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)

2022-Pattern

Sponsored by
University Grant Commission

Under
National Skill Qualification Framework (NSQF)
To be implemented from
June 2023-24

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.

Second Year: Semester-III

Subj. Code	Subject Name	No. of Credits	Marks
Semester III - Video Production			
General Education			
PMMS 231A	Direction	Credits 04	100
PMMS 232A	Sound and Post-production	Credits 04	100
PMMS 233A	Understanding Documentary	Credits 04	100
Skill Component			
PMMS 234A	Group Project	Credits 06	150
PMMS 235A	Video Editing	Credits 06	150
PMMS 236A	Lighting Techniques	Credits 06	150
Semester III – Digital Journalism			
General Education			
PMMS 231B	Digital Advertising and Marketing	Credits 04	100
PMMS 232B	New Media Studies & Digital Culture	Credits 04	100
PMMS 233B	New Frontiers of Digital Journalism	Credits 04	100
Skill Component			
PMMS 234B	Group Project	Credits 06	150
PMMS 235B	Audio Production	Credits 06	150
PMMS 236B	Digital Content Development-I	Credits 06	150

Second Year: Semester-IV

Subj. Code	Subject Name	No. of Credits	Marks
Semester IV - Video Production			
Skill Component			
PMMS 241A	Industrial Internship	Credits 10	250
PMMS 242A	Study Visits and Report	Credits 06	150
PMMS 243A	Video Production Project	Credits 14	350
Semester IV – Digital Journalism			
Skill Component			
PMMS 241B	Industrial Internship	Credits 10	250
PMMS 242B	Study Visits and Report	Credits 06	150
PMMS 243B	Research Project/In-depth Reporting	Credits 14	350

Direction

General education   **Paper No- PMMS 231A**

Maximum Marks: 100   **Credits: 4**

Teaching Period: 4/Week   **Teaching Load: 60 Hours**

Course Objectives

1. Enable students to cultivate and express a unique creative vision in media and communication, emphasizing storytelling, aesthetics, and visual language.
2. Equip students with advanced technical skills in directing, including camera operation, lighting, sound design, and editing, to effectively convey their creative concepts.
3. Provide students with a comprehensive understanding of industry practices, standards, and workflows in media production, with a specific focus on the role and responsibilities of directors.
4. Cultivate leadership and collaboration skills to effectively manage and lead diverse teams, fostering a cooperative and creative working environment on set.
5. Develop the ability to critically analyze and interpret films, television shows, and other media forms, enhancing students' understanding of historical and contemporary trends in direction.
6. Instill effective project management and planning skills, enabling students to create realistic schedules, budgets, and production plans for media projects.
7. Foster an awareness of ethical considerations and cultural sensitivities in media production, encouraging responsible and inclusive storytelling practices.

CONTENT:

Unit1 The Core of Screen Writing: Genesis of an Idea   8 Hours
- Visualization: 'Seeing' and 'Hearing' before writing
- Conscious attention to surroundings/Listening carefully, reading, observing, writing a Diary regularly
- Types of Ideas: Event-led, character-based, reality-based, concept-led
- Choosing and Formulating the Theme: Choosing Characters and their Points of Views.
- The Concept/Idea diary

Unit 2 Basic structure of Story   8 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   10 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   10 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

Course Outcomes:

1. Students will showcase a developed and distinctive creative vision through the production of a directed media project that reflects their personal style and storytelling approach.
2. Graduates will demonstrate proficiency in the technical aspects of media production, including cinematography, lighting, sound design, and editing, through the creation of high-quality and technically sound projects.
3. Students will apply industry practices and standards in media production, demonstrating an understanding of the director's role within the broader context of the media and communication industry.

4. Graduates will exhibit strong leadership and collaboration skills, as evidenced by successful team management and the ability to guide a creative team towards a unified vision.
5. Students will critically analyze and interpret films and media projects, demonstrating a nuanced understanding of directorial choices and their impact on storytelling and audience engagement.
6. Graduates will successfully plan, execute, and deliver media projects within established timelines and budgets, showcasing effective project management skills.
7. Students will produce media content that reflects an awareness of ethical considerations and cultural sensitivities, contributing to the development of socially responsible and culturally relevant narratives.

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

Choice Based Credit System Syllabus (2022 Pattern)
Mapping of Program Outcomes with Course Outcomes

Class: SY M. Voc (Sem III)　　　　　　Subject: Media Studies
Course: Direction　　　　　　　　　Course Code: **PMMS 231A**
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				3				2	
CO3			2						
CO4					2				
CO5		2							
CO6							2		
CO7						1			

Justification for the mapping

(PO1):Disciplinary Knowledge
CO1 aligns with PO1 as it requires students to demonstrate a developed and distinctive creative vision in media production, showcasing knowledge acquired from the program.

(PO2):Critical Thinking and Problem Solving
CO5 aligns with PO2 as it involves critically analyzing and interpreting films and media projects, showcasing critical thinking in the context of directorial choices.

(PO3):Social Competence
CO3 aligns with PO3 as it involves applying industry practices and standards in media production, demonstrating social competence in the broader context of the media industry.

(PO4):Research-Related Skills
CO2 aligns with PO4 as it requires graduates to demonstrate proficiency in the technical aspects of media production, showcasing research-related skills.

(PO5):Personal and Professional Competence
CO4 aligns with PO5 as it involves strong leadership and collaboration skills, showcasing personal and professional competence in team management.

(PO6): Effective Citizenship and Ethics
CO7 aligns with PO6 as it involves producing media content that reflects an awareness of ethical considerations and cultural sensitivities, contributing to socially responsible narratives.

