

**Draft: For Review Only**



# Detailed Project Report

## *Upgradation of FTII to International Standards*

September 2010

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# 1 About This Document

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This document is a Detailed Project Report submitted by Hewitt Associates to Film & Television Institute of India as per Service Contract between FTII & Hewitt dated May 5<sup>th</sup>, 2010

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## **2 Disclaimer**

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Recommendations & findings in this Detailed Project Report are based on Hewitt's review of the FTII's stakeholder analysis, document analysis, discussions with students, staff, faculty and feedbacks from senior functionaries of FTII and Ministry of I&B. Hewitt Associates have made specific efforts to verify the accuracy and authenticity of information gathered.

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## 4 Abbreviations

Abbreviation	Description
FTII	Film & Television Institute of India
DPR	Detailed Project Report
I&B	Information & Broadcasting
CILECT	Centre International de Liaison des Ecoles de Cinéma et de Télévision, English: International Association of Film and Television Schools is the association of the world's major film and television schools. It was founded in Cannes in 1955
TV	Television
HR	Human Resources
Ad-Films	Advertisement Films
CRT	Class Room Theatres
GC	Governing Council
AC	Academic Council
MoHRD	Ministry of Human Resource Development

## 5 Acknowledgements

Hewitt Associates are grateful to Ministry of Information & Broadcasting and Film & Television Institute of India, for having given us the opportunity to undertake this exercise of Preparation of Detailed project report for up gradation of Film & Television Institute of India, Pune to International Standards.

The team acknowledges the support and ideas provided by following Senior Officials, and appreciates the support and guidance extended in carrying out this assignment.

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15	Shri. B. Brahma,	Economic Advisor, Ministry of I&B

The Hewitt Associates team extends its appreciation to FTII Faculty, Administration, Staff, Students, Alumni members and Industry representatives who provided us with their valuable time to share their knowledge, views, experiences which were instrumental in accomplishing the objective of this DPR.

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## 6 Executive Summary

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The Film Institute of India, Pune was established by the Government of India in the Ministry of Information and Broadcasting on the recommendation of the Film Enquiry Committee for imparting training in the art and techniques of film making and started functioning on 20<sup>th</sup> March 1961. Later, in 1974 the television wing was introduced and the institute was renamed as the Film and Television Institute of India. The institute has trained many of the present day luminaries of the film industry and has made its mark all over the world.

With the fast paced growth in Film, TV and Media industry, there is a need felt for up gradation of FTII to enable it to play a pivotal role in facilitating the Indian Film, TV and Media industry manage the growth. Additionally, in the last few years the number of students studying at FTII has been increased by more than 50% due to starting of new courses as well as due to introduction of OBC reservation policy. This increase in number of seats has caused immense pressure on the existing resources and faculty. More importantly, a premier institution like FTII can serve as a Cultural Brand Ambassador showcasing Indian talent, culture and ethos to the world at large. Also, there is a strong need to keep up with the latest changes in the world of film and television. With this background Hewitt Associates was mandated by Director FTII, Pune on behalf of the Ministry of I&B to prepare a Detailed Project Report (DPR) on **“Upgrading FTII to International Standards”**

Hewitt approached the DPR in a phased manner primarily building upon the previous reports (such as Khosla Committee report) as well as feedback from stakeholders of FTII, which helped understand the broader aims and objectives of FTII. This was followed by an As-Is Assessment, To- Be Design and Gap analysis, based on this analysis Hewitt has recommended specific steps for upgradation. In this process Hewitt Associates also partnered with an Architect for detailed planning, costing and developing of blueprints for infrastructure development on the new and old land.

As part of the process, Hewitt has conducted primary interviews with various internal and external stakeholders including the students, faculty, senior officials from the Ministry of I&B, alumnus and industry. Hewitt has also conducted an intensive secondary research and benchmarked FTII with internationally acclaimed Film schools from across the world. This was further supplemented by an in-depth research of existing policy documents to understand the background and prior work done on this subject.

Some of the key up gradation themes highlighted by the primary as well as secondary research are:

- Upgradation of Infrastructure and provision of better facilities
- Adoption of newer technologies and upgradation of Film and TV equipments
- Reviewing HR policies of FTII
- Degree Equivalence of current courses taught in FTII
- Introduction of new long and short courses
- Research and Innovation
- Introduction of training and placement cell

These issues along with others were analyzed under the four pillars of Financial, Customer, Capability and Processes in a strategy map. This strategy map served as a guide map for steps to be taken to upgrade FTII.

Further, an As-Is Assessment, To- Be Design and Gap analysis was conducted keeping in mind the broader issues faced by FTII. After the identification of gaps suitable solutions to the key issues were developed. Analyzing the criticality and viability of the solutions developed, a prioritization matrix was defined that highlighted the steps required to be taken in the immediate future. Based on the prioritization matrix, following 6 step up gradation agenda was drawn:

1. Setup of a state of the art Digital Media Resource Centre
2. Up gradation of existing Physical Infrastructure to International level as well as expanding physical infrastructure.
3. Acquisition of state of the art Technical Equipments
4. Detailed Manpower Planning
5. Setup of an Internship & Placements cell
6. Setup of Short course cell
7. Review of Governance, Institutional and HR Framework
  - a. Governance Framework

- b. Redesigning HR policies (Compensation, Career Progression, Performance Management and Faculty Development)
  - c. Legislative and statutory reforms
  - d. Implementation of ERP software
  - e. Setup of Research & Innovation Committee
  - f. Regular hosting and participation in International student film festivals
8. Enhance International Exchange Programs by creating dedicated international exchange policies and fund
9. Launch new courses on the lines of world class film schools catering to Indian as well as international media industry. Set up a short courses Cell.

