



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

**DEPARTMENT OF MEDIA AND COMMUNICATION
STUDIES**

Proposed Syllabus For
S.Y. M.Voc. Media Studies
(Semester III)

2019-Pattern

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

To be implemented from
2019 pattern

Title of the Course: M. Voc. Media Studies
(To be implemented from Academic Year - 2020-2021)

Course structure:

- M.Voc. is two year post graduate programme with four general education courses and three skill components courses in each semester.
- Each general education course will be of three 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.
- 3)

Note: Admissions will be given as per the selection procedure / policies adopted by the college, in accordance with conditions laid down by the Savitribai 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 continuous 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 Syllabus Structure

Subject Code	Subject Name	Credits	Marks
Semester III - Video Production			
General Education			
MS 301A	Script Writing and Direction	Credits 04	100
MS 302A	Sound and Post-production	Credits 04	100
MS 303A	Film Appreciation	Credits 04	100
Skill Component			
MS 304A	Group Project	Credits 06	150
MS 305A	Video Editing	Credits 06	150
MS 306A	Lighting Techniques	Credits 06	150
Semester III – Digital Journalism			
General Education			
MS 301B	Digital Journalism-	Credits 04	100
MS 302B	Social Media Marketing	Credits 04	100
MS 303B	Advertising	Credits 04	100
Skill Component			
MS 304B	Group Project	Credits 06	150
MS 305B	Broadcast journalism	Credits 06	150
MS 306B	Digital Content Development	Credits 06	150

Script Writing and Direction**General education****Maximum Marks: 100****Teaching Period: 4/Week****Paper No.-MS 301A****Credits: 4****Teaching Load: 60 Theory Period****Course Objectives:**

1. To familiarize the students with script writing.
2. To create understanding of various styles of scripts in audio- visual production.
3. To develop storytelling skills for screen.
4. To identify the genres and forms of fiction
5. To understand the aesthetics of audio- visual production.
6. To take a story from paper to screen
7. To learn the visual narrative of screenplay

CONTENT**Teaching Hours****Unit 1 The Core of Screen Writing: Genesis of an Idea****6 Hours**

- Visualization: ‘Seeing’ and ‘Hearing’ before writing
- Conscious attention to surroundings/Listening carefully, reading, observing,
- Types of Ideas: Event-led, character-based, reality-based, concept-led
- Choosing and Formulating the Theme: Choosing Characters and their Points of Views.

Unit 2 Basic structure of Story**6 Hours**

- The Nature and Characteristics of Script Writing
- Understanding the written word as a blue-print for visuals
- Chain of linear, chronological cause-effect event structure.
- The Three Act Structure: Beginning-middle-end (Character-Setting-Problem-Resolution)
- Forming familiar associations with the written word: Short Story = short film, Novel = Feature film, Research paper/essay (with human touch) = Documentary.
- Other Parts of the Story: Character Back stories, Sub-story arcs
-

Unit 3 Forms and Format: Fiction, Non-Fiction**8 Hours**

- Formulating the Visual Narrative: Story + Plot Order
- The Treatment: Plotting Scenes and Scene Flow
- Types of Narratives
- What is a Scene? What is a Unit? (Fiction v/s Non-Fiction)
- Screenplay without Dialogue: The Scene/Unit Skeletal Structure.
- Dialogue: Types, Rules, Methods
- Formatting the Screenplay: Introduction to Celtx /various drafts

Unit 4 Role of the Director:**8 Hours**

- Understanding and Adapting to the Medium: Film, Television, Other A/V Projects

- Skill of the Director: Balancing resources with Creative Intent
- Process of a Direction: Finding and Interpreting the Core of the Script.
- Planning of a Director: Choice of Crew, Talent, etc.
- Planning for Directing Unscripted Material.

Unit 5 Directing Single Camera and Multi Camera 8 Hours

- Skill of the Director, Process of the Direction, Method of the Direction
- Visualization: Shot Selection, Shot Planning, Segmentation Visualization.
- Shooting: Execution, Adaptation, Time and Human Resource Management
- Inspiring and/or Managing the Talent.
- Formulating the Floor Plan or Working with an existing one.
Camera Positioning, The Setup, Recording: Online Direction v/s Offline Direction

Unit 6 Putting Together a Project 8 Hours

- The Pitch: Proposal Writing and Presentation Basics and interpreting Target Audience
- Production Management, Production Strategies.
- Budgeting and Financial Management

Unit 7 The Director's Team: Understanding the Chain of Command 8 Hours

- The Associate Director and/or the Second Unit Director
- The Wall: The First Assistant Director: Tasks, Responsibilities and Skills
- Other Assistants and their Tasks: During the three stages of Production.
- Building Basic Skills: Logging, Clap, Continuity, Property /Costume Management
- Working with Actors: Casting, Auditions, Directing during rehearsals, Directing Actors on the set

Unit 8 Directing Documentaries 8 Hours

- Developing Story Ideas & Research
- Documentary Language: Form, Content & Style
- Point of View & the Storyteller
- Conducting & Shooting Interviews

Course Outcomes:

1. Familiarize the students with script writing
2. Create understanding of various styles of scripts in audio- visual production
3. Develop storytelling skills for screen.
4. Identify and explore the genres and forms of fiction
5. Understand the aesthetics of audio- visual production.
6. Take a story from paper to screen
7. Learn the visual narrative of screenplay

Recommended Reading:

1. Hilliard, R. L. (1976). Writing for television and radio. New York: Hastings House.
2. Thomas, J. M. (2005). Script analysis for actors, directors, and designers. Boston: Focal Press
3. Wainwright, C. A. (1966). The television copywriter: How to create successful TV commercials. New York: Hastings House
4. Directing and Producing for Television. A Formal Approach, Curry, Ivan Focal Press,(2010)
5. Single-Camera Video Production, Musburger, Robert, B., Focal Press (2010)
6. From Script to Screen: The Collaborative Art of Filmmaking, Seger, Linda and Whetmore, Edward, J., Lone Eagle Publishing Company (2004)
7. Studio and Outside Broadcast Camera Work, Ward, Peter, Focal Press (2001)
8. World of Film and Video Production: Aesthetics and Practice, Dancyger, Ken, Wadsworth Publishing (1999)
9. Television Programme Making: Everything you need to know to get started, Hart, Colin Focal Press (1999)
10. Vales Technique of Screen and Television writing, Vale, Eugene, Focal Press (1998)
11. Studio Drama: Processes and Procedures (Multiple Camera Video Series), Schihl, Robert, J.,(1991)
12. Directing the Documentary 5th Edition

Mapping of Program Outcomes with Course Outcomes

Class: SY M. Voc (Sem III)
 Course: **Script Writing and Direction**

Subject: Media Studies
 Course Code: **MS 301 A**

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						1			
CO6								3	
CO7			2						

Justification for the mapping

PO1: Disciplinary Knowledge

(3): Scriptwriting involves comprehensive knowledge of storytelling techniques, industry standards, and narrative structures. CO1: Familiarize the students with script writing.

PO2: Critical Thinking and Problem Solving

(3): Understanding various styles of scripts requires critical thinking to analyze and evaluate creative solutions in scriptwriting. CO2: Create understanding of various styles of scripts in audio-visual production.

PO5: Personal and Professional Competence

(2): Developing storytelling skills for the screen involves personal and professional competence in crafting narratives that engage and resonate with the audience. CO3: Develop storytelling skills for screen.

PO9: Trans-disciplinary Research Competence

(2): Exploring genres and forms of fiction requires a trans-disciplinary approach, integrating different storytelling elements. CO4: Identify and explore the genres and forms of fiction.

PO6: Effective Citizenship and Ethics

(2): Understanding the aesthetics of audio-visual production involves considerations of ethical and aesthetic choices in storytelling. CO5: Understand the aesthetics of audio-visual production.

PO8: Self-directed and Life-long Learning

(3): Taking a story from paper to screen requires continuous learning, adapting to technological changes and industry trends. CO6: Take a story from paper to screen.

PO3: Social Competence

(2): Learning the visual narrative of screenplay involves effective communication through visual storytelling, aligning with social competence. CO7: Learn the visual narrative of screenplay.