(PO7): Environment and Sustainability

CO6 aligns with PO7 as it involves planning, executing, and delivering media projects within established timelines and budgets, showcasing effective project management skills with a consideration for sustainability.

(PO8):Self-directed and Life-long Learning
CO2 aligns with PO8 as it involves acquiring the ability to engage in independent and life-long learning in the context of socio-technological changes.

(PO9):Trans-disciplinary Research Competence
CO1 aligns with PO9 as it involves creating new conceptual, theoretical, and methodological innovations in media production, transcending discipline-specific approaches.

Second Year   **Semester III- Video Production**

Sound and Post Production

General Education   **Paper Code- PMMS232A**
Maximum Marks:100   **Credits: 4**
Teaching Period: 4/Week   **Teaching Load: 60 Theory Period**

Course Objective:

1. This course introduces students to the audio chain, necessary to design and produce audio programmes.
2. Students will learn the various techniques of digital recording that will be suited for
   a. Studio, television, film or live productions.

3. Students will learn the various audio editing software and post production techniques of digital recording that will be suited for Studio, television, film or live productions.
4. It introduces the fundamentals of audio media production from pre-production, production, to post-production stages.
5. Develop Sound Editing Skills.

6. Advance in Post Production Techniques.

7. Achieve Expertise in Sound Mixing.

CONTENT:

Unit1. Sound Basics   **8 Hours**
   - History of Sound in Film
   - Use of Sound
   - Analogue & Digital Technologies

Unit 2. Introduction to sound Equipment   **8 Hours**
   - Audio Signal Routing
   - Recording methods and workflow
   - Microphones
   - Studios and Acoustics

Unit 3. Digital Audio Workstations   **8 Hours**
   - Introduction to Protools/ Nuendo/Audacity etc
   - Audio Editing Software: features, routing, setup options
   - Using Protools/ Nuendo/Audacity 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 equalizer, reverb, compression, etc.

Unit 7. Post Production Mixing   10 Hours
- Basics of sound mixing
- Sound Design and use of psychoacoustics in Sound
- Re-Recording

Unit 8. Advanced Recording   10 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 Protools, 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: **PMMS232 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: CO1aligns 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.

Understanding Documentary

General Education	**Paper No. – PMMS233 A**
Maximum Marks: 100	**Credits: 4**
Teaching Period: 2/week	**Teaching Load: 60 Theory Period**

Course Objectives:

1. To describe the concept of the moving images and visual communication.
2. To understand the origin and history of cinema
3. To discuss the characteristics of visual language and its elements.
4. To identify the genres, forms, and aesthetics of cinema.
5. To learn the perspectives of narrative styles.
6. To understand the meaning of each narrative shown.
7. To learn different styles of visual language.

CONTENT:

Unit1.Introduction: Exploring the concept of documentary film   12 Hours
- Understanding the concept of documentary film
- Fiction v/s Non-fiction
- Different types of Documentaries
- situating documentary film in social sciences

Unit2.Social, political and historical issues to documentary film   12 Hours
- Docu-drama
- Social issues related Documentaries
- Political Documentaries
- Historical Documentaries

Unit3.Film Analysis   12 Hours
- Proposal/Treatment/Synopsis writing.
- Pitching
- Observation.
- Visual documentation: photo/multimedia project.

Unit4.Interviewing: exercises, interview analysis.   12 Hours
- Finalizing treatment
- further pre-production activities: filming schedule
- Locations.
- Characters, schedule.

Unit5. Post-Production of Documentary   12 Hours
- Transcript editing
- preparing filmlogs
- script editing
- rough cutting, fine cutting

Course Outcomes:

1. Accurately describe the concept of the moving images and visual communication.
2. Comprehensive knowledge on the evolution, origin and history of cinema.
3. Discuss the characteristics of visual language and its elements.
4. Identify and explore the genres, forms, and aesthetics of cinema.
5. Learning the perspectives of narrative styles.
6. Understanding the meaning of each narrative shown.
7. Learning different styles of visual language.

Choice Based Credit System Syllabus (2022 Pattern)
Mapping of Program Outcomes with Course Outcomes

Class: SY M. Voc (Sem III)   Subject: Media Studies
Course: Understanding Documentary   Course Code: **PMMS233 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		3							
CO4									3
CO5					2				
CO6			2						
CO7								2	

Justification for the mapping

PO1: Disciplinary Knowledge (3): Describing the concept of moving images and visual communication requires comprehensive knowledge in the discipline of visual communication.
CO1: Accurately describe the concept of moving images and visual communication.

PO1: Disciplinary Knowledge (3): Comprehensive knowledge of the evolution, origin, and history of cinema is integral to the discipline of visual communication.
CO2: Comprehensive knowledge on the evolution, origin, and history of cinema.

PO2: Critical Thinking and Problem Solving (3): Discussing the characteristics of visual language involves critical thinking to analyze and understand the elements of visual communication.
CO3: Discuss the characteristics of visual language and its elements.

PO9: Trans-disciplinary Research Competence (2): Identifying and exploring the genres, forms, and aesthetics of cinema may involve a trans-disciplinary approach, integrating knowledge from various disciplines.

CO4: Identify and explore the genres, forms, and aesthetics of cinema.

PO5: Personal and Professional Competence (3): Learning perspectives of narrative styles requires personal and professional competence to understand and interpret diverse narrative approaches.
CO5: Learning the perspectives of narrative styles.

PO3: Social Competence (2): Understanding the meaning of narratives involves effective communication and social competence to connect with others through visual storytelling.
CO6: Understanding the meaning of each narrative shown.