Further, a Feasibility Study & Implementation Roadmap was developed for all the above steps along with an in depth financial analysis including detailed costing and revenue projections with a 5 year horizon, which is annexed in this report.

Finally, the report also sums up the total funding required for the upgradation exercise which is as under:

<b>Estimated Allotment of Funds</b>		
<b>Heads</b>	<b>Description</b>	<b>Amount (Rs. Lakh)</b>
Infrastructure Development	Existing Campus	800
	New Campus	3520
	<b>Total (A)</b>	4320
Procurement of Equipments	Existing and new courses	1913.01
	<b>Total (B)</b>	1913.01
Project Management	Approx 3% (A+B)	187
Misc and Contingency costs	Approx 1% (A+B)	62
	<b>Total (C)</b>	249
	<b>Total Sum ( A + B + C)</b>	6482
<b>Estimated Sources of Funds</b>		
<b>Heads</b>	<b>Description</b>	<b>Amount (Rs. Lakh)</b>
<i>Approved grants for set up of Digital Media Resource</i>		200
<i>Fund Required for Implementation of DPR</i>		6282
	<b>Total Fund Requirement</b>	6482

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## 7 Introduction

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### 7.1 About FTII

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Located on the erstwhile Prabhat Studio premises at Pune and thereby inheriting a rich legacy in quality Cinema , the Film and Television Institute of India (FTII) has truly lived up to its avowed objective in the field of imparting training in film making and television programme production.

The studios from the Prabhat era still continue to be in use by the students for their various exercises. These studios have been declared heritage sites by the Pune Municipal Corporation. During 1974, the scope of the Institute was enlarged to include the then rapidly developing field of television.

The Television Wing, earlier located at the Mandi House, New Delhi, shifted to the Institute campus at Pune during the early seventies so as to bring together training in film and television under a common roof, thereby justifying the name of the Institute – the Film and Television Institute of India. This wing of the institute has been primarily concerned with conducting in-service training to personnel from Doordarshan.

The FTII is an autonomous body under the Ministry of Information and Broadcasting of the Government of India. Its policies are determined by a Governing Council. The Ministry of I & B appoints the Director of the institute. The FTII is also a member of CILECT an international association of film schools.

Today, FTII is considered as a Center of Excellence not only in India but all across the world. Films made by the students of the Institute have featured in festivals both in India and abroad. Many of them have won National and International awards. The alumni of FTII have excelled in all fields of the Indian Film and Television industry.

## 7.2 Need for Up gradation and Achieving International Standards

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FTII ever since its inception in the early sixties, has been one of the premier institutions for Film and TV education in South Asia, several Indian as well as Foreign students passed out from FTII and are today eminent Industry leaders in their respective domains.

The need for FTII to play a larger role and a more global role in the field of Film and Television education has been felt for a long time. This is reflected in several previous concept notes and committee reports like (Satish Chandra Reports, Estimates Committee Report etc.). Many film school, even in Asia which have come up after FTII have gone on to acquire more impressive international credentials in the last couple of decades, especially, Beijing Film Academy and Korean Academy of Film Arts can be cited as only some of such examples.

Today when Indian Film, Television and Media industry is poised for registering a global presence there is also a need to enable a premier educational institution like FTII to educate and train human resource to international standards to sustain this growth.

Additionally, due to a fast paced change of technology / trends / practices / industry needs in the Films, TV and media domain there has been a need realized to upgrade and re-establish FTII as a film school up to International standards.

Some of the key needs and justifications for the up gradation have been highlighted below:

### 7.2.1 New age Film and Television Industry

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The Indian film and media industry is growing at a rate of more than 10 % and is expected to further grow at a compounded annual growth rate of 13% and reach INR 1.1 Trillion by 2014<sup>1</sup>. In the year 2009 the sector has had to face rough times with the box office and subsequently its bottom lines. The sector is evolving with new innovations, players and technology.

The television industry is growing at a faster rate than the film industry a number of new players, channel, innovative program themes etc. are some of the drivers supporting this growth.