Second Year

Semester III- Video Production

Sound and Post Production

General education

Paper No.- MS 302A

Maximum Marks: 100

Credits: 4

Teaching Period: 4/Week

Teaching Load: 60 Theory Period

Course Objective

- 1) Understand the Evolution of Sound in Film
- 2) Master Sound Equipment and Recording Techniques
- 3) Utilize Digital Audio Workstations for Post Production
- 4) Specialize in Location Recording
- 5) Develop Sound Editing Skills
- 6) Advance in Post Production Techniques
- 7) Achieve Expertise in Sound Mixing

CONTENT

Teaching Hours

Unit1. Sound Basics

6 Hours

- History of Sound in Film
- Use of Sound
- Analogue & Digital Technologies

Unit 2. Introduction to sound Equipment

6 Hours

- Audio Signal Routing
- Recording methods and workflow
- Microphones
- Studios and Acoustics

Unit 3. Digital Audio Workstations

8 Hours

- Introduction to Pro tools
- Pro tools: features, routing, setup options
- Using Pro tools for Post production sound

Unit 4. Location Recording

8 Hours

- Study of location recording equipment and workflows
- Dialogue recording on location
- Production sound to DAW

Unit 5. Sound Editing

8 Hours

- Setting up DAW for post-production
- Dialogue Editing and cleaning
- Track Laying
- Basics of Sound Design

Unit 6. Advanced Post Production

8 Hours

- Noise reduction for dialogue
- Dialogue dubbing
- Foley recording and mixing

- Use of equaliser, reverb, compression, etc.

Unit 7. Post Production Mixing

8 Hours

- Basics of sound mixing
- Sound Design and use of psychoacoustics in Sound
- Re-Recording

Unit 8. Advanced Recording

8 Hours

- Music recordings
- Multi track mixing
- Out-puts for different formats

Course Outcome:

- 1) Develop historical knowledge of sound in film, distinguishing between analogue and digital technologies.
- 2) Acquire proficiency in audio signal routing, recording methods, and microphone usage for studio and location recording.
- 3) Gain hands-on experience with Pro tools, exploring features, routing, and setup options for effective post-production sound editing.
- 4) Study and implement location recording equipment and workflows, focusing on dialogue recording and transferring production sound to Digital Audio Workstations.
- 5) Set up Digital Audio Workstations for post-production, perform dialogue editing, cleaning, track laying, and grasp the basics of sound design.
- 6) Master advanced post-production skills, including noise reduction for dialogue, dialogue dubbing, Foley recording, and the use of equalizers, reverb, and compression.
- 7) Gain proficiency in sound mixing, understand the principles of sound design, and apply psychoacoustic principles in re-recording for a comprehensive understanding of post-production audio.

Recommended Readings:

1. The Art of Music Production: The Theory and Practice, Burgess, Richard, J., Oxford University Press (2013)
2. The Recording Engineer's Handbook, Owsinski, Bobby, Cengage Learning PTR (2013)
3. Audio Engineering 101: A Beginner's Guide to Music Production, Dittmar, Tim, Focal Press (2011)
4. What is Music Production?: A Producers Guide: The Role, the People, the Process, Hepworth- Sawyer, Russ and Golding, Craig, Focal Press (2010)
5. Creative Recording Volume 1: Effects and Processors, White, Paul, Music Sales America
6. Creative Recording Volume 2: Microphones, Acoustics, Soundproofing and Monitoring, White, Paul, Music Sales America (2006)

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.M.Voc (Sem-III)

Subject: Media Studies

Course: **Sound and post production**

Course Code: **MS 302 A**

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	1							2	3
CO2		2							
CO3		3							
CO4			3						
CO5			3						
CO6				3					
CO7					3	2			

Justification for the mapping

PO1: Disciplinary Knowledge

Justification: CO1 aligns with PO1 by requiring students to acquire comprehensive knowledge of the historical aspects of sound in film, covering both analogue and digital technologies. This ensures that students have a strong theoretical foundation in the discipline of sound design and production.

PO2: Critical Thinking and Problem Solving

Justification: CO2 and CO3 involve critical design thinking and problem-solving skills. Students need to apply their knowledge to choose the most appropriate audio signal routing, recording methods, and tools for effective studio and location recording as well as post-production sound editing.

PO3: Social Competence

Justification: CO4 and CO5 involve effective communication skills, as students need to work with location recording equipment and collaborate in post-production processes. This aligns with PO3's emphasis on exhibiting thoughts and ideas effectively in writing and orally, and building effective interactive and presenting skills.

PO4: Research-Related Skills

Justification: CO6 requires students to demonstrate a sense of inquiry and capability for advanced post-production skills. This aligns with PO4's emphasis on demonstrating a sense of inquiry, planning and executing experiments, and being aware of research ethics and issues of plagiarism.

PO5: Personal and Professional Competence

Justification: CO7 requires students to perform independently, participate in team activities, and demonstrate cooperation. This aligns with PO5's emphasis on performing independently, participating in team activities, and building skills to achieve goals.

PO6: Effective Citizenship and Ethics

Justification: CO7 involves understanding the impact of sound design solutions in societal contexts, aligning with PO6's emphasis on empathetic social concern and equity-centered national development and commitment to professional ethics and responsibility.

PO8: Self-directed and Life-long Learning

Justification: CO1 aligns with PO9 by requiring students to demonstrate trans-disciplinary research competence, creating innovations that integrate beyond discipline-specific approaches. This aligns with PO8's emphasis on self-directed and life-long learning in a broader socio-technological context.

Second Year

Semester III- Video Production

Film Appreciation

General education

Paper No. - MS 303 A

Maximum Marks: 100

Credits: 4

Teaching Period: 4/week

Teaching Load: 60 Theory Period

Course Objective:

- 1) Understand the historical evolution of cinema from its experimental beginnings to distinct eras.
- 2) Explore the language and elements of film, including visual components
- 3) Examine diverse film genres, from Westerns and Gangster Films to Romantic Comedies and Documentaries.
- 4) Investigate global cinema, spanning Hollywood to Middle East and East Asian Cinema.
- 5) Trace the evolution of Indian Cinema from its inception with Dadasaheb Phalke to the Indian New Wave
- 6) Explore various film forms and movements, including Narrative and Non-Narrative approaches.
- 7) Familiarize with major film theories such as Formalist, Structuralism, Marxist, and Feminist theories.

CONTENT

Teaching Hours

Unit 1: Origin and History of Cinema

6 Hours

- The beginning and the experiments
- Lumiere Brothers, Thomas Edison, Georges Méliès, Edwin S. Porter. W. K. L. Dickson, David W. Griffith and Charlie Chaplin
- Development of cinema-
- Silent cinema - The birth of the Talkies, Great depression era,
- Second World War era, the western era, Cold war era, Box- office era.

Unit 2: Film Language and Elements

6 Hours

- Film Visual Language-
Shot, Scene, Sequence, Mis-en-scene, Deep focus, Continuity, Editing, Montage,
Use of Color and Sound
- Film Elements-
Plot, Character, Emotional Effect or Mood,
Style or Texture or Structure, Identifying the theme

Unit 3: Film Genres

8 Hours

- Westerns and Gangster Films
- Mysteries and Film Noir
- Horror, Fantasy and Science Fiction
- Romantic, Comedy, Musicals and Documentaries

Unit 4: World Cinema

8 Hours

- Hollywood and American Cinema
- Italian, French, German Cinema
- Soviet and Japanese Cinema

- Middle East Cinema
- East Asian Cinema

Unit 5: Indian Cinema

8 Hours

- Arrival of cinema- Dadasaheb Phalke
- Silent era, Talkie era
- Studio Dynasty, Golden fifties era
- Indian New wave, Parallel Cinema
- Indian Panorama

Unit 6: Film Forms and Movements

8 Hours

- Narrative and Non Narratives
- Expressionism, Impressionism
- Neo-realism, Surrealism
- Modernism, Post modernism

Unit 7: Film Theories

8 Hours

- Formalist Theory
- Structuralism Theory
- Auteur Theory
- Marxist Film Theory
- Feminist Theory

Unit 8: Film Appreciation

8 Hours

- Analyzing the film from various point of view-
- Story & Screen play
- Direction, cinematography, Editing
- Acting, aesthetics, analysis, dramatic structure
- Review writing

Course Outcome:

- 1) Demonstrate knowledge of key pioneers such as Lumiere Brothers, Thomas Edison, Méliès, and film movements through various historical periods.
- 2) Identify and analyze film visual language elements, such as shot, scene, sequence, and mis-en-scene, to comprehend emotional effects and thematic structures.
- 3) Classify and analyze characteristics of different film genres, gaining insights into their cultural and thematic significance.
- 4) Compare and contrast cinematic styles and cultural influences of major film industries worldwide, including Hollywood, Italian, French, German, Soviet, Japanese, and Middle Eastern cinema.
- 5) Outline the key phases of Indian cinema, including the Silent Era, Studio Dynasty, Golden Fifties, Parallel Cinema, and Indian Panorama.
- 6) Recognize and analyze different film forms and movements, understanding their impact on storytelling and cinematic expression.
- 7) Apply critical thinking by employing diverse film theories to analyze and interpret films from multiple perspectives, enhancing film appreciation skills.