PO8: Self-directed and Life-long Learning (3): Learning different styles of visual language requires a commitment to self-directed and life-long learning to adapt to evolving trends in visual communication.
CO7: Learning different styles of visual language.

Second Year   **Semester III- Video Production**

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Group Project -Video Production

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Skill Component   **Paper No. – PMMS234 A**
Maximum Marks: 150   **Credits: 6**
Teaching Period: 2/week   **Teaching Load: 90 hours**

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.

CONTENT:

1. Idea Pitching   **15 Hours**
- One -linear
- Story and Synopsis
- Narrative Story and Research Paper
- PPT Presentation of Idea Pitch

2. Script Writing to Screenplay   **15 Hours**
- Final Draft of Narrative Story
- Script Fiction or Non Fiction
- Drafting of Script without Dialogue
- Drafting of Screenplay

3. Crew Finalization and Final Draft of Screenplay   **15 Hours**
- Final Draft of Screenplay with Dialogue
- Art Direction and Property List

- Costume Designing and List
- Crew Finalization and Budgeting

4. **Production**   **15 Hours**
- Location finalization
- Colour Palette submission
- Mastersheet and Scheduling
- Production Shoot

5. **Post-Production**   **15 Hours**
- Conversion of footage
- Rough Cut
- Dubbing and Sound Designing
- Colour Correction and Subtitles

6. **Final Submission**   **15 Hours**
- Final Edit
- Presentation of Group Project
- Final Submission of Paperworks
- Final Submission of Project

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.

Choice Based Credit System Syllabus (2022 Pattern)
Mapping of Program Outcomes with Course Outcomes

Class: SY M. Voc (Sem III)   Subject: Media Studies
Course: Group Project – Video Production   Course Code: **PMMS234 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   **Semester III- Video Production**

Video Editing

Skill Component   **Paper Code- PMMS 235A**
Maximum Marks: 150   **Credits: 6**
Teaching Period: 2/Week   **Teaching Load: 90 Hours**

Course Objectives:

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

Unit2. Start-up of Video Editing   **10 Hours**
- Understanding basic formats and project set up
- Setting of the sequence
- Arranging the footage

Unit3. Video Editing   **10 Hours**
- Introduction to the software interface
- Audio video- Tracks
- Tools of editing
- Marring sound sync sound

Unit4. Aesthetics of Editing   **15 Hours**
- Right Cut-Timing
- Dynamics of Arrangement of Shot
- Rhyme of Edit
- Editing with reference to sound

- Transition

Unit5. Special treatment in editing   **15 Hours**
- Color Adjustment
- Multi-track editing
- The Effects
- Rendering

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 Outcomes:

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 Editon: 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: **PMMS 235 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.

Second Year   **Semester III- Video Production**
                           Lighting Techniques

Skill Component   **Paper Code - PMMS 236A**
Maximum Marks: 150   **Credits: 6**
Teaching Period: 2/Week   **Teaching Load: 90 Hours**

Course Objectives:
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:

Unit 1 Understanding Light   **10 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   **10 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   **10 Hours**
- Three-Point Lighting
- Studio Lighting
- Color temperature
- Reflected Light, Bounce Light

Unit 4 Elements of lights   **15 Hours**
- Light Intensity, Quality, Quantity etc.

- Placements of Lights
- Hard Light, Soft light
- High key
- Low Key

Unit 5 Lighting in Studio   **15 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 Outcomes:

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: **PMMS 236 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 Advertising and Marketing

General education	**Paper No. – PMMS 231B**
Maximum Marks: 100	**Credits: 4**
Teaching Period: 2/week	**Teaching Load: 60 Hours**

Course Objectives:

1. Develop a comprehensive understanding of the digital media landscape, including the evolution of social media, information management, and key tools
2. Equip students with the skills to create effective social media content for businesses, including managing content, scheduling, and touchpoint analysis.
3. Master the art of social media advertising across various platforms, from setup and usage to platform-specific content creation and advertising strategies.
4. Analyze and measure the impact of social media campaigns, understanding data analysis tools and leveraging insights for consumer understanding.
5. Gain practical knowledge of Search Engine Optimization (SEO) and its key factors, including Google's role and optimizing content for organic search.
6. Navigate the world of video streaming platforms, explore digital entertainment opportunities, and learn how to manage content on platforms like YouTube.
7. Understand the power of consumer-generated content (CGC) and its different categories, learn how to encourage organic CGC, and evaluate its ROI using relevant metrics

CONTENT:

Unit- 1. What is digital Media?   **7 Hours**
- How social media developed
- Managing Information
- Aggregators
- Google Alerts

Unit- 2. Content   **7 Hours**
- Getting your company ready for social media
- Content Management
- Touch point analysis
- Scheduling
- Creating content
- Managing content programs

Unit- 3. Social media advertising   **7 Hours**
- Set-up and usage
- Tips and Guides
- Platform specific Content creation
- Promotion and advertising

Unit-4 Social Media Data management and Measurement   **7 Hours**
- Understanding social media

- Changes in Content Production to Consumption
- Social Media for Consumer Insight
- Social Data Management

Unit-5. SEO   **8 Hours**
- What is it?
- How it is determined
- How to affect it
- Google's role
- Organic search

Unit- 6. Video streaming platforms   **8 Hours**
- Digital Entertainment and OTT platforms
- Long-form video platforms
- Setting up a channel on youtube
- Managing content

Unit- 7. Consumer-generated content   **8 Hours**
- Encouraged
- Organic
- ZMOT b. Guidelines c. Metrics & ROI

Unit-8 Advent of Hybrid Advertising   **8 Hours**
- Various case studies : Successful and Disasters
- Brand presence on social media
- Open Resources
- Artificial intelligence

Course Outcomes:

CO1. Students will be able to create a social media strategy for a business, including managing content, scheduling, and engaging audiences effectively.