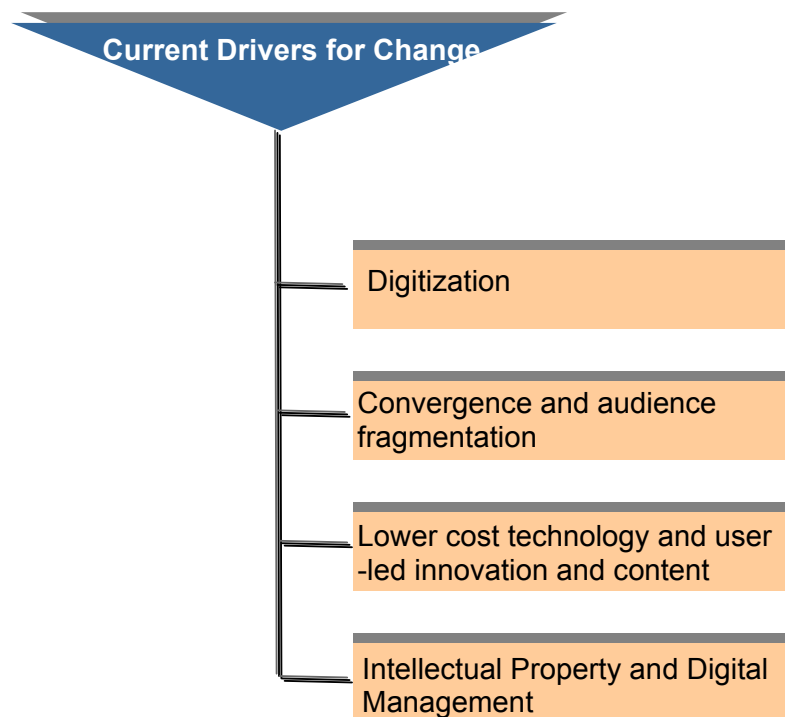
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<sup>1</sup> FICII report on Indian Entertainment and Media Industry

Apart from the traditional media sectors such as films, radio, television print etc. new age media such as internet, gaming and animation are growing and providing revenue earnings as well as creative opportunities.

Some of the current drivers of change<sup>2</sup> are in this sector are:-

Fig 1: Current Drivers of Change



These changes have increased the demand and complexity of the talent requirement for the media and entertainment sector. Other than the established fields, skills such as content management, broadcast journalism, production management are also being looked out for.

In such a dynamic scenario FTII should position itself as a Centre of Excellence that leads the media education in alignment with the changing industry demands and provide state of the art education in the film and television domain without, at the same time, diluting the originality and creative ethos of the institute.

### 7.2.2 Meeting Industry's need for Talent & Expertise

There is strong need from the Industry for an institution like FTII that can be a dependable source of quality talent and expertise. Today, film and TV industry is looking upto FTII as a

<sup>2</sup> Strategic Skills Assessment for the Creative Media Industry – By Skillset

school that should serve as the nodal point for training qualified professionals and teachers in the Industry through suitably designed courses in the existing fields as well as the emerging areas.

### **7.2.3 Increase in number of students leading to severe resource crunch**

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In the last few years the number of students studying at FTII has been increased by more than 50%. This increase in number of seats has caused immense pressure on the existing resources and faculty. Also, considering FTII's pedagogy of providing hands on practical education to students, there has been an immense resource crunch for all technical equipments, infrastructure and manpower. This resource crunch is also one of the factors which is causing delays in finishing course curriculum and project works on time and consequently causing a backlog in the passing out of students and further leading FTII into a vicious cycle of increasing strain and pressure on existing infrastructure, equipments, faculty and other resources. Hence, there is immediate need to upgrade and enhance resources at FTII.

### **7.2.4 Competition from New Players**

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It is observed that a number of players have entered the media and entertainment segment. A number of new private training institutes such as Whistling Woods (Mumbai), Asian Academy of Film & TV (AAFT, NCR) etc. have started imparting training in this segment.

As the number of opportunities in the Media and entertainment sector is limited it is important FTII upgrades itself to international standards and act as flag bearer for driving as well as to ensure quality and comprehensiveness of Film, TV and media education in the country. An institution like FTII should not only create its own pedagogical paradigm along the latest trends in technology, it should also be able to sufficiently anticipate paradigm shifts in technology

### **7.2.5 Cultural Brand Ambassador**

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A premier institution like FTII can serve as a Cultural Brand Ambassador showcasing Indian talent, culture and ethos to the world at large. FTII can serve to be a focal point for cultural cooperation across continents as well as extend its outreach to international Film & TV

industries through active collaboration with film schools which are the feeder points for such industries.

## 8 Our Approach & Methodology

Our overall Approach and Methodology for preparation of this Detailed Project Report is as follows:

Fig 2: Overall Approach

Phase	Specific Tasks	Deliverables
<b>Visioning</b>	<ul style="list-style-type: none"> <li>• Understanding vision and mission of FTII</li> <li>• Understanding of context and objectives of the upgradation and the desired to-be state</li> </ul>	<ul style="list-style-type: none"> <li>• Vision document</li> </ul>
<b>As-is Assessment</b>	<ul style="list-style-type: none"> <li>• Assess the current infrastructure and human resource deployment</li> <li>• Carry out primary and secondary research with all internal and external stakeholders</li> <li>• Benchmarking exercise of other similar institutes globally</li> </ul>	<ul style="list-style-type: none"> <li>• As-Is Assessment and Benchmarking</li> </ul>
<b>Gap Analysis</b>	<ul style="list-style-type: none"> <li>• Carry out a gap analysis of the current and desired state based on the internal assessment, research and visioning</li> <li>• Design the initiatives and assess resource requirements required to achieve the desired state</li> <li>• Preliminary assessment and design of physical infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• Requirement Assessment for To-Be state</li> </ul>
<b>Feasibility Study &amp; Implementation Roadmap</b>	<ul style="list-style-type: none"> <li>• Work out the feasibility and financial assessment for the proposed requirements with a 5 year horizon</li> <li>• Detail out the financial model, human resource plan and implementation roadmap</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed project report</li> </ul>

Following is a Brief overview of all the phases with its key objectives the activities involved:

### 8.1 Phase I: Visioning

The objective of this Phase was to understand the mission & vision of the institute. Further, objectives of the up gradation and the desired to-be state were also articulated in this phase.

