MASS MEDIA STUDIES (Code No. 835)

JOB ROL: MEDIA ASSISTANT
SESSION 2019-2020
CLASS XII

1. Introduction

This course aims at grooming the natural talent of students and exposing them to ever-changing skills needed in the media and entertainment industry with hands-on experience. The course is designed to provide fundamental information on analysis of film, TV (including News), print articles, understanding of the pipeline multiple products of the media & Entertainment industry (TV show/segment, film, article, ad – film, etc.), concept of assembly line, animation, roles people play, skills & specializations, the creative process, aesthetics, design, framing, composition, writing, ideation and finally technology usage in the media & entertainment industry.

In the last two decades changes of phenomenal proportion have occurred in the field of Mass Media Studies. Mass Media has taken a quantum leap forward in terms of scale content and convergence. The media experience is an important part of globalization and civil society. The media has become an indispensable part of life at the national and local level. It has become an important factor in shaping young minds.

2. Course Objectives

1. Introduction to the comprehensive understanding of the five principles of Mass Media viz, Film, TV, Print, Radio and New Media

2. Introduction to the evolution of Mass Media

3. To understand how the content and presentation of mass media shapes our thoughts, vision, ethics and action

4. Analysis of the ways in which content is created in media

5. To understand creative and technical processes involved in newsprint, radio, television production, filmmaking and the internet

6. Introduction to the organization of media and entertainment industries - the financial and commercial aspects.

7. To delineate the roles and responsibilities of creative, technical and administrative people in media To familiarize with the career options in media and entertainment industry
8. To analyze the vital importance of mass media in the functioning of a secular, liberal, democracy like India

9. To understand the convergence of mass media as the futuristic trend opening up more and more exciting career and creative opportunities

3. Curriculum

This course is a planned sequence of instructions consisting of Units meant for developing employability and Skills competencies of students of Class XII opting for Skills subject along with general education subjects.

Theory	70 marks
Practical	30 marks
Total Marks	**100 marks**

The unit-wise distribution of periods and marks for Class XII is as follows:

	Units	No. of Periods for Theory and Practical 260		Max. Marks for Theory and Practical 100
Part A	**Employability Skills**			
	Unit 1: Communication Skills . IV	10		
	Unit 2: Self-management Skills . IV	10		
	Unit 3: Information and Communication Technology Skills . IV	10		**10**
	Unit 4: Entrepreneurial Skills . IV	15		
	Unit 5: Green Skills . IV	05		
	Total	**50**		**10**
Part B	**Skills**	**Theory Periods**	**Practical Periods**	
	Unit 1: Selling / Marketing/ /Exhibiting A Product through Advertising	30	20	**20**
	Unit 2: Introduction to the Production Process	30	40	**20**
	Unit 3: New Media	20	40	**10**
	Unit 4: Creative Contributions of the Key People	20	10	**10**
	Total	**100**	**110**	**60**
Part C	**Practical Work**			
	Practical Examination			15
	Viva Voce			05
	Total			**20**
Part D	**Project Work/Field Visit**			
	Practical File/Student Portfolio			10
	Total			**10**
	Grand Total			**100**

(Table title: CLASS XII (session 2019-2020))

4. CONTENTS

CLASS XII (SESSION 2019-2020)

Part A: Employability Skills

	Units
1.	Communication Skills –IV
2.	Self-management Skills –IV
3.	Information and Communication Technology Skills – IV
4.	Entrepreneurial Skills – IV
5.	Green Skills – IV
	Detailed curriculum of Employability Skills is available separately

Part B–Skills

UNIT–I: SELLING/MARKETING/EXHIBITING A PRODUCT THROUGH ADVERTISING

Chapter 1: Advertising concept & process

1. Product
2. specifications
3. Targeting
4. buyers

Chapter 2: Functions of Advertising

1. Promotion of product
2. Drive sales
3. Build a brand identity
4. Increase the buzz

Chapter 3: Types of advertising

1. Print-newspapers, magazines, brochures, fliers, posters
2. O OH-billboards, kiosks, tradeshows events
3. Broadcast advertising - Radio, TV, digital Internet + mobile