CO2. Develop and execute impactful social media advertising campaigns across various platforms, demonstrating an understanding of platform-specific nuances.

CO3. Analyze social media data and utilize insights to gain valuable consumer understanding and inform future strategies.

CO4. Optimize website content for organic search based on SEO principles, improving visibility and search ranking.

CO5. Create and manage a successful YouTube channel, understanding the platform's dynamics and content management strategies.

CO6. Leverage the power of CGC to boost brand awareness and engagement, using effective techniques to encourage organic content creation.

CO7. Evaluate the ROI of CGC campaigns using relevant metrics and demonstrate the value of organic user-generated content.

Mapping of Program Outcomes with Course Outcomes

Class: M.Voc- (Sem-III)   **Subject:** M.Voc-Media

Studies **Course: Digital Advertising and Marketing**   **Course Code**: PMMS 231B

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

PO1. Disciplinary Knowledge: CO1, CO4, CO5:
These COs involve applying knowledge of social media platforms, search engine optimization, and YouTube dynamics, but the scope is specific to digital marketing rather than a broader understanding of disciplines.

PO2. Critical Thinking and Problem solving: CO2, CO3, CO6:
These COs require creativity in designing ad campaigns, analyzing data, and utilizing CGC for engagement, but the problem-solving may be focused on specific marketing challenges rather than broader design scenarios.

PO3. Social Competence: CO1, CO5, CO6:
These COs involve writing social media content, managing YouTube channels, and encouraging user-generated content, which contribute to communication and presentation skills.

PO4. Research-Related Skills:CO3: Analyzing social media data can involve some research elements, but the focus is mainly on marketing insights rather than broader academic research.

PO5. Personal and Professional competence: CO1, CO2, CO6: These COs involve independent planning and execution of strategies, team collaboration, and demonstrating commitment to improve performance.

PO6. Effective Citizenship and Ethics:The course objectives do not explicitly address ethical considerations or social responsibility in the context of digital marketing.

PO7. Environment and Sustainability:
The course objectives do not touch upon the environmental impact of digital marketing or sustainable practices in the field.

PO8. Self-directed and Life-long learning: CO1, CO3, CO4
These COs require staying updated on latest trends and platforms, but the focus is limited to digital marketing rather than broader life-long learning.

PO9.Trans-disciplinary Research competence:
The course objectives are entirely focused on digital marketing and do not involve integrating or transcending beyond this specific discipline

Second Year   **Semester III- Digital Journalism**

New Media Studies & Digital Culture

General Education   **Paper No.PMMS 232B**
Maximum Marks: 100   **Credits: 4**
Teaching Period: 2/week   **Teaching Load: 60 Theory Period**

Course Objectives:
1. To understand the fundamentals of digital media, internet concepts, and the functioning of Web 2.0.
2. To explore the concept of media convergence and its various types
3. To learn digital storytelling techniques and cross-media news production, content management systems
4. To explore the landscape of social media, including user dynamics, participatory culture
5. To understand digital media theories, including interpersonal, impersonal, and hyper-personal aspects
6. To explore emerging technologies in digital media and artificial intelligence
7. To analyze the dynamics of digital journalism, including the impact of shrinking newsrooms, the economics of digital journalism

CONTENT: **Teaching Hours**

Unit 1. Media in digital era: **8 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

Unit 2. Media convergence   **8 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 Social Media   **8 Hours**
- Introduction to Social Media
- Social Media Users
- Participatory Culture
- Video Cultures of Social Media

UNIT 5 : Digital Media Theories   **8 Hours**
- Digital media: Impersonal, Interpersonal, Hyper-personal
- Concept and theories of Virtual Identity
- Social and Para-social media
- CMC and theories of Digital Media: Network theory, Meditation theory and actor network theory, Online Distribution

Paper 6: Emerging Technologies   **10 Hours**
- Artificial Intelligence
- Augmented Reality
- Virtual Reality
- Entrepreneurship and Innovation
- Creating Interactive Content in Unity, Co Spaces, etc

Unit 7. Digital Journalism: **10 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:
- Face book Journalism Project, Google News Initiative.

Course Outcomes:

1. Students will be able to describe the basic concepts of digital media, explain the functioning of the internet, and analyze the role of Web 2.0 in media interactivity.

2. Students will be able to define and distinguish media convergence, identify four types of convergence, and demonstrate proficiency in utilizing multimedia content, web browsers, and RSS feeds.

3. Students will acquire skills in cross-media news production, effectively use CMS for content management, and demonstrate the ability to create interactive digital content

4. Students will be able to describe the fundamentals of social media, analyze user behaviors, identify elements of participatory culture, and understand the role of video in social media.

5. Students will gain a comprehensive understanding of digital media theories, identifying and applying them to different scenarios, and critically analyzing the concepts of virtual identity and Para-social media.

6. Students will be able to explain the concepts of emerging technologies, demonstrate practical applications in creating interactive content using platforms like Unity and Co Spaces, and understand the entrepreneurial aspects of digital media.