Hewitt has carried out research with both internal and external stakeholders including the industry, prospective employers, ministry, faculty, staff and students. In its secondary research Hewitt carried out a benchmarking exercise of other similar institutes globally focusing on there working and internal capabilities.

Key stakeholders were met to understand their perception and expectations from FTII. Their views were sought on key aspects such as FTII’s brand image, key improvement areas, infrastructure, technical equipments changes, policies and process change etc.

The concept of a Global Film School was first introduced in the early 70s, and many discussions have been conducted by the ministry of I & B over the same. These documents and meetings have been recorded which were referenced by Hewitt in its document analysis.

Further, these inputs coupled with a comprehensive document analysis and international benchmarking helped Hewitt arrive at key themes for up gradation, with a defined vision statement for FTII. These key themes were further mapped in a strategy map to understand and identify initiatives that could be taken for the upgradation exercise.

Key Activities in this phase:

- Project kick off
- Preliminary research
- Review of existing strategy documents
- International Benchmarking
- Key stakeholder meetings
- Overall understanding of vision, mission and objectives of existing FTII

Key Deliverables in this phase:

- Identification of key themes required for up gradation
- Definite vision and objectives for FTII
- Strategy map for up gradation exercise

Key Stakeholders Involved:

- Alumnus
- Students
- Administration
- Faculty and Staff
- Ministry
- Industry

The visioning exercise successfully covered the viewpoint of all the stakeholders. Additionally, the document analysis and international benchmarking helped identify key points not covered in the stakeholder analysis.

## 8.2 Phase II: As-Is Assessment

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The key themes identified in the visioning exercises helped Hewitt conduct an extensive As-Is Assessment of the existing FTII campus.

During this phase focus was on assessing the following at the institute:

- Physical Infrastructure – Existing and Required
- Equipment – Existing and Required
- Manpower – Numbers employed and required, Policies, Benefits, Processes
- Administration – Processes and procedures involved in general administration of FTII
- FTII's Governance policies

Key Activities in this phase:

- Meetings with key internal stakeholders – faculty, students and administration
- Site Visit with the Architect for spatial assessment
- Review of existing spatial arrangement including number of classrooms, faculty rooms, laboratories etc.
- Review of existing vs. future requirements for :
  - Infrastructure
  - Equipment
  - Manpower
- Review of blueprints and maps for the new land

Key Deliverables in this phase:

- Numbers and specifications of available and required infrastructure
- Numbers and specifications of available and required equipments
- Snapshot of current policies and processes of FTII
- Spatial Assessment by the architect

Key Stakeholders Involved:

- Alumnus
- Students
- Administration
- Faculty and Staff
- Ministry

From the As-Is Assessment the current and required manpower, infrastructure and equipment was assessed and recorded.

### **8.3 Phase III: Gap Analysis & To-be Design**

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After accurate identification of the key themes and strategy map for up gradation, Hewitt has broadly identified a To-be state for up gradation of FTII. The To-be state clearly outlines the To-be processes and requirements for all the key themes.

After the To-be Design, gaps were identified which needs to be filled in order to achieve and effectively implement the To-be state.

Key Activities in this phase:

- Brainstorming and designing the To-Be FTII , an institute with international standards
- Gap Analysis - Explore initiatives required to achieve desired state
- Inputs by the architect:
  - Spatial rearrangement in the old land
  - Developing of infrastructure plans in the new land
  - Draft blue prints and site plans

Key Deliverables in this phase:

- To-Be design of all the key themes identified in the strategy map
- Gap Analysis between the As-Is state and the To-Be state
- Blue prints and spatial allocation of the old and new campus

Key Stakeholders Involved:

- Alumnus
- Students
- Administration
- Faculty and Staff
- Ministry

The To-Be design for FTII as international standards was prepared, a comprehensive step by step gap analysis was undertaken and suitable gaps were identified and listed.

#### **8.4 Phase IV: Feasibility Study & Implementation Roadmap**

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Based on the Gap Analysis and To-be state design definite steps for up gradation of FTII to international level were identified. A list of action points for each of these steps was generated and priority was given to each of these steps. Further, feasibility and financial assessment of these steps was also worked out. Financially, Hewitt focused on capital expenditure, operating expenditure, revenues and profitability with a 5 year horizon.