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
- Jim Piper, Film Appreciation Book: The Film course, All Worth Press, 2018
- Petrie, Dennis & Boggs, Joseph, The Art of Watching Films, McGraw Hill Publication, 2011.
- Sanders John, The film genre book, Auteur, 2009.
- Leo Eubank & Marshall Cohen, Film Theory and Criticism: Introductory Readings, Oxford University Press, 2004.
- Matilda Mroz, Temporality and Film Analysis, Edinburgh University Press, 2012.
- Ian Garwood, The Sense of Film Narration, Edinburgh University Press, 2013.

Mapping of Program Outcomes with Course Outcomes

Class: SY.M.Voc.MS (Sem-III)

Subject: Media Studies

Course: **Film appreciation**

Course Code: **MS 303 A**

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							2	
CO2		2							
CO3									
CO4			3				3		
CO5				3					
CO6								1	1
CO7		3			3	3			1

Justification for the mapping

PO1: Disciplinary Knowledge

Justification: CO1 aligns with PO1 by requiring students to exhibit comprehensive knowledge of the historical evolution of cinema, showcasing their understanding of key figures and movements in the discipline.

PO2: Critical Thinking and Problem Solving

Justification: CO2, and CO7 align with PO2, as they require students to apply critical design thinking skills to analyze and interpret various elements of films, genres, forms, and theories.

PO3: Social Competence

Justification: CO4 aligns with PO3 by involving the comparison of cinematic styles and cultural influences, requiring effective communication and understanding of global perspectives, thus building social competence.

PO4: Research-Related Skills

Justification: CO5 aligns with PO4 by requiring students to demonstrate a sense of inquiry into the historical phases of Indian cinema and report their findings, showcasing research-related skills.

PO5: Personal and Professional Competence

Justification: CO7 aligns with PO5 by requiring students to perform independently in film appreciation, showcasing personal and professional competence in critically evaluating different aspects of film production.

PO6: Effective Citizenship and Ethics

Justification: CO7 aligns with PO6 by involving critical thinking that includes ethical considerations, contributing to effective citizenship and ethical awareness in film analysis.

PO7: Environment and Sustainability

Justification: CO4 aligns with PO7 by involving the consideration of cinematic styles and cultural influences in societal and environmental contexts, contributing to an understanding of the impact of scientific solutions.

PO8: Self-directed and Life-long Learning

Justification: CO1 and CO6 align with PO8 by integrating the understanding of socio-technological changes and the ability to engage in life-long learning within the context of film history and development.

PO9: Trans-disciplinary Research Competence

Justification: CO6 and CO7 align with PO9 by requiring students to integrate and transcend discipline-specific approaches in analyzing film forms, movements, and theories.

Video Production Project (Group)**Skill Component****Paper No.-MS 304A****Maximum Marks: 150****Credits: 06****Teaching Period: 2/Week****Teaching Load: 90 Practical Period****Course Objectives:**

1. Develop students' ability to work effectively in a team, fostering communication skills, collaboration, and conflict resolution in a professional video production environment.
2. Equip students with the skills to plan, organize, and manage the entire video production process, including pre-production, production, and post-production phases.
3. Enhance students' technical proficiency in video production, including camera operation, lighting, audio recording, and editing, ensuring a high-quality final product.
4. Foster the ability to generate and develop creative concepts for video projects, including storytelling, visual design, and thematic elements that align with project objectives.
5. Provide opportunities for students to engage with clients or stakeholders, practicing effective communication, understanding client needs, and delivering a professional and client-oriented final product.
6. Develop students' problem-solving skills in addressing unforeseen challenges that may arise during the video production process, emphasizing adaptability and resourcefulness.
7. Encourage students to critically evaluate their own work and the work of their peers, fostering a reflective practice that contributes to ongoing improvement in video production skills.

In this semester Students of the specialization of Video Production take up a Group video Production project. There should be three minimum students in each group. The project may be Fiction or Non Fiction. The subject, topic, content of the project has to be of the length of 20 minutes. After approval of the story concept from the production guide and the script selection committee, students are expected to assume the role of the director for this project and execute it within given/scheduled time frame. Also in order to understand the process better, students will be expected to do at least two production exercises and do detailed paperwork in the pre-production, production and post-production phases. The activities involved are meant to give the student a thorough experience of the script-to-screen process. Evaluation is made on the basis of production exercises, submissions related to productions and the basis of the assessment of the video production project film itself and viva voce.

Course Outcomes:

1. Students will demonstrate effective collaboration within their video production team, showcasing strong communication, teamwork, and interpersonal skills.
2. Graduates will exhibit proficiency in planning and managing video production projects, from conceptualization and pre-production through to post-production and delivery.
3. Students will produce video projects that demonstrate technical excellence, with high-quality visuals, sound, and editing, reflecting mastery of the technical aspects of video production.
4. Graduates will create innovative and creatively engaging video content, demonstrating a capacity for original thinking and effective application of visual storytelling techniques.

5. Students will effectively engage with clients or stakeholders, demonstrating professionalism, responsiveness to client needs, and the ability to translate client expectations into successful video projects.
6. Graduates will showcase adaptability and effective problem-solving skills in addressing challenges that arise during the video production process, resulting in successful project outcomes.
7. Students will engage in critical self-evaluation and reflection on their work and the work of their peers, fostering a mindset of continuous improvement in their video production skills and processes.

Mapping of Program Outcomes with Course Outcomes

Class: SY M. Voc (Sem III)

Subject: Media Studies

Course: **Video Production Group Project**

Course Code: **MS 304 A**

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			2						
CO2						2			
CO3	3								
CO4							1		3
CO5					2				
CO6		3							
CO7				3				1	

Justification for the mapping

(PO1): Disciplinary Knowledge

CO3 aligns with PO1 as it involves producing video projects that demonstrate technical excellence, reflecting strong theoretical and practical understanding from the chosen program.

(PO2): Critical Thinking and Problem Solving

CO6 aligns with PO2 as it involves showcasing adaptability and effective problem-solving skills during the video production process.

(PO3): Social Competence

CO1 aligns with PO3 as it involves demonstrating effective collaboration within the video production team, showcasing strong communication and teamwork skills.

(PO4): Research-Related Skills

CO7 aligns with PO4 as it involves engaging in critical self-evaluation and reflection on video projects, fostering a mindset of continuous improvement and research-related skills.

(PO5): Personal and Professional Competence

CO5 aligns with PO5 as it involves effectively engaging with clients or stakeholders, demonstrating professionalism, responsiveness, and the ability to translate client expectations into successful video projects.

(PO6):Effective Citizenship and Ethics

CO2 aligns with PO6 as it involves planning and managing video production projects, demonstrating effective citizenship and ethical considerations in the broader context of the media industry.

(PO7):Environment and Sustainability

CO4 aligns with PO7 as it involves producing video projects that demonstrate technical excellence, reflecting an understanding of the impact of video production solutions in societal and environmental contexts.

(PO8):Self-directed and Life-long Learning

CO7 aligns with PO8 as it involves engaging in critical self-evaluation and reflection on video projects, fostering a mindset of continuous improvement and self-directed learning.

(PO9):Trans-disciplinary Research Competence

CO4 aligns with PO9 as it involves producing video projects that demonstrate technical excellence and creativity, reflecting trans-disciplinary research competence.

Second Year

Skill Component

Maximum Marks: 150

Teaching Period: 2/Week

Semester III- Video Production

Video Editing

Paper No.-MS 305A

Credits: 6

Teaching Load: 90 Hours

Course Objective:

- 1) Understand the types of machines, software, and recording devices involved in video editing
- 2) Develop foundational skills in video editing, including understanding basic formats
- 3) Gain competence in video editing software interfaces, managing audio-video tracks.
- 4) Explore the aesthetics of editing, mastering cut-timing, arranging shots dynamically.
- 5) Acquire advanced video editing skills, including color adjustment, multi-track editing.
- 6) Develop skills in packaging videos, incorporating titles, credits, motion control, and importing graphics and sound effects.
- 7) Explore various aspects of editing, including handling multi-camera footage, reading vector scopes.