4. In film' promos

5. Celebrity endorsements

6. Cross promotions

7. Merchandise

8. Games (Mobile and computer)

9. Covert advertising

Chapter 4: Forms of Advertising

1. Product Advertising

2. Institutional Advertising (Corporate)

3. Social Service – PSA Advocacy Advertising

4. Comparative Advertising Cooperative AdvertisingDirect Mail.

5. A Point-of-Purchase Advertising.

6. Informational Advertising.

UNIT II: INTRODUCTION TO THE PRODUCTION PROCESS

Chapter 1: Film

1. Pre- shooting stage.

2. Shooting Stage.

3. Post-shooting Stage.

Chapter 2: TV

1. Pre- shooting stage.

2. Shooting Stage.

3. Post-shooting Stage.

Chapter 3: Print

1. Planning, writing, editing, designing.

Chapter 4. Radio

1. Planning, recording, editing, transmission.

Chapter 5. Internet

1. Planning, Creating and delivering.

UNIT III: NEW MEDIA

Chapter–1: Convergence and the New Possibilities of Communication

Earlier models of communication

1. Internet as the meeting point of all the mass media.

2. Broadcasting

3. Mass communication model of a few transmitting to a vast number of receivers.

4. Gigantic organization.
5. Huge technical infra-structure
6. Large scale revenue.
   The changed paradigm due to the Internet.
7. Empowering an individual to post data on the Internet.
8. Information, message in one medium triggering off activity in the others.
9. Many sources of the same information.
10. Distribution of the information between individuals on an unprecedented global scale.
11. Rapidity of opinion generation on a local, national and global scale.
12. The socio-political implications of the new information order.
13. The strengthening of democracy.
14. Emerging trends in Mass Communication

UNIT IV: CREATIVE CONTRIBUTIONS OF THE KEY PEOPLE

Chapter 1: Film:

1. Contributions made by Writer, Director, Producer, Actor, Cinematographer, Audiographer, Editor, Art Director, Music composer.

Chapter 2: TV:

1. Contributions made by Writer, Director, Producer, Actor, Cinematographer, Audiographer, Editor, Art Director, Music composer.

Chapter 3: Print:

1. Contributions made by Reporter, Sub-editor, Editor.

Chapter 4:Radio:

1. Contributions made by artist, speaker, interviewer, recordist, programme producer, station director.

Chapter 5: Internet:

1. Contributions made by writer, conceptualizer, editor, designer.

5. TEACHING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the l teacher to the Head of the Institution.

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

6. ORGANISATION OF FIELD VISITS/EDUCATIONAL TOURS

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

8. PRACTICAL GUIDELINES

Portfolio Assessment and Apprenticeship

Special features of Assessment:

The Portfolio will consist of a compilation of all written submissions over the duration of the course. It is the sum total of the creative work executed by the student over the year. The Portfolio will consist of all written submissions over the duration of the course. The assignments would include written, project work and production output will be collected. The submission would include both the original and improved versions of assigned tasks reflective of gradual improvement.

Aims of the exercise of Portfolio are –

- To create a desire in the student to go beyond the text and class room learning
- To inculcate in the student the spirit of research
- To offer the scope for imaginative thinking
- To develop the power of interpretation
- To imbibe the notions of subjectivity and objectivity

Objectives of the exercise of Portfolio are –

- The student begins to think independently and critically about the subject
- The student learns to develop his/her own themes
- The student learns to systematically gather facts and sift the data
- The student learns to use the data in a coherent and logical manner
- The student learns to follow one's imagination to create an original work
- The student learns the difference between analyzing someone else's work and creating one's own
- The student learns to develop distinct creative approaches to Fiction and Nonfiction
- The student learns to conceive and execute ideas that are medium-specific
- The student learns to identify upon his/her own strengths and weaknesses

Assessment of the Portfolio-

The basic guideline for Assessment of the Portfolio is to judge the student's individual growth along the aims and objectives stated above. Both quality and quantity of the work done cumulatively should receive equal consideration.