Key Activities in this phase:

- Key steps required for upgrading existing infrastructure and equipments, and expansion of the same
- Define the fee structure, curriculum, duration, faculty, number of Indian and foreign students etc for the new courses. Key recommendations of short and long courses. Complete financial model indicating costing, capital expenditure, operating expenditure and revenue modeling for all the courses proposed.
- Complete financial modeling for five years with details of
  - Capital Expenditure
  - Operating Expenditure
  - Cash Flow Assessment
  - Pay Back Analysis
- Specific step by step procedures for the implementation and monitoring of other key recommendations
- Finalizing and detailing out the architectural plan
- Defining the charter of any new cells introduced in the system
- Define an implementation roadmap based on impact profitability and risk assessment

Key Deliverables in this phase:

- Implementation roadmap and risk assessment
- Complete financial modeling and feasibility study
- Intrinsic detailed outline of all key recommendation – From recommendation to implementation
- Detailed architectural blue prints for the new and old land

Key Agencies Involved

- Alumnus
- Students
- Administration
- Faculty and Staff
- Ministry

An implementation roadmap in accordance with the gap analysis was designed. A complete feasibility and financial analysis of all the recommendations was also undertaken.

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## 9 Phase I: Visioning

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### 9.1 Stakeholder Analysis

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For the first phase of developing a Vision it was imperative to consider the view point of all the stakeholders involved. Therefore, Hewitt conducted a set of face to face structured interviews with the HODs, administration, faculty, students, alumnus and the ministry so as to understand everyone's expectation and viewpoint of FTII as an institute with international standards.

#### 9.1.1 Stakeholders Met

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In order to understand the vision views of both internal and external stakeholders were sought through structured interviews. A total of 28 meetings with key internal stakeholders were met. The list is included in [Annexure A](#):

FTII is an institute which imparts training in the field of Film and Television. It is important for such an institute to constantly collaborate with external stakeholders such as the industry and other institutes of similar repute. Therefore, Hewitt also met external stakeholders for its upgradation including the ministry, the industry and the alumnus. Hewitt team conducted 18 meetings with key external stakeholders

A detailed list of external stakeholders can be found as [Annexure A](#)

#### 9.1.2 Points of Discussion

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Stakeholder discussions were conducted with an objective to capture the how the stakeholders envisioned FTII as a world class school. We also sought suggestions and recommendations from key stakeholders as to how FTII can be upgraded to international level.

Following is the summary of discussion held with various stakeholders:

##### **Ministry**

- Up gradation of FTII to enhance its reputation as a Global film school
- Aim to become self reliant
- Launch new courses as per industry demands

### **Administration**

- Review existing infrastructure, equipments, manpower and key institutional processes
- Build a strong IT backbone
- Focus on alternative sources of revenue through self reliant courses

### **Faculty Association**

- FTII should be given a status of an autonomous institute of national importance
- Review HR policies eg. Recruitment, compensation, career progression etc.
- Review existing infrastructure, equipments and manpower deployment
- Develop a strong research and innovation backbone
- Conduct regular faculty development programs
- FTII should be become a nodal agency to drive media education in the country

### **Staff Association**

- Concerns over the Promotional avenues for the staff
- Review pay scales for staff
- Provision of post retirements benefits

### **Students Association**

- Review existing infrastructure and equipments
- Reviewing syllabus to incorporate new technologies
- Continue to offer subsidized education
- A unique institute such as FTII should be exempted from reservation
- Having courses with different fee structure in the same institute would lead to a feeling of discrimination and unfairness amongst students

### **Alumni Body**

- FTII should be given a status of an autonomous institute of national importance
- FTII diploma should be given equivalence to university degree
- Alumni would be keen to play a more active and constructive role in managing FTII

### **Industry & Prospective Employers**

- FTII should become a Centre of Excellence and drive media education in the country

- Launch courses in new technologies and new media as required by the industry
- Focus on research and innovation
- Industry keen to explore opportunities to partner with FTII

Detailed Minutes of Meetings conducted with Faculty, Staff and Students Association have been annexed: [Annexure B](#)

### 9.1.3 Key Themes Identified from Stakeholder Analysis

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#### 1. Self-reliance

Over the time FTII has earned an exceptionally good reputation in the field of Film and Television education and training. But it was observed as the student size has increased and rapid technology change the cost of imparting good education has also gone up considerably. Therefore, it was proposed that the new courses introduced should be self reliant while all other courses continue to be subsidized or self reliant as the case maybe.

#### 2. Review of Governance structure

It was observed that even after attaining a status of an autonomous body, FTII has been dependent on the Ministry of I&B for some of the key decisions such as international exchange and faculty recruitment. This has lead to slower processes and internal stakeholder disengagement. Hence, a review of the overall Governance structure was proposed.

#### 3. Degree Equivalence

One of the key suggestions from the faculty, students and alumni was to achieve degree equivalence for FTII's diplomas. It was observed that as the diploma provided to FTII students was not recognized by a statutory body such as the AICTE or the UGC students were unable to pursue PhDs or apply for many government jobs.

#### 4. Launch industry focused courses

Industry expects FTII to become a Centre of Excellence and drive media education in the country. Members of the industry expressed a need for short courses focused on

industry needs with a practical orientation, to develop expertise and skills in working professionals in the industry.

#### **5. Focus on research and innovation**

It was observed that activity in the area of film and television research has taken place in FTII only in the last two years. With the active role that FTII has played and will be playing in shaping up of the sector of media education in India and the fast changing technologies it is indeed necessary that FTII should be more active in research and innovation.