CONTENT

Unit1. Intro to Video-editing Techniques

- The types of machines and software involved
- Various formats of cards & Recording devices
- Video editing- set up and editing-studio

Teaching Hours

12 Hours

Unit2. Start-up of video editing

- Understanding basic formats and project set up
- Setting of the sequence
- Arranging the footage

12 Hours

Unit3. Video Editing

- Intro. to the software interface
- Audio video- Tracks
- Tools of editing
- Marring sound sync sound

12 Hours

Unit4. Aesthetics of Editing

- Right Cut-Timing
- Dynamics of Arrangement of Shot
- Rhyme of Edit
- Editing with reference to sound
- Transition

12 Hours

Unit5. Special treatment in editing

- Colour Adjustment
- Multi-track editing
- The Effects
- Rendering

12 Hours

Unit6. Packaging of the Video

15 Hours

- Titles and Credits
- Controlling motion
- Importing from graphics software
- Importing Sound effects

Unit7. Other aspects of Editing

15 Hours

- Multi-camera footage
- Reading vector-scope and histogram
- Audio meter and its filters
- Simple audio leveling
- Exporting in various formats-Tapes and HD
- Exporting video for a broadcast

Course Outcome:

- 1) Demonstrate proficiency in setting up and operating video editing studios, utilizing various formats of cards and recording devices.
- 2) Apply knowledge to initiate and organize video editing projects, effectively arranging footage and configuring sequences.
- 3) Demonstrate proficiency in using video editing software, executing edits, and maintaining synchronization between audio and video tracks.
- 4) Apply aesthetic principles to video editing, producing well-timed cuts, dynamic shot arrangements, rhythmic edits, and seamless transitions.
- 5) Demonstrate proficiency in applying special treatments during video editing, manipulating colors, working with multiple tracks, applying effects, and rendering the final output.
- 6) Showcase the ability to create polished video products with professional packaging, including titles, credits, controlled motion, and integrated graphic and sound elements.
- 7) Demonstrate expertise in advanced video editing techniques, including handling multi-camera setups, analyzing visual and audio metrics, and exporting edited content in various formats for different purposes, including broadcast.

Recommended Readings:

1. In the Blink of an eye 2nd Edition: Walter Murch, 2001: Publisher: Silman-James
2. Adobe Premiere Pro CC Classroom in a Book 2018 Release: Maxim Jago:
3. Final Cut Pro X Beyond the Basics: Advanced Techniques for Editors, Tom Wolsky
4. Art of the Cut: Conversations with Film and TV Editors, by Steve Hullfish
5. Color Correction for Video: Using Desktop Tools to Perfect Your Image, by Jaime Fowler and Steve Hullfish
6. The Technique of Film and Video Editing: History, Theory, and Practice 5th Edition: Ken Dancyger
7. Grammar of the Edit 2nd Edition: Roy Thompson Christopher J. Bowen: Focal Press

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.M.Voc (Sem-III)

Subject: Media Studies

Course: **Video editing**

Course Code: **MS 305 A**

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			3		2	2	
CO3				3					
CO4									
CO5									3
CO6			2		2			2	
CO7		2				3	1	2	

Justification for the mapping

PO1: Disciplinary Knowledge

Justification: CO1 aligns with PO1 by requiring students to apply their comprehensive knowledge of video editing equipment and studios, showcasing a strong practical understanding of the discipline.

PO2: Critical Thinking and Problem Solving

Justification: CO2 and CO7 align with PO2 by requiring critical thinking and creative problem-solving skills in various aspects of video editing, demonstrating the application of theoretical and practical knowledge.

PO3: Social Competence

Justification: CO6 aligns with PO3 by emphasizing effective communication and presentation skills in the creation of polished and socially engaging video products.

PO4: Research-Related Skills

Justification: CO3 aligns with PO4 by requiring students to demonstrate a sense of inquiry and capability for experimenting with various video editing techniques, executing edits, and reporting results.

PO5: Personal and Professional Competence

Justification: CO2 and CO6 align with PO5 by requiring students to demonstrate personal and professional competence in initiating and organizing video editing projects and creating polished video products.

PO6: Effective Citizenship and Ethics

Justification: CO7 aligns with PO6 by involving considerations of ethical and social issues when demonstrating expertise in advanced video editing techniques, contributing to effective citizenship and ethical awareness.

PO7: Environment and Sustainability.

Justification: CO2 and CO7 align with PO7 by involving considerations of environmental sustainability when initiating and organizing video editing projects and demonstrating expertise in advanced video editing techniques.

PO8: Self-directed and Life-long Learning

Justification: CO2, CO6, and CO7 align with PO8 by involving the ability to engage in independent and life-long learning within the broader context of socio-technological changes when initiating and organizing video editing projects, creating polished video products, and demonstrating expertise in advanced video editing techniques.

PO9: Trans-disciplinary Research Competence

Justification: CO5 aligns with PO9 by requiring students to create new conceptual, theoretical, and methodological innovations when applying special treatments during video editing, showcasing trans-disciplinary research competence.

Lighting Techniques**Skill Component****Paper No.-MS 306A****Maximum Marks: 150****Credits: 6****Teaching Period: 2/Week****Teaching Load: 90 Hours****Course Objective:**

- 1) Understand the fundamentals of light by observing its variations in different locations and times.
- 2) Acquire proficiency in handling various lighting equipment, including LED, Fluorescent, and Tungsten lights.
- 3) Explore the basics of lighting, including Three-Point Lighting, Studio Lighting, Color Temperature.
- 4) Understand elements of light, including intensity, quality, quantity, and placement.
- 5) Gain expertise in studio lighting for various scenarios such as interviews, news, panel discussions.
- 6) Develop skills in shooting under different lighting conditions, both indoor and outdoor, and seamlessly matching lighting between indoor and outdoor scenes.
- 7) Apply lighting techniques in fiction filmmaking exercises, including situation-based lighting

CONTENT**Teaching Hours****Unit 1 Understanding Light****12 Hours**

- Observing available lights in different time
- Observing different locations
- Observing indoor light vs. outdoor light
- Selecting location

Unit 2 Understanding and Handling the Lighting Equipments**12 Hours**

- Types of lights; LED, Florescent, Tungsten
- Handling different types of lights
- Handling different types of lights stands
- Handling different types of light reflectors and light Cutters
- Handling other accessories of lights

Unit 3 Basics of lights**12 Hours**

- Three-Point Lighting
- Studio Lighting
- Color temperature
- Reflected Light, Bounce Light

Unit 4 Elements of lights**12 Hours**

- Light Intensity, Quality, Quantity etc.
- Placements of Lights
- Hard Light, Soft light
- High key
- Low Key

Unit 5 Lighting in Studio**12 Hours**

- Interview, News
- Penal discussion
- Lighting for single camera
- Lighting for multi camera

Unit 6 Shooting**15 Hours**

- Shooting indoor with lights
- Shooting outdoor in available lights
- Shooting outdoor with lights
- Matching indoor and outdoor

Unit 7 Exercise for fiction**15 Hours**

- Situation based lighting
- Lighting for one shot
- Lighting for five shot
- Lighting for night scene

Course Outcome:

- 1) Demonstrate the ability to assess and select suitable locations based on available lighting conditions.
- 2) Demonstrate practical skills in setting up and handling different types of lights and accessories for optimal lighting in various scenarios.
- 3) Apply knowledge of lighting basics to create well-lit scenes, considering color temperature and utilizing techniques such as three-point lighting.
- 4) Apply understanding of light elements to control and manipulate lighting setups for different visual effects and moods.
- 5) Demonstrate the ability to design and implement effective lighting setups in studio environments for different types of productions.
- 6) Execute shooting scenarios, showcasing the ability to adapt to various lighting conditions and maintain visual consistency.
- 7) Showcase proficiency in implementing diverse lighting setups to enhance storytelling and create visually compelling fiction scenes

Recommended Readings:

1. Video Production Handbook by Gerald Millerson, Jim Owens
2. The Five C's of Cinematography by Joseph V. Mascelli
3. Painting with Light by John Alton
4. Cinematography: Theory and Practice by Blain Brown
5. Masters of Light by Dennis Schaefer
6. The Visual Story by Bruce Bloc.

Mapping of Program Outcomes with Course Outcomes

Class: S.Y.M.Voc (Sem-III)

Subject: Media Studies

Course: **Lighting techniques**

Course Code: **MS 306 A**

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							2
CO3				2					
CO4					3				2
CO5						2			
CO6							3		
CO7								3	1

Justification for the mapping

PO1: Disciplinary Knowledge

Justification: CO1 aligns with PO1 by requiring students to apply their knowledge of lighting conditions and make informed decisions when selecting locations, showcasing their comprehensive understanding of the discipline.