7. Students will be able to evaluate the challenges faced by digital journalism, understand the economic aspects, identify and assess various business models, and analyze the role of major corporations like Face book and Google in the digital journalism landscape

Choice Based Credit System Syllabus (2022 Pattern)
Mapping of Program Outcomes with Course Outcomes

Class: SY M. Voc (Sem III)   Subject: Media Studies
Course: **New media studies and digital culture**   Course Code: **PMMS232B**
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	2							
CO3	2				3				
CO4			2						
CO5		3							
CO6				2	3	3			2
CO7			2				3	3	

Justification for the mapping

PO1. Disciplinary Knowledge:
The first three course outcomes (CO1, CO2, and CO3) focus on providing students with a comprehensive understanding of digital media, including basic concepts, internet functioning, role of Web 2.0, media convergence, multimedia content utilization, and interactive digital content creation. These outcomes align with PO1 by ensuring that students acquire strong theoretical and practical knowledge in the field of digital media.

PO2. Critical Thinking and Problem Solving:
CO2 and CO5 emphasize critical design thinking and application of digital media theories to different scenarios. Students are required to evaluate creative solutions to design problems, demonstrating critical thinking skills. This aligns with PO2 by fostering the ability to predict creative solutions, evaluate them, and choose the most appropriate options.

PO3. Social Competence:
 CO1, CO4, and CO7 involve effective communication skills, understanding user behaviors in social media, and considering societal and environmental contexts. These outcomes connect with PO3, as they require students to exhibit effective communication skills, build interactive skills, and connect with people individually or in group settings.

PO4. Research-Related Skills:
CO6 involves understanding emerging technologies, demonstrating practical applications, and understanding entrepreneurial aspects of digital media. This connects with PO4 by requiring

students to demonstrate a sense of inquiry, execute experiments, and be aware of research ethics and intellectual property rights.

PO5. Personal and Professional Competence:
CO3 and CO6 involve working independently, participating in team activities, and committing to personal and team performance improvement. These outcomes align with PO5 by emphasizing the ability to perform independently, participate in team activities, and build skills to achieve goals.

PO6. Effective Citizenship and Ethics:
CO6 involves understanding the challenges faced by digital journalism, analyzing economic aspects, and considering the role of major corporations. This aligns with PO6 by requiring students to demonstrate social concern, awareness of moral and ethical issues, and commitment to professional ethics and responsibility.

PO7. Environment and Sustainability:
CO7 involves understanding the impact of scientific solutions in societal and environmental contexts. This connects with PO7 by ensuring that students understand the impact of digital media in societal and environmental contexts and demonstrate knowledge of sustainable development.

PO8. Self-directed and Life-long Learning:
CO7 involves acquiring the ability to engage in independent and lifelong learning. This aligns with PO8 by emphasizing the importance of self-directed and lifelong learning in the context of socio-technological changes.

PO9. Trans-disciplinary Research Competence:
CO6 involves creating new conceptual, theoretical, and methodological innovations. This aligns with PO9 by requiring students to engage in trans-disciplinary approaches to address common problems.

New Frontiers of Digital Journalism

General Education   **Paper No. – PMMS233B**
Maximum Marks: 100   **Credits: 4**
Teaching Period: 2/week   **Teaching Load: 60 Hours**

Course Objectives:

1. Equip students with a comprehensive understanding of the latest and emerging digital technologies shaping the field of journalism, including artificial intelligence, immersive storytelling, and data journalism.
2. Foster adaptability by exploring and analyzing the evolving media landscapes, platforms, and audience behaviors in the digital age, emphasizing the impact on journalistic practices.
3. Develop students' proficiency in digital storytelling techniques, incorporating multimedia elements, interactive features, and innovative narrative structures to enhance journalistic impact.
4. Enhance students' data literacy skills, enabling them to gather, analyze, and interpret data effectively to support investigative journalism and data-driven storytelling.
5. Explore ethical considerations and responsibilities associated with digital journalism, including issues related to accuracy, privacy, misinformation, and the ethical use of emerging technologies.
6. Cultivate strategies for engaging digital audiences through social media, interactive platforms, and community-building initiatives, emphasizing the importance of audience interaction in contemporary journalism.
7. Introduce entrepreneurial aspects of journalism, empowering students to explore new revenue models, funding strategies, and innovative approaches to sustaining digital journalism projects.

CONTENT:

Unit-1 Writing for New Media   **10 Hours**
   • Linear vs. nonlinear form
   • Writing for the screen
   • Storytelling structures for web
   • Content writing, editing
   • Case Study

Unit 2- Social media- I   **10 Hours**
   • Creative writing- one liner, normal post
   • Writing on Political, personal, sport, technology topics
   • Create Face book page and promotion
   • Analysis of Professional Face book pages, Content on the page, posts frequency

- Case Study

Unit 3- Social media- II   **10 Hours**
- Story Telling though photo and visuals
- Twitter and advanced search
- Instagram (Content creation, analysis, Use of tags)
- YouTube (Premium Content & Normal Content)

Unit- 4 Google tools.   **10 Hours**
- Google Shorter or Bitly
- Google Analytics
- Google Drive
- Google Maps
- Reverse Search
- Google News

UNIT 5 : Ethical Concerns in Digital Age   **10 Hours**
- Post-Truth
- Understanding Fake News, Issues and Challenges
- Hate Speech
- Right to Privacy and digital surveillance; Issues of anonymity
- Cyber bullying, Trolling, Stalking
- Hacking v/s ethical hacking
- Dark Web and the challenges of cyber security
- Communication using robots (& Artificial Intelligence) Digital piracy, Plagiarism and Issues of copyright.
- Obscenity and Pornography: Issues of representation of women and children

UNIT 6: Open Sources/Resources Movement in Digital Age   10 Hours
- Open-Source Movement and need for open resources in communication.
- Creative Commons Licenses
- Open-source platforms (Wiki-leaks, Wikipedia), Open Access Journals
- Open access in Indian Education Sector (Inflibnet, National Digital Library,
- Repositories etc.)
- Cases related to Open Sourcing: Aaron Swartz, DU Photocopy Case etc
- Criticism of Open Access
- Open-source Repositories

Course Outcomes:

1. Students will demonstrate a comprehensive understanding of the latest digital technologies influencing journalism, applying this knowledge to produce innovative and technologically sophisticated journalistic content.