#### **6. Driving media education**

FTII has long established its image as a premier institute imparting quality Film and Television education. FTII with its expertise and experience should map the future of media education in India.

#### **7. Review of Institutional Policies and processes**

It was observed that many of the internal processes and policies of FTII especially concerning administration, admissions and staffing (manpower) have significant scope for improvement. Hence, a key area of concern was to design and deploy effective processes and policies in these key areas.

#### **8. Regular faculty training programs**

While talking to all the stakeholders listed above, one of the common perceptions sensed was that due to the fast pace of change in technology it is imperative for the faculty to continuously refresh and update their knowledge and subsequently introduce students to these technologies. Hence periodic faculty development programs must be introduced.

#### **9. Academic Resource Planning**

Considering the fact that education at FTII is very resource and asset intensive, hence there is greater need to plan and enhance the asset utilization of the same. Hence, FTII should implement IT based data management and resource planning tools.

## 9.2 Benchmarking

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One of the most important objectives of the whole upgradation exercise is to achieve international standards in the field of TV and Film education. In order to understand these standards better 10 globally recognized film schools were studied and key learning from their processes and procedures were derived.

### 9.2.1 List of Schools

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An in-depth research of following leading film schools was conducted:

1. Tisch School, New York University , New York
2. National Film School , Lodz Poland
3. FAMU – Film And Television Institute of the Academy of Performing Arts , Prague  
Czech Republic
4. National Film and Television school , U.K
5. (USC) University of Southern California, School of Cinematic Arts, LA California
6. Columbia University, School of the Arts (Film) , Manhattan New York
7. VGIK, Russia
8. Whistling Woods International Mumbai
9. MCRC , Jamia
10. Indian Institute of Mass Communication , New Delhi

A snapshot of each of the above listed school is attached as [Annexure C](#)

### 9.2.2 Key Themes & Learning from benchmarking

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#### 1. Social empowerment

One of the common observations was that internationally institutes wanted to empower students to use media and entertainment as tools to motivate and spread positive social messages across the society.

#### 2. Business management

It was observed that there has been immense focus on managing media as businesses, hence giving due concern to different streams of business management like marketing, costing, accounting etc in their courses. Entrepreneurship and film production were other important objectives.

### **3. Research & Innovation**

Internationally most leading schools stress on research and innovation as part of their institute's charter and vision. Most schools have set specific targets for the faculty members to produce research publications, white papers etc.

### **4. Practical training**

Most leading institutes have aligned their pedagogy to ensure that their students get hands on exposure to related equipment through practical training.

### **5. Active interactions with national and International institutes/industry**

Institutes understand the need of being in constant dialogue with other institutes and the industry, so that they can sense the need of the industry and train the students accordingly. Hence, most leading school actively involved with the industry to understand key industry trends and changing needs.

### **6. Financial support**

Most leading institutes offer financial support to students either through education loans, scholarships and other financing options.

## 9.3 Document Analysis

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The concept of a Global Film school originated in the early 1970s, which was later discussed in many meetings by the ministry and the administration. The relevant documents were analyzed to list down some of the key themes important to this up gradation exercise.

### 9.3.1 List of Documents

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A list of documents analyzed In this regard:

- Blue Print for upgradation of Film and Television Institute of India, Pune to Global level
- Discussion paper on Global Film School
- A concept paper for the 'Global Film School'
- Draft Proposal for a Global Film School
- A brief on proposal on a Global Film School at FTII, Pune
- Minutes of the meeting taken by Secretary(I&B) in FTII, Pune on 01/05/2008
- Working Group Report of 11th Five Year Plan (2007-12) on I&B Sector
- Estimates Committee (Lok Sabha) (1989-90)
- Chandra Committee Report, 1978
- Khosla Committee Report , 1971

### 9.3.2 Key Themes Identified from Document Analysis

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#### 1) **Self Reliance**

Various concept papers and blueprints has observed that there exists tremendous potential in FTII to become more self reliant by offering additional short and long term courses. The revenue from these courses can be used by FTII to regularly update its infrastructure. In this way FTII can fund its activities which require large capital expenditure in addition to government grants and support.

#### 2) **Status of Institute of National Importance**

Earlier blueprints have highlighted the need for a status of national importance. Also, it was observed that an institute with such heavy initial and recurring expenditure is set up as an office of the government. Hence, the earlier concept papers have strongly recommended changing the status of the institute through a statutory act of parliament.

**3) Launching of new courses**

It has also been suggested introducing courses in new technology as per changing industry demands. Some of the new courses suggested were further researched by Hewitt and adequately proposed in its action plan.

**4) Internship and Placement**

Hewitt observed that the institute does not have a dedicated internship and placement cell. With the increase in number of students and intensive competition in the industry there is a recommendation to set up a dedicated placement and internship cell to provide adequate internship and placement opportunities to the students.

**5) Up gradation of Infrastructure**

In order to upgrade FTII upto International levels, there is need to upgrade physical infrastructure as per international standards. Hence a space audit and up gradation of infrastructure is needed.