PO2: Critical Thinking and Problem Solving

Justification: CO2 to CO7 align with PO2 by requiring critical thinking and creative problem-solving skills in various aspects of lighting, demonstrating the application of theoretical and practical knowledge.

PO3: Social Competence

Justification: CO5 aligns with PO3 by involving effective communication and collaboration skills when designing and implementing lighting setups in a studio setting, emphasizing social competence.

PO4: Research-Related Skills

Justification: CO6 aligns with PO4 by requiring students to plan, execute, and adapt shooting scenarios based on their research-related skills in understanding and manipulating lighting conditions.

PO5: Personal and Professional Competence

Justification: CO7 aligns with PO5 by requiring students to showcase personal and professional competence in implementing diverse lighting setups for storytelling, enhancing both individual and team performance.

PO6: Effective Citizenship and Ethics

Justification: CO7 aligns with PO6 by involving considerations of ethical and social issues when implementing diverse lighting setups, contributing to effective citizenship and ethical awareness.

PO7: Environment and Sustainability

Justification: CO1 and CO6 align with PO7 by involving considerations of environmental sustainability when selecting locations and adapting to various lighting conditions, showcasing an understanding of the impact of scientific solutions in societal and environmental contexts.

PO8: Self-directed and Life-long Learning

Justification: CO1, CO6, and CO7 align with PO8 by involving the ability to engage in independent and life-long learning within the broader context of socio-technological changes, as demonstrated through the assessment of locations and adaptation to various lighting conditions.

PO9: Trans-disciplinary Research Competence

Justification: CO2, CO4, and CO7 align with PO9 by requiring students to integrate and transcend discipline-specific approaches when applying practical skills in handling lights and accessories, manipulating lighting elements, and implementing diverse lighting setups.

Digital Journalism**Theory****Maximum Marks: 100****Teaching Period: 4 /week****Paper No. MS 301B****Credits: 4****Teaching Load: 60 Theory Period/Semester****Course Objective:**

- 1) Develop a comprehensive understanding of digital media, internet functioning, and the concept of Web 2.0, exploring their impact on contemporary journalism.
- 2) Explore the concept of media convergence, identifying and analyzing the four types of convergence, emphasizing the role of multimedia content and web browsers in modern journalism.
- 3) Equip students with the skills for digital storytelling, encompassing cross-media production processes, content management systems, and interactive content generation techniques.
- 4) Introduce the concept of data journalism, focusing on sourcing, analyzing, and visualizing data, utilizing tools like MS Excel and In fogram for effective communication.
- 5) Analyze the business aspect of digital journalism, understanding the economics, business models, and emerging trends, while exploring corporate interests through initiatives like the Facebook Journalism Project and Google News Initiative.
- 6) Familiarize students with mobile journalism, emphasizing storytelling on smartphones, utilizing multimedia tools, and understanding the unique features of mobile platforms.
- 7) Investigate the socio-political impacts of digital journalism, exploring its role in social movements, politics, and elections, with a specific focus on the Indian context.

CONTENT**Teaching Hours****Unit 1. Introduction to Digital Journalism:****6 Hours**

- Introduction to Digital media
- Concept of internet and its functioning
- Web 2.0 and interactivity
- Concept of media convergence
- Types of convergence in media
- Digital Journalism in India

Unit 2. Media convergence**6 Hours**

- Concept of media convergence;
- Four types of convergence in media
- Multimedia content
- Web browsers and RSS Feed;

Unit 3. Digital Story Telling:**8 Hours**

- Cross-media news production processes
- content management systems (CMS);
- Multi-media content generation techniques-
- Interactive content generation
- Crowd sourcing and aggregation

Unit 4. Data Journalism:**8 Hours**

- Definition, Concept and its Importance
- Understanding and finding data sources
- Data Analysis and understanding Data Patterns
- Writing and visualization and its importance;
- Software MS Excel, Infogram etc

Unit 5. Mobile Journalism:**8 Hours**

- Understanding the features of Smart- phones;
- Telling compelling stories / photo stories
- storytelling methods for mobile consumers;
- Tools for mobile platforms;

Unit 6. Business of Digital Journalism:**8 Hours**

- Shrinking size of newsrooms and digital news business;
- Economics of digital journalism;
- Understanding the business models,
- Emerging trends related with business
- Corporate and their interests in Digital Journalism:
- Facebook Journalism Project, Google News Initiative.

Unit 7. Socio- Political impacts of Digital Journalism**8 Hours**

- Digital Journalism and digital social movements
- Digital Journalism and Politics 2.0
- Digital Media and Politics
- Digital media and elections
- Social media and elections in India

Unit-8 Fake News**8 Hours**

- Need of Verification and authenticity of Information
- Fact checks
- Video and Photo verification
- Digital hygiene

Course Outcome:

- 1) Students will acquire a foundational knowledge of digital journalism, internet dynamics, and interactive media, enabling them to critically analyze the evolving landscape of news dissemination.
- 2) Participants will gain insights into the intricacies of media convergence, cultivating skills to produce and consume multimedia content effectively, while understanding the significance of web browsers and RSS feeds.
- 3) Students will be proficient in employing various digital storytelling tools and techniques, enabling them to create engaging and interactive content across diverse digital platforms.
- 4) Participants will develop expertise in data-driven journalism, mastering the art of accessing, analyzing, and presenting data to enhance the quality and depth of journalistic content.

- 5) Graduates will be adept at producing compelling stories tailored for mobile consumption, utilizing tools specific to mobile platforms to enhance their journalism skills.
- 6) Students will comprehend the financial dynamics of digital journalism, enabling them to navigate the evolving industry landscape and contribute effectively in newsroom settings.
- 7) Graduates will gain a nuanced understanding of the intersection between digital journalism and societal and political dynamics, enabling them to critically assess and navigate the evolving role of media in these spheres.

References:

- Al Jazeera Media Training and Development Centre, *Mobile Journalism*.
- Al Jazeera Media Training and Development Centre, *Data Journalism*
- Briggs, Mark. *Journalism 2.0*. J Lab and Knight Citizen News Network.
- Feldman, Tony. *An Introduction to Digital Media*. Routledge.
- Howard, Alexander. *The Art and Science of Data-Driven Journalism*, Tow Centre for Digital Journalism
- *Handbook for Media, General Elections To The 17 thLokSabha 2019*, Election
- Commission of India
- *New Media and Politics*, Sage
- *Digital Journalism: Making News, Breaking News* , Open Society Foundation
- *The Routledge Handbook of Developments In Digital Journalism Studies*
- *The Handbook of Global Online Journalism*, Wiley-Blackwell
- गरुड, लवश्वनार्थ (२०१९), लडलजिलपत्रकाररि, गमभनप्रकाशन.
- बोरटे, योगेश (२०१९), सोशलमीडीया, अर्थवयप्रकाशन.

Mapping of Program Outcomes with Course Outcomes

Class: SY M.Voc (Sem III)

Subject: Media Studies

Course: **Digital Journalism**

Course Code: **MS 301B**

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							3
CO3			3					3	
CO4				3					
CO5					3				
CO6						3			
CO7							3		

Justification of mapping

PO1: Disciplinary Knowledge

Justification: CO1 reflects the acquisition of foundational knowledge in digital journalism, internet dynamics, and interactive media. Students demonstrating comprehensive knowledge align with the objective of developing strong theoretical and practical understanding.

PO2: Critical Thinking and Problem Solving

Justification: CO2 emphasizes the cultivation of skills to produce and consume multimedia content effectively. Critical design thinking and evaluating creative solutions directly relate to the ability to analyze the intricacies of media convergence and understand the significance of web browsers and RSS feeds (CO2).

PO3: Social Competence

Justification: CO3 highlights the proficiency in employing various digital storytelling tools, which aligns with the objective of effective communication and building interactive and presenting skills. This addresses the social competence aspect of exhibiting thoughts and ideas effectively in writing and orally.

PO4: Research-Related Skills

Justification: CO4 focuses on developing expertise in data-driven journalism, demonstrating a sense of inquiry, and the ability to plan, execute, and report the results of an experiment. This directly aligns with the research-related skills, including awareness of research ethics and intellectual property rights (PO4).

PO5: Personal and Professional Competence

Justification: CO5 emphasizes graduates' proficiency in producing compelling stories tailored for mobile consumption and participating in team activities. This aligns with the objective of personal and professional competence, including performing independently and participating in team activities (PO5).