2. Graduates will exhibit adaptability in navigating and understanding evolving media landscapes, recognizing and responding to shifts in audience behavior and technological advancements.

3. Students will produce digital journalism projects that showcase proficiency in incorporating multimedia elements, interactive features, and innovative narrative structures for impactful storytelling.

4. Graduates will demonstrate proficiency in data journalism, including the ability to gather, analyze, and interpret data to support investigative reporting and data-driven storytelling.

5. Students will apply ethical considerations and responsibilities in digital journalism, producing work that upholds journalistic integrity, accuracy, and responsible use of emerging technologies.

6. Graduates will implement strategies for engaging digital audiences, utilizing social media, interactive platforms, and community-building initiatives to foster meaningful connections with readers.

7. Students will exhibit an entrepreneurial mindset, exploring new revenue models, funding strategies, and innovative approaches to sustain and advance digital journalism projects.

Choice Based Credit System Syllabus (2022 Pattern)
Mapping of Program Outcomes with Course Outcomes

Class: SY M. Voc (Sem III) Subject: Media Studies
Course: New Frontiers of Digital Journalism Course Code: **PMMS233B**
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								3
CO2		3							
CO3							2		
CO4				2					
CO5					3				
CO6			3					1	
CO7						2			

Justification for the mapping

(PO1):Disciplinary Knowledge
CO1 aligns with PO1 as it involves demonstrating a comprehensive understanding of the latest digital technologies influencing journalism and applying this knowledge to produce innovative journalistic content.

(PO2):Critical Thinking and Problem Solving

CO2 aligns with PO2 as it involves exhibiting adaptability in navigating and understanding evolving media landscapes, recognizing and responding to shifts in audience behavior and technological advancements.

(PO3):Social Competence

CO6 aligns with PO3 as it involves implementing strategies for engaging digital audiences, utilizing social media, interactive platforms, and community-building initiatives to foster meaningful connections with readers.

(PO4):Research-Related Skills

CO4 aligns with PO4 as it involves demonstrating proficiency in data journalism, including the ability to gather, analyze, and interpret data to support investigative reporting and data-driven storytelling.

(PO5):Personal and Professional Competence

CO5 aligns with PO5 as it involves applying ethical considerations and responsibilities in digital journalism, producing work that upholds journalistic integrity, accuracy, and responsible use of emerging technologies.

(PO6):Effective Citizenship and Ethics

CO7 aligns with PO6 as it involves exhibiting an entrepreneurial mindset, exploring new revenue models, funding strategies, and innovative approaches to sustain and advance digital journalism projects.

(PO7):Environment and Sustainability

CO3 aligns with PO7 as it involves producing digital journalism projects that showcase proficiency in incorporating multimedia elements, interactive features, and innovative narrative structures for impactful storytelling.

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

CO6 aligns with PO8 as it involves implementing strategies for engaging digital audiences and staying updated on evolving media landscapes, aligning with self-directed and life-long learning.

(PO9):Trans-disciplinary Research Competence

CO1 aligns with PO9 as it involves creating new conceptual, theoretical, methodological innovations in digital journalism, transcending discipline-specific approaches.

Second Year   **Semester III – Digital Journalism**

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Group Project

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Skill Component   **Paper No.PMMS234B**

Maximum Marks: 150   **Credits: 6**

Teaching Period: 2/ weak   **Teaching Load: 90 hours**

Course Objective

1. To Understand The Fundamentals Of News Reporting

2. To Develop Editing And Publishing Skills

3. To Execute Creative Content Development

4. To Craft Blog And Web Stories

5. To Publish Informative, News, Interview, And Explainer Videos

6. To Create Compelling And Shareable Content

7. To Analyze And Utilize Face Book Insights

Project

In this semester students will be assigned group project. These projects should be aligned   with following subject

1. **Create News Portal**   **30 Hours**
   News reporting - editing - publishing- bite vise content creation - scripting - executing- creative content developing - current and local issue -writing editorial- feature- blog and web stories

2. **Create YouTube Channel**   **30 Hours**
   Idea generation-basic of writing- short term and long term- content format-informative, news, interview and explainer base video shoot-editing -published- specific content for publicity -create short video- Instagram stories- Vlog

3. **Create Face book Page**   **30 Hours**
   Create platform for specific content -use different form of content - video - text- photos - used for image building - personal branding - campaign -publicity - social media for Marketing

Course Outcome:

1. Students will be able to identify and gather news, differentiate between fact and opinion, and present information in a neutral and unbiased manner.

2. Students will learn to edit and publish news articles effectively, adhering to journalistic standards and ensuring accuracy and clarity in their writing.

3. Students will be capable of ideating and executing creative content, incorporating multimedia elements such as images, infographics, and interactive features.

4. Students will be able to create engaging blog and web stories, mastering the art of storytelling and adapting their writing style for online platforms.

5. Students will be able to produce various types of content, including informative videos, news updates, interviews, and explainer videos, catering to diverse viewer interests.

6. Students will develop skills in crafting content that is not only compelling but also shareable, maximizing the reach and impact of their posts on Face book.