10 marks have been allotted for the Portfolio.

Apprentice Program:

All students who take this course will have to mandatorily take **one week intensive training** at an institution which has been approved by CBSE. The week long intensive training will also have a **component of project work** which will be assessed by the examiners of the institution.

PROJECT - NON-FICTION: STUDENTS WILL CONCEIVE, WRITE, DIRECT AND EDIT A NON-FICTION FILM PROJECT OF 3-5 MINUTES DURATION.

Guidelines

In this, they will follow the film making process of going through the pre-production, production and post-production process. The idea will be submitted to the teacher first. It shall be discussed and approved. It is only after that, the student can undertake to do further research and writing of the script. The script shall be submitted along with the shooting schedule, the same will be approved by teacher and only after the clearance from the teacher will the shooting take place. Students will complete the project on video tape and submit it along as a video tape as well as in the DVD format with the docket containing all the paper work done by them.

1. Subjects of the films should be suitable for the audience of their own age group.
2. Social issues like Gender issues, Environmental issues, Education, Health, Livelihood, Rights on disability, Access, Road Safety, documentaries on Historical monuments, Art and Craft can be chosen. Initial research is very important with regard to pre-production and production. Students must understand and read about media ethics and understand the sensitivity of the issue concerned. Students must take up issues which they closely relate to in their everyday lives and are able to work on within their academic concerns.
3. Themes to illustrate facets of other arts could also be chosen. Issues relating to media could also be a domain. Students must understand their roots and cultural heritage which surrounds them. It is part of what they are. This consists of not just historical monuments; it surpasses subjects like rituals, traditional medicinal practices, folklore and anecdotes from their grandparents, about the city they live in, various performing arts and more.
4. Portraits of personalities with respect to their contribution to life may also be chosen. People who have made a difference within their community, their role models, people they look up to, those who inspire them or have encouraged them, they could be their relative, teacher, a household help or anyone known to them.
5. Basic Handycam video cameras and basic editing software like Adobe Premier or Windows Movie maker should suffice. Technical quality is important, but technological sophistication by itself will not carry much weight, as the purpose is to judge the overall programme making ability.
6. The preparation is as important as the product and will carry half the percentage in the total assessment of the project.
7. The time limit of 3-5 minutes is to be strictly observed. Anything drastically more or less in duration will negatively affect the assessment.
8. These guidelines should be very clearly explained to the students and there should be no basic doubts about the approach in their minds.

7. LIST OF EQUIPMENT AND MATERIAL

CAMERA -

1. One DSLR minimum 18 mega pixels, output 18-55mm and 70-300mm lens with external microphone connectivity.

2. One HD handycam video camera with external microphone connectivity. Video format MOV or MPEG4. OR One smart phone with external microphone connectivity.
3. One tripod .

MICROPHONE -
1. One gun microphone with RCA output.
2. One lapel microphone with RCA output.
3 One mic for Radio studio multidirectional or unidirectional.

(*If school is not able to arrange microphone try to put subject closer to camera and in silence area for their byte and record dialogue and must off fan and air conditioner during without mirophone shoot. These steps will help students to shoot without specific equipments*.)

LIGHTS
To create basic three point lighting in any studio or classroom required lights are mentioned below-
   a. Two LED soft lights
   b. Two Baby spot lights
   c. Two flood Cool lights
   d. Multi 10 and multi 20 Reflectors silver and Gold or thermocol sheets.
   e. Light Cutter stands with black clothes.
(If school is not capable for arranging lighting equipment so shoot is preferred in natural sunlight.)

EDITING SYSTEM
1. one computer system windows or Mac . Software required FCP (final cut pro) or Adobe premiere pro, Adobe Photoshop, Adobe After effects, capture card, Graphics card sound card.

SCHOOL STUDIO SETUP
1.Green Chromawall.
2.Teleprompter.
3. Monitor .
These are the basic requirements for any Television or Radio production.

A screening room equipped with a television set or projector and speakers for playback of video or screening images through a computer.