PO6: Effective Citizenship and Ethics

Justification: CO6, which focuses on understanding the financial dynamics of digital journalism, aligns with the ethical considerations and responsibility associated with effective citizenship and ethics (PO6).

PO7: Environment and Sustainability

Justification: While not explicitly covered in COs, the overall theme of understanding the impact of digital solutions in societal and environmental contexts aligns with the broader notion of environmental and sustainability awareness (PO7).

PO8: Self-directed and Life-long Learning

Justification: CO3, which emphasizes gaining a nuanced understanding of the intersection between digital journalism and societal and political dynamics, directly correlates with the ability to engage in independent and life-long learning in the context of socio-technological changes

PO9: Trans-disciplinary Research Competence

Justification: CO2, which focuses on graduates creating new conceptual, theoretical, and methodological innovations, aligns with the trans-disciplinary research competence objective. This demonstrates the ability to integrate and transcend beyond discipline-specific approaches to address common problems

Social Media Marketing**General Education****Paper No. MS 302B****Maximum Marks: 100****Credits: 4****Teaching Period: 4 /week****Teaching Load: 60 Theory Period/Semester****Course Objective:**

1. To develop a comprehensive understanding of digital media, its evolution,
2. To acquire practical skills in managing social media platforms
3. To gain in-depth knowledge of SEO principles, its determinants, and strategies to influence and improve search engine rankings.
4. To develop proficiency in using key social media platforms (Facebook, YouTube, Twitter, LinkedIn)
5. To develop skills in creating, planning, and managing content programs that align with organizational goals and resonate with the target audience.
6. To acquire practical knowledge of popular blogging platforms
7. To understand the matrix of revenue generation in the digital landscape

Content**Teaching Hours****Unit-1 What is digital Media?****6 Hours**

- How Social Media developed
- Managing Information
- Aggregators
- Google Alerts

Unit- 2 Content**6 Hours**

- Getting your company ready for Social Media
- Content Management
- Touch point analysis
- Scheduling
- Creating content
- Managing content programs
- Planning Worksheets

Unit-3 Blogs**8 Hours**

- Blogger
- Tumblr
- Word Press
- Set-up
- Services

Unit-4 SEO**8 Hours**

- What is it?
- How it is determined
- How to affect it
- Google's role
- Organic search

Unit- 5 Facebook**8 Hours**

- Creating groups and pages
- Tips and Guides
- Posts
- Paid Promotion
- Ads
- Contests

Unit- 6 YouTube**8 Hours**

- Long-form video platforms
- Setting up a channel
- Managing content

Unit- 7 Twitter**8 Hours**

- Set-up and usage
- Tips
- Up and Coming Social Media

Unit-8 LinkedIn**8 Hours**

- Tips and Guides
- Review of profiles
- Pinterest
- Visual social media and bookmarking

Unit-9 Matrix of revenue**8 Hours**

- Engagement and optimization
- Audience analysis (Demographic)
- Adesense, Taboola, Mgid, Adkeeper
- Consumer-generated content

Course Outcome:

1. Students will be able to articulate the historical development of digital media and analyze its impact on society.
2. Students will be proficient in utilizing various social media platforms for business purposes, implementing strategies for content management and engagement.
3. Students will be capable of implementing SEO techniques to enhance online visibility and improve website rankings on search engines.
4. Students will be able to create and manage content on specific platforms, employing strategies tailored to each platform's audience and functionality.
5. Students will be able to create content plans, analyze touch points, and implement effective content management strategies.
6. Students will be able to create and maintain blogs, leveraging them as a powerful tool for communication and engagement.
7. Students will be equipped to analyze audience demographics, engage in consumer-generated content strategies, and optimize revenue through various online advertising methods

Mapping of Program Outcomes with Course Outcomes

Class: SY M.Voc (Sem III)

Subject: Media Studies

Course: **Social media marketing**

Course Code: **MS 302B**

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					3			
CO2				3				3	
CO3							3		
CO4									
CO5					3				
CO6			3						
CO7		3	3						

Justification for the mapping

PO1: Disciplinary Knowledge

Justification: CO1 aligns with PO1 by requiring students to demonstrate comprehensive knowledge of the historical development of digital media, showcasing a strong theoretical understanding.

PO2: Critical Thinking and Problem Solving

Justification: CO7 align with PO2 by requiring students to apply critical design thinking and creative problem-solving skills in utilizing digital media platforms for various purposes, such as business, content management, and engagement.

PO3: Social Competence

Justification: CO6, and CO7 align with PO3 by emphasizing effective communication and presentation skills in articulating the historical development of digital media, creating and managing content, maintaining blogs, and engaging with audiences.

PO4: Research-Related Skills

Justification: CO2 align with PO4 by requiring students to demonstrate a sense of inquiry and capability for asking relevant questions, planning and executing strategies, and reporting results in the context of digital media.

PO5: Personal and Professional Competence

Justification: CO5 align with PO5 by requiring students to demonstrate personal and professional competence in creating and managing content, planning and implementing strategies, maintaining blogs, and optimizing revenue through advertising.

PO6: Effective Citizenship and Ethics

Justification: CO1 align with PO6 by involving considerations of ethical and social issues when articulating the historical development of digital media, creating and managing content, and optimizing revenue through advertising.

PO7: Environment and Sustainability

Justification: CO3 align with PO7 by involving considerations of environmental sustainability when implementing SEO techniques and managing content effectively.

PO8: Self-directed and Life-long Learning

CO2: Students will be proficient in utilizing various social media platforms for business purposes

General education
Maximum Marks: 100
Teaching Period: 4/Week

Advertising

Paper No.-MS 303B
Credits: 4
Teaching Load: 60 Theory Period

Course Objective

1. Understand the evolution of advertising globally and in India, from its origins to the contemporary digital era.
2. Master key advertising concepts, types, purposes, and ethical considerations
3. Gain insights into market segmentation, family life cycles, and target consumer behaviors.
4. Define and classify products, understand their lifecycles, and develop effective positioning strategies.
5. Understand the interplay between the 4Ps and &Cs of marketing, the marketing mix, and promotion mix.
6. Learn the ideation, conceptualization, writing, and art direction involved in crafting successful advertisements.
7. Identify key brand elements, understand positioning and image, appreciate brand equity, and differentiate brands from products.

CONTENT**Teaching Hours****Unit1. History of Advertising****6 Hours**

- The genesis of advertising in the world
- Advertising in India: Origins and early forms
- Advertising post-independence
- LPG and advertising in India
- Key advertising agencies and figures

Unit2 Principles of Advertising**6 Hours**

- Key concepts and definitions
- Types of Advertising
- Purposes of Advertising
- Advertising Ethics; ASCI
- Advertising and Culture

Unit3 Understanding the Market**8 Hours**

- What is a market
- Market segmentation
- Family Life Cycle
- Target Consumer/Buyer

Unit 4 Understanding the Product**8 Hours**

- What is a Product?
- Product Classification
- Product Life Cycle
- Product Positioning

Unit 5 Integrating Marketing Communication **8 Hours**

- 4Ps and &Cs of Marketing
- Marketing Mix
- Promotion Mix
- Developing an IMC Plan

Unit 6 Creating an Advertisement **8 Hours**

- Ideation
- Conceptualization/ Visualization
- Writing/ Art
- The Pitch Process

Unit 7 Introduction to Brand **8 Hours**

- Brand elements
- Brand Positioning and Image
- Brand Equity
- Brand versus Product

Unit 8 Management of a Brand Portfolio **8 Hours**

- Elements of a brand portfolio
- Licensing and Franchising
- Brand Ambassadors (Celebrity or others)
- Media Planning for brands
- Brand management in the Digital era

Course Outcome

- 1) Analyze the impact of historical events, figures, and agencies on the advertising landscape.
- 2) Apply this knowledge to create ethical and effective advertising campaigns.
- 3) Develop informed targeting strategies and tailor advertising messages to specific audiences.
- 4) Create advertising campaigns that highlight product benefits and resonate with target markets.
- 5) Develop comprehensive Integrated Marketing Communication (IMC) plans to achieve marketing goals.
- 6) Create compelling and persuasive advertising creative that effectively communicate brand messages.
- 7) Develop impactful brand management strategies, including leveraging digital media, brand portfolios, licensing, franchising, and brand ambassadors

Recommended Readings:

- Absolut Book.: The Absolut Vodka Advertising Story, Richard W. Lewis
- Beyond Buzz: The Next Generation of Word-of-Mouth Marketing, Lois Kelly
- Bill Bernbach's Book: A History of Advertising That Changed the History of Advertising, Bob Levenson
- Blink: The Power of Thinking Without Thinking, Malcolm Gladwell
- Brain Surgery for Suits: 56 Things Every Account Person Should Know, Robert Solomon
- Brand Portfolio Strategy: Creating Relevance, Differentiation, Energy, Leverage, and Clarity, David A. Aaker

Mapping of Program Outcomes with Course Outcomes

Class: M.Voc- (Sem-III)

Subject: M.Voc-Media Studies

Course code: **Advertising**

Course Code: MS 303B

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			2					
CO2	3	2		2		3			
CO3	3	2	3						
CO4			3						
CO5		2			2				
CO6			2						
CO7		2			2				

Justification of Mapping

PO1. Disciplinary Knowledge:

CO1, CO2, and CO3 directly contribute to students' understanding of the historical and theoretical foundations of advertising, a core discipline in the M.Voc program

PO2. Critical Thinking and Problem solving:

CO2, CO3, CO5, and CO7 require students to critically analyze advertising problems, develop creative solutions, and evaluate their effectiveness, demonstrating strong critical thinking skills.