7. Students will be able to analyze Face book Insights data, gaining insights into audience behavior and preferences, and using this information to refine their content strategy

Choice Based Credit System Syllabus (2022 Pattern)
Mapping of Program Outcomes with Course Outcomes

Class: SY M. Voc (Sem III) Subject: Media Studies
Course: Group project Course Code: **PMMS 234B**
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				2					
CO6							3		
CO7						3			

Justification for the mapping

PO1: Disciplinary Knowledge
CO1 aligns with PO1 as it demonstrates comprehensive knowledge of journalistic principles, ensuring a strong theoretical and practical understanding of news gathering and presentation.

PO2: Critical Thinking and Problem Solving
CO2 involves critical thinking skills in editing and publishing news articles while adhering to journalistic standards. This aligns with PO2's emphasis on critical design thinking and problem-solving.

PO3: Social Competence
CO3 aligns with PO3 as it involves effective communication and interaction skills, showcasing social competence in creating engaging and creative content.

PO4: Research-Related Skills
CO5 involves research-related skills in producing diverse content types, aligning with PO4's focus on inquiry and relevant questioning in the chosen field.

PO5: Personal and Professional Competence
CO4 aligns with PO5 as it involves personal and professional competence in crafting engaging content suitable for online platforms.

PO6: Effective Citizenship and Ethics
CO7 involves understanding audience behavior and preferences and using this information ethically to refine content strategy, aligning with PO6's emphasis on effective citizenship and ethics.

PO7: Environment and Sustainability

CO6 aligns with PO7 as it involves understanding the impact and reach of content, ensuring sustainability and environmental considerations in the digital space.

Second Year   **Semester III- Digital Journalism**

Audio Production

Skill Component   **Paper Code- PMMS 235B**

Maximum Marks: 150   **Credits: 6**

Teaching Period: 2/Week   **Teaching Load: 90 hours**

Course Objective:
1. Understand the Basics of Audio Technology
2. Explore Sound Characteristics and Propagation
3. Master the Use of Audio Equipment
4. Explore Recording Techniques
5. Apply Audio Techniques in Program Production
6. Develop Skills in Radio Program Production
7. Learn Advertising Production Techniques

CONTENT:

Unit 1 Introduction   **10 Hours**
- Introduction to Audio and Radio Technology (Analogue/Digital and radio transmission)
- Sound - Characteristics, quality, propagation, measurement, noise, distortion,
- Voice Production - (pitch, quality, tone, timbre)
- Acoustics and roomtreatment.

Unit 2 Audio Chain   **10 Hours**
- Use of Microphones - types, characteristics, responses designs and uses
- Use of Audio cables and connectors
- Use of Audio mixers and its different parts,
- Use of Equalization and types of Equalizers,
- Use of Loudspeakers and Monitors,
- Use of Dolby sound system

Unit 3 Sound Production   **10 Hours**
- Different types of recording with emphasis on Multi Track Recording,
- Audio Sweetening and Editing,
- Sound production Crew for Studio and Location
- Sound Perspective - creating an aural space with the help of Music, Sound effects and voice.

Unit 4 Sound for Program   **15 Hours**
- Introduction to various sound software and basic editing Software
- Setting up audio for interviews, vox-pop
- Setting audio for documentary films and fiction films
- Understanding the importance of music and sound effects in film.

Unit 5 Production for Radio Program   **15 Hours**
- News Production
- Promos Production
- Interview Production
- Music Program

Unit 6 Production of Podcast   **15 Hours**
- Continue listening to your selected podcasts, consider content, and host personality, delivery and audience engagement through social media.
- Create a podcast, at least 5 minutes in length, in the style of your choosing.
- Record an expert on a topic relevant to your podcast 10-15 minutes in length.
- Create a podcast, at least 10 minutes in length, incorporating sound, scene, visual writing and interview

Unit 7Advertising production   **15 Hours**
- Product Ad Production
- Social awareness Ad Production

Course Outcomes:

1. Students will grasp the fundamentals of audio technology, including the distinction between analogue and digital audio, as well as the principles of radio transmission.

2. Students will gain knowledge of sound characteristics, quality, propagation, measurement, noise, and distortion, enabling them to analyze and manipulate audio effectively

3. Students will become proficient in using various audio equipment, including microphones, cables, connectors, mixers, equalizers, loudspeakers, monitors, and Dolby sound systems.

4. Students will explore different recording techniques with an emphasis on multi-track recording, audio sweetening, and editing for both studio and location settings.

5. Students will apply their knowledge to produce various radio programs, including news, promos, interviews, and music programs, understanding the unique requirements of each.

6. Students will acquire hands-on experience in producing different types of radio programs, gaining proficiency in news production, promos, interviews, and music program creation.

7. Students will understand the nuances of advertising production, creating product ads and social awareness ads, and gaining insights into the role of sound in conveying messages effectively.

Suggested Readings

- Alten, S. R. (2005). Audio in Media: Principles, Technology and Production. Wadsworth Cengage Learning. New Delhi.
- Nesbit, A. (1979). The Sound Studio, Focal, London.
- Runstein, R. E., (1984). Modern Recording Techniques. Howard Sams. New York.
- Holman, & Tomlinson, (2010). Sound for film and television, Focal Press.
- Rumsey, F., & McCormick, T. (2006) Sound and recording: An introduction, Focal Press.

Mapping of Program Outcomes with Course Outcomes

Class: SY M. Voc (Sem III)   Subject: Media Studies
Course: **Audio production**   Course Code: **PMMS 235B**
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				2					
CO3							3		
CO4		3							
CO5			3						
CO6					3	2			
CO7									

Justification for the mapping

PO1: Disciplinary Knowledge
CO1 ensures that students acquire comprehensive knowledge of audio technology, aligning with PO1's requirement for a strong theoretical and practical understanding of the chosen B.Voc program.