**6) Redesigning HR policies and processes**

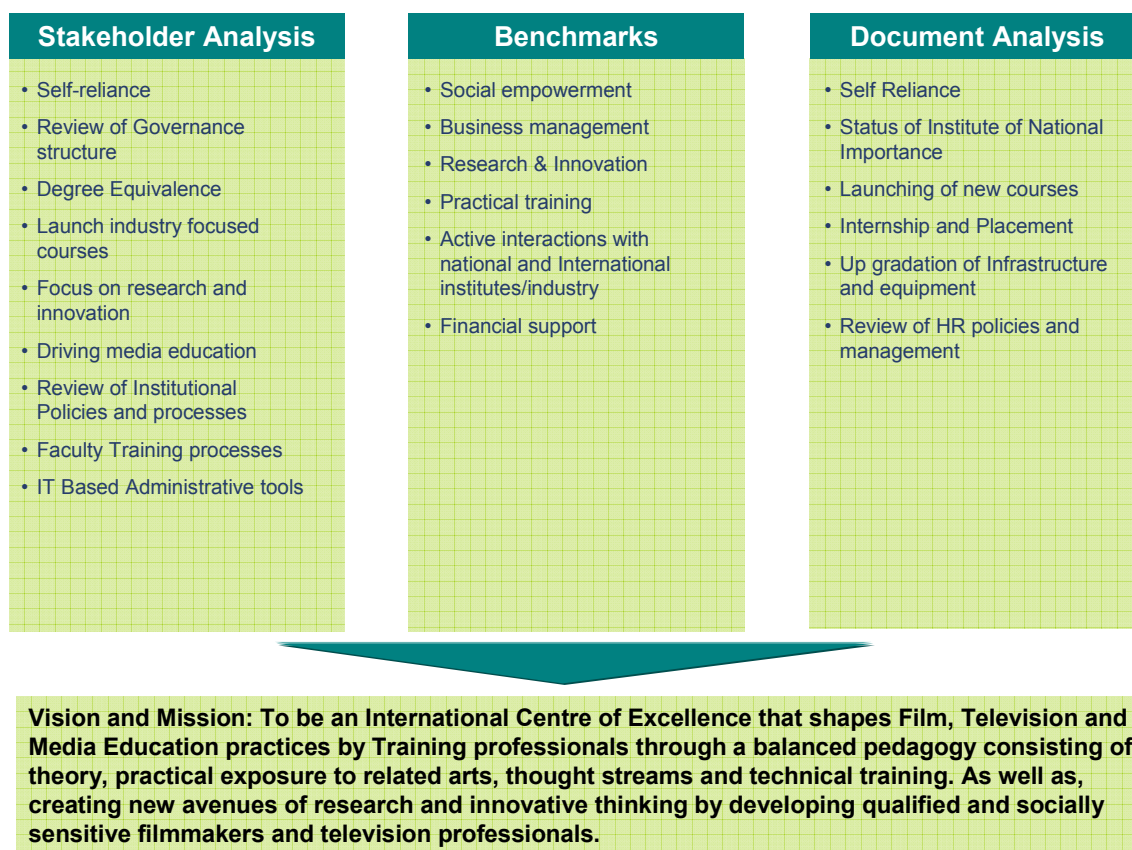
Film and Television Institute is facing a challenge in attracting and retaining quality talent. Therefore, to attract and retain the right talent, it was proposed to redesign existing HR policies especially in respect to compensation and recruitment rules.

## 9.4 Vision Statement for FTII

Key themes have been successfully identified from the ministry documents, stakeholder analysis and the benchmarking exercise. It is now important to come up with a vision statement that would guide the action, procedures, policies and key decisions for FTII. Hewitt after working closely with the faculty, administration and the ministry has identified the vision statement that would guide its action for the many coming years.

The vision statement identified will help FTII to strategize and focus its resources for maximum utilization.

Figure 3: Vision Statement for FTII



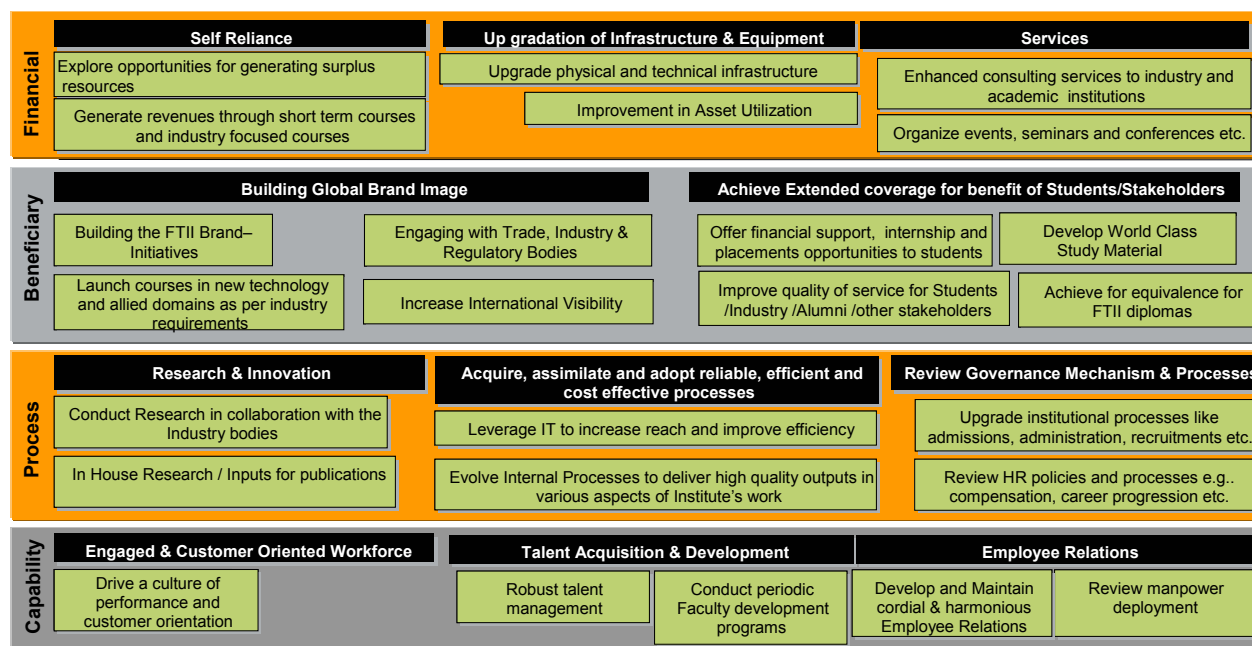
After the successful identification of the vision state a comprehensive strategy map focusing on financial, customer, process and capability perspective of FTII was designed.