PO3. Social Competence:

CO3, CO4, and CO6 focus on developing effective communication and presentation skills for conveying advertising messages to target audiences, aligning with social competence.

PO4. Research-Related Skills:

CO1 and CO2 indirectly touch upon research skills by encouraging students to explore historical factors and develop effective campaigns based on evidence, showcasing inquiry and critical analysis.

PO5. Personal and Professional competence:

CO5 and CO7 encourage teamwork and collaboration through creating IMC plans and brand management strategies, demonstrating personal and professional competence.

PO6. Effective Citizenship and Ethics:

CO2 emphasizes ethical considerations in advertising campaigns, promoting awareness of moral and ethical issues in the field.

PO7. Environment and Sustainability:

This course may not directly address environmental and sustainability concerns, but incorporating case studies or examples of sustainable advertising practices could strengthen this connection.

PO8. Self-directed and Life-long learning:

The course's focus on historical analysis and ethical considerations encourages students to stay updated on industry trends and adapt their skills, contributing to lifelong learning.

PO9. Trans-disciplinary Research competence:

While not explicitly addressed, the course could encourage trans-disciplinary thinking by incorporating aspects of psychology, social sciences, and technology into campaign development

Second Year

Semester III- Digital Journalism

Skill Component

Maximum Marks: 150

Teaching Period: 2 /week

Group Project

Paper No. – MS 304 B

Credits: 6

Teaching Load: 90 Practical Period

Course Objective:

1. Develop students' skills in creating diverse multimedia content, including advertisements, news bulletins, blog stories, and basic web design.
2. Cultivate the ability to produce a concise and informative news bulletin, emphasizing effective communication and storytelling within a limited duration.
3. Encourage students to explore diverse themes and issues through collaborative blogging, fostering creativity and critical thinking in storytelling.
4. : Introduce students to the basics of web design, covering key principles, tools, and techniques to create user-friendly and visually appealing websites.
5. Equip students with the knowledge and skills to strategically promote content on social media platforms, leveraging the unique features and algorithms of each platform
6. Provide students with the opportunity to collaboratively create a news portal, integrating various multimedia elements and delivering news content in an organized and user-friendly manner.
7. Foster effective teamwork, collaboration, and project management skills as students work together on diverse multimedia projects.

Project

In this semester student will be assigned for 3 separate group projects. These projects should be aligned with following subjects.

1. Creating an Advertisement Series (All formats)
2. News Bulletin Production (Duration 10 min.)
3. Group Blog- stories based on Different themes and issues
4. **Basic web design**
5. Social Media Promotion
6. **Creating a news portal in group.**

Course Outcome:

1. Students will be able to produce comprehensive multimedia projects, demonstrating proficiency in various formats and platforms.
2. Students will gain practical experience in news production, showcasing their proficiency in scriptwriting, editing, and delivering news content.
3. Students will produce a group blog featuring well-crafted stories that address different themes and issues, demonstrating their ability to engage and captivate an online audience.
4. Students will demonstrate proficiency in basic web design by creating a functional and aesthetically pleasing website as part of a group project.
5. Students will develop and implement effective social media promotion strategies, showcasing their ability to enhance content visibility and engagement.
6. Students will present a fully functional news portal that demonstrates their skills in content organization, multimedia integration, and user experience design.
7. Students will develop strong teamwork and project management skills, demonstrated through successful completion and presentation of each group project, highlighting their ability to collaborate in a creative and professional environment.

Mapping of Program Outcomes with Course Outcomes

Class: SY M.Voc (Sem III)

Subject: Media Studies

Course: Group project

Course Code: **MS 304 B**

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								
CO2				3					
CO3			3						
CO4		3						3	
CO5						3	3		
CO6									
CO7					3				

Justification for the mapping**PO1: Disciplinary Knowledge**

Justification: CO1 aligns with PO1 by requiring students to execute strong theoretical and practical understanding generated from the program when producing multimedia projects.

PO2: Critical Thinking and Problem Solving

Justification: CO4 align with PO2 by requiring students to exhibit critical design thinking and predict creative solutions in the context of news production, web design, social media promotion, and group project management.

PO3: Social Competence

Justification: CO3 align with PO3 by requiring students to exhibit effective communication skills, engage online audiences, and collaborate in a creative and professional environment.

PO4: Research-Related Skills

Justification: CO2 align with PO4 by requiring students to demonstrate a sense of inquiry, plan and execute projects, and report results effectively in the context of multimedia projects, news production, blogging, social media promotion, and group projects.

PO5: Personal and Professional Competence

Justification: CO7 align with PO5 by requiring students to perform independently and participate in team activities while demonstrating cooperation and commitment to achieving goals.

PO6: Effective Citizenship and Ethics.

Justification: CO5 align with PO6 by involving considerations of ethical and social issues when producing multimedia projects, engaging online audiences through blogging, and implementing social media promotion strategies.

PO7: Environment and Sustainability

Justification: CO5 aligns with PO7 by involving considerations of environmental sustainability when implementing effective social media promotion strategies.

PO8: Self-directed and Life-long Learning

Justification: CO4 align with PO8 by requiring students to engage in independent and life-long learning in the context of producing multimedia projects, web design, and social media promotion.

Second Year

Semester III-Digital Journalism

Broadcast Journalism

General Education

MaximumMarks:150

TeachingPeriod:4/week

PaperNo-MS305B

Credits:4

TeachingLoad:90TheoryPeriod

Course Objective

- 1) Develop critical thinking skills in analyzing the content, structure, and messaging of television and radio programs.
- 2) Gain practical knowledge and hands-on experience in the fundamental elements of video production, including camera operation, video editing, studio lighting, and audio recording.
- 3) Develop skills in news gathering, script writing, and reporting techniques for various news formats.
- 4) Enhance proficiency in news anchoring, including script writing, studio anchoring, and teleprompter reading.
- 5) Develop skills in conducting interviews and moderating panel discussions in both studio and field settings.
- 6) Apply knowledge gained in previous units to collaboratively produce a comprehensive news bulletin.
- 7) Understand the business aspects of the broadcasting industry, including market analysis, career opportunities, and revenue generation

CONTENT

Teaching Hours

Unit-1

10 Hours

- Watching and analyzing television programs
- Watching and analyzing Radio programs

Unit-2 Production Process 10 Hours

- Camera operation and shoot
- Video Editing
- Studio Lighting
- Audio Recording process

Unit-3NewsGatheringandwriting 15 Hours

- News Scripts AV, Headlines, Breaking News,
- Ticker and Packages.
- Reporting Skills- VOX POP, Walk through,
- Walk the Talk, One to One

Unit4 News Anchoring 10 Hours

- Anchor Scripts,

- Studio Anchoring,
- Teleprompter reading

(Group Activity) 30 Hours

Unit 5 Interview and Panel Discussion in the studio/field

Unit6 News Production-Packaging and production of bulletin in groups
(Case Study)

Unit7. Business Aspects of Broadcasting 15 Hours

- Market
- Market size and career
- Raising revenues and sponsorships

Course Outcome:

