyond the course.

**PO9: Trans-disciplinary Research competence**

While not directly addressed, the course could be adapted to encourage trans-disciplinary research projects combining mobile technology, visual communication, and other relevant fields