PO2: Critical Thinking and Problem Solving
CO4 involves exploring and selecting different recording techniques, showcasing critical design thinking to predict creative solutions, evaluate them, and choose the most appropriate options, aligning with PO2.

PO3: Social Competence
CO5 focuses on applying knowledge to produce various radio programs, emphasizing effective communication skills, aligning with PO3's requirement to exhibit thoughts and ideas effectively in writing and orally.

PO4: Research-Related Skills
CO2 involves gaining knowledge and analyzing sound characteristics, showcasing research-related skills by asking relevant questions and executing experiments, aligning with PO4.

PO5: Personal and Professional Competence
CO6 emphasizes hands-on experience and proficiency in various aspects of radio program production, aligning with PO5's requirement to perform independently and participate in team activities while improving personal and team performance.

PO6: Effective Citizenship and Ethics
CO7 involves understanding the nuances of advertising production and considering the role of sound in conveying messages effectively, aligning with PO6's focus on effective citizenship and ethics.

PO7: Environment and Sustainability
CO3 emphasizes proficiency in using audio equipment, and this aligns with PO7's requirement to understand the impact of scientific solutions in societal and environmental contexts and demonstrate knowledge of sustainable development.

Second Year   **Semester III- Digital Journalism**
                                          Digital Content Development I

Skill Component   **Paper No. – PMMS236 B**
Maximum Marks: 150   **Credits: 6**
Teaching Period: 2/week   **Teaching Load: 90 hours**

Course Objectives:
1. To grasp digital content Landscape
2. To evaluate digital content on different Platforms
3. To create Engaging YouTube Videos
4. To develop and Manage a News Portal
5. To Formulate Effective Content Strategies
6. To Utilize Tools for Content Management
7. To Understand SEO Principles

CONTENT:

Unit1.Different forms of Digital Contents   **15 Hours**
- Understanding the platforms
- Algorithms of the platforms
- Understanding the contents on these platforms
- Understanding the audience

Unit2. Content creation for YouTube   **15 Hours**
- Developing YouTube channel
- Understanding YouTube contents
- YouTube shorts
- Creating YouTube video

Unit3.Content Development for News portal   **15 Hours**
- Developing New sportal
- Managing the website
- Developing Articles and News Stories
- Content Strategies of News portal

Unit4.Photo features for Digital Platforms   **15 Hours**
- Photo Stories for Instagram
- Photo Vlogs for Facebo
- Photo Vlogs for YouTube shorts

Unit5.Developing SEO Contents   **15 Hours**
- Understanding SEO Contents
- Understanding Keywords
- Developing Keyword Contents

Unit6.Social media: strategy, tools, analytics   **15 Hours**
- Understanding the social media algorithms
- Tools for uploading
- Finding out analytics
- Creating Digital Presence

Course Outcomes:

1. Students will understand the diverse forms of digital content, gaining insights into various platforms, their algorithms, the nature of content hosted, and the dynamics of the audience.
2. Students will analyze existing digital content on different platforms, discerning trends, styles, and audience preferences, which will inform their own content creation strategies
3. Students will acquire skills in scripting, shooting, editing, and publishing YouTube videos that capture and maintain viewer interest, fostering a loyal subscriber base.
4. Students will learn the process of developing and managing a news portal, including website management, article creation, and maintaining an up-to-date online news platform.
5. Students will understand and implement content strategies for a news portal, including content planning, distribution, and engagement, to ensure sustained audience interest.
6. Students will learn to use various tools for content scheduling, posting, and management, streamlining their workflow for efficient social media presence.
7. Students will gain a deep understanding of Search Engine Optimization (SEO) principles, including the importance of keywords and their strategic placement

Class: SY M. Voc (Sem III)   Subject: Media Studies
Course: **Digital content development**   Course Code: **PMMS 236B**
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						2	
CO3			3						
CO4				2					
CO5					2				
CO6		3				2			
CO7		2					3		

Justification for the mapping

PO1- Disciplinary Knowledge
CO1: Students will understand the diverse forms of digital content, gaining insights into various platforms, their algorithms, the nature of content hosted, and the dynamics of the audience.

PO2 - Critical Thinking and Problem Solving
CO2: Students will analyze existing digital content on different platforms, discerning trends, styles, and audience preferences, which will inform their own content creation strategies.
CO6: Students will learn to use various tools for content scheduling, posting, and management, streamlining their workflow for efficient social media presence.
CO7: Students will gain a deep understanding of Search Engine Optimization (SEO) principles, including the importance of keywords and their strategic placement.

PO3 - Social Competence
CO3: Students will acquire skills in scripting, shooting, editing, and publishing YouTube videos that capture and maintain viewer interest, fostering a loyal subscriber base.

PO4 - Research-Related Skills
CO4: Students will learn the process of developing and managing a news portal, including website management, article creation, and maintaining an up-to-date online news platform.

PO5 - Personal and Professional Competence
CO5: Students will understand and implement content strategies for a news portal, including content planning, distribution, and engagement, to ensure sustained audience interest.

PO6 - Effective Citizenship and Ethics
CO6: Students will understand the impact of the scientific solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.

PO7 - Environment and Sustainability

CO7: Students will 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

CO2: Students will gain a deep understanding of Search Engine Optimization (SEO) principles, including the importance of keywords and their strategic placement.

PO9 - Trans-disciplinary Research Competence

CO1: Students will understand the diverse forms of digital content, gaining insights into various platforms, their algorithms, the nature of content hosted, and the dynamics of the audience.