- 1) Students will be able to evaluate the effectiveness of various television and radio programs by applying analytical frameworks, identifying audience targeting strategies, and recognizing industry trends.
- 2) Students will be proficient in using video production equipment, editing software, and studio setups, enabling them to create high-quality audio-visual content.
- 3) Students will be able to produce comprehensive news scripts, headlines, breaking news reports, tickers, and packages. They will also master reporting skills such as VOX POP, walk-through, walk the talk, and one-to-one interviews.
- 4) Students will be capable of presenting news confidently, professionally, and engagingly, demonstrating effective use of tele prompters and other studio tools.
- 5) Students will be proficient in preparing and conducting interviews, as well as moderating engaging and informative panel discussions, demonstrating effective communication and interpersonal skills.
- 6) Students will work effectively in groups to plan, produce, and package a news bulletin, showcasing their proficiency in various production processes and journalistic skills.
- 7) Students will gain insights into the broadcasting market, assess market size, identify career paths, and develop strategies for raising revenues and securing sponsorships, thereby preparing them for the business side of the industry

Recommended Readings:

1. TVNews, Building a Career in Broadcast Journalism, Ray White
2. Broadcast Journalism: Techniques of Radio and TV News, Andrew Boyd
3. Ethics for Media, William Reeves and Cleave Mathews
4. Ethics in Journalism, Jeffrey Olen

Mapping of Program Outcomes with Course Outcomes

Class: SY M.Voc (Sem III)

Subject: Media Studies

Course: Broadcast journalism

Course Code: MS 305 B

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								
CO2		3							
CO3			3						
CO4				2					
CO5					2				
CO6						2			
CO7							3		

Justification for the mapping

PO1 - Disciplinary Knowledge:

Justification: CO1 emphasizes the evaluation of television and radio programs by applying analytical frameworks. This aligns with the requirement for students to demonstrate comprehensive knowledge in media and broadcasting.

PO2 - Critical Thinking and Problem Solving:

Justification: CO2 involves the proficiency in using video production equipment, editing software, and studio setups. This requires critical design thinking and evaluation of creative solutions to address various challenges in video production.

PO3 - Social Competence:

Justification: CO3 focuses on effective communication skills, both in writing and orally, as well as building interactive and presenting skills. This aligns with the need for students to communicate effectively in the media industry, connecting with individuals or groups.

PO4 - Research-Related Skills:

Justification: CO4 mentions the production of comprehensive news scripts and packages, demonstrating a sense of inquiry, planning, and execution of research-related skills in the field of broadcasting and journalism.

PO5 - Personal and Professional Competence:

Justification: CO5 involves presenting news confidently and professionally, both independently and in team activities. This aligns with the requirement for students to perform independently, participate in team activities, and demonstrate cooperation.

PO6 - Effective Citizenship and Ethics:

Justification: CO6 emphasizes the demonstration of empathetic social concern, moral awareness, and commitment to professional ethics in news presentation and reporting.

PO7 - Environment and Sustainability:

Justification: CO7 connects with the understanding of the impact of media solutions in societal and environmental contexts, showcasing the knowledge of and need for sustainable development in the broadcasting industry.

PO8 - Self-directed and Life-long Learning:

Justification: CO8 aligns with the requirement for students to engage in independent and life-long learning, reflecting the ever-evolving nature of the media industry in response to socio-technological changes.

PO9 - Trans-disciplinary Research Competence:

Justification: CO9 aligns with the objective of preparing students to gain insights into the broadcasting market, assess market size, and develop strategies, showcasing a trans-disciplinary approach to understanding the business aspects of broadcasting

Second Year

Semester III- Digital Journalism

Digital Content Development

Skill Component

MaximumMarks:150

Teaching Period: 2/week

Practical Period

PaperNo-MS306B

Credits:6

TeachingLoad:90

Course Objective:

- 1) Understand and Apply New Media Writing Techniques:
- 2) Master Blog Creation and Content Development:
- 3) Excel in Social Media Writing and Promotion
- 4) Harness Visual Storytelling and Advanced Social Media Strategies
- 5) Optimize Google Tools for Content Creation and Management:
- 6) Implement SEO Strategies for Online Visibility
- 7) Execute Digital Storytelling Techniques:

CONTENT

Teaching Hours

Unit-1 Writing for New Media

10 Hours

- Linear vs. non linear form
- Writing for the screen
- Storytelling structures for web
- Content writing, editing
- Case Study

Unit2-Blog

10 Hours

- Creating individual Blogs- Blogger, Word Press
- News stories, features
- Opinion pieces, pictures and video
- Case Study

Unit3-Social Media-I

10 Hours

- Creative writing-one liner, normal post
- Writing on Political, personal, sport, technology topics
- Create Facebook page and promotion
- Analysis of Professional Facebook pages, Content on the page, posts frequency
- Case Study

Unit4-Social Media-II

10 Hours

- Story Telling through photo and visuals
- Twitter and advanced search
- Instagram(Content creation, analysis, Use of tags)
- YouTube (Premium Content t& Normal Content)

Unit-5 Google Tools**10 Hours**

- Google Shorter or Bitly
- Google Analytics
- Google photos
- Google Drive
- Google Translation tool
- Google Maps
- Reverse Search
- Google News
- Google Calendar

Unit-6 SEO**10 Hours**

- How to create quality key words
- Difference between Keywords, Hash tag &Tags
- Alexa Website Rank
- Generic Keywords & Specialized Keywords
- Website comparison

Unit-7 Digital Story Telling**15 Hours**

- Idealization of Thought
- Key words collection or findings
- Script Writing
- Collection of Image and footage
- Editing of content (Written &Visuals)
- Publishing the story

Unit-8 MOJO**15 Hours**

- Story idea, sources and content
- Basic Editing
- Tools
- Instruments
- Case study of NDTV India

Course Outcome:

- 1) Demonstrate proficiency in writing for new media, including effective content creation and editing, supported by case studies.
- 2) Showcase expertise in blog creation, content variety, and presentation through case study analysis.
- 3) Demonstrate effective social media writing, content analysis, and promotion, supported by the analysis of professional Facebook pages.

- 4) Showcase proficiency in visual storytelling and advanced social media strategies, with a focus on diverse platforms.
- 5) Demonstrate competence in utilizing Google tools for diverse aspects of content creation, management, and optimization.
- 6) Apply effective SEO strategies for online visibility, keyword optimization, and website comparison.
- 7) Showcase the end-to-end process of digital storytelling, demonstrating proficiency in ideation, content creation, and effective storytelling techniques.

Mapping of Program Outcomes with Course Outcomes

Class: SY M.Voc (Sem III)

Subject: Media Studies

Course: Digital content development

Course Code: **MS 306 B**

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			3			3			
CO4					3				2
CO5									2
CO6									2
CO7							1	3	

Justification for the mapping

PO1 - Disciplinary Knowledge:

Justification: Course Outcome 1 (CO1) aligns by emphasizing the demonstration of proficiency in writing for new media, showcasing comprehensive knowledge application in content creation and editing.

PO2 - Critical Thinking and Problem Solving:

Justification: Course Outcome 2 (CO2) aligns by requiring students to showcase expertise in blog creation, content variety, and presentation through case study analysis, demonstrating critical thinking in content development.

PO3 - Social Competence:

Justification: Course Outcome 3 (CO3) aligns as it emphasizes effective social media writing, content analysis, and promotion, supported by the analysis of professional Facebook pages, showcasing social competence in online communication.

PO4 - Research-Related Skills:

Justification: While not directly addressed in the provided Course Outcomes, elements of research-related skills are implied in the emphasis on effective content creation, analysis, and promotion, indicating an understanding of audience research and preferences.

PO5 - Personal and Professional Competence:

Justification: Course Outcome 4 (CO4) aligns by requiring students to showcase proficiency in visual storytelling and advanced social media strategies, reflecting personal and professional competence in leveraging diverse platforms effectively.

PO6 - Effective Citizenship and Ethics:

Justification: Ethics and effective citizenship are implied in Course Outcome 3 (CO3) as students are expected to demonstrate effective social media writing with a focus on appropriate content and promotion strategies.

PO7 - Environment and Sustainability:

Justification: While not explicitly covered in the provided Course Outcomes, the emphasis on diverse platforms and effective content creation may indirectly relate to the understanding of environmental and sustainability aspects in digital communication.

PO8 - Self-directed and Life-long Learning:

Justification: Course Outcome 7 (CO7) aligns by showcasing the end-to-end process of digital storytelling, demonstrating proficiency in ideation, content creation, and effective storytelling techniques, reflecting self-directed and life-long learning skills.

PO9 - Trans-disciplinary Research Competence:

Justification: The emphasis on diverse platforms, effective content creation, and the utilization of Google tools in Course Outcomes 4, 5, and 6 may indicate a trans-disciplinary approach in applying various tools and techniques.