### 9.4.1 Strategy Map

Based on the above vision statement, Hewitt has designed the following strategy map to upgrade FTII to international standards. The purpose of the strategy map is to

1. Help scrutinize all the key themes for their better understanding
2. Listing of step by step initiatives under all key themes
3. Eliminate as well as Incorporate suggestion throughout the study
4. Help prioritize all key initiatives for phase wise implementation

Figure 4: Strategy Map



The strategy map is primarily defined amongst four major heads:

**Financial Perspective:** This head highlights the strategies that have a financial impact. Hewitt has suggested certain strategies under the financial head.

- Achieve Self Reliance
- Up gradation of Physical Infrastructure and Technical Equipments
- Offer enhanced consulting services

**Beneficiary Perspective:** For an academic institute such as FTII, the beneficiaries are primarily the students (later known as alumnus) followed by the industry that recruit these students. Hewitt has outlined a set of initiatives to upgrade and enhance the image of the institute and achieve extended coverage to benefit its stakeholders.

**Processes** This perspective refers to internal business processes. Hewitt has recommended certain changes in internal processes to enhance the operational efficiency of the FTII.

**Capability:** The capability of an academic institute can be principally defined as the talent it possesses in the form of faculty, students and the alumnus. To upgrade itself to international standards it is imperative that talent acquisition, development and management be effective. Hewitt has outlined a set of objectives for capability building to upgrade FTII to international standards.

The strategy map has helped Hewitt identify the key themes and key initiative that must be taken for the upgradation to be successful. In order to go further for its upgradation it is necessary that an in-depth analysis of the current status of FTII be undertaken. Hence, Hewitt has conducted the As-Is Assessment in this phase.

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## 10 Phase II: As-is Assessment

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This section provides an assessment of the current status at FTII in terms of infrastructure, technical equipment and manpower.

### 10.1 Physical Infrastructure

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The Film Institute of India started functioning in 1961. Later, when it started taking TV courses for Doordarshan, a TV wing was added in 1974 and it became the Film and Television Institute of India. Many of the original buildings have been declared as heritage sites and cannot be renovated. It is observed that after an increase in number of courses and students, the FTII's physical infrastructure hasn't kept pace with the increased requirements. The institute not only needs new infrastructure for new courses but also needs to accommodate the relative increase in students.

When the concept of the Afro-Asian school was initiated in the 1960s, land was acquired in Kothrud Pune for the same. The concept could never take shape until 2006, when it was decided that the same land be used to upgrade FTII to international standards and put in extra infrastructure for existing courses as well as for possible and new courses that may be launched.

A comprehensive infrastructure audit was conducted to understand the existing infrastructure. Interviews with all HoDs and administration staff of FTII were conducted to understand key issues and shortages in physical infrastructure vis-à-vis requirements.

A review of infrastructure facilities of world's leading Film schools was conducted, to understand prevalent International standards and norms.

Based on the As-Is assessment the following additional requirements for the existing courses were identified:

Table 1: Infrastructure Requirements

Heads	Existing	Additional Required
CRT	1	1
Classrooms	14	11
Faculty Rooms	37	15
Preview Theater	2 (small)	2 (Big) + 1 (Small)
Maintenance Rooms	0	1 (Elec) + 1 (Optic) + 1 (Lens)
Editing Rooms	13	3
Screening Rooms	0	6
Studio	4	1 (Film) + 1 (Television)
Sound Studio	1 (RR Studio)	1
Art Direction Studio	0	1
Tutorial Rooms	2 Small (10 x 10)	Big Rooms with cabins (20 x 20)
Media Lab/Digital Media Resource Centre	0	1 (140 sq. ft)
Make-up Rooms	2	1
Dubbing Set-Up	0	1
Listening Rooms	0	2
Raw Stock Cold Storage Vault	1 (15ft x 25ft)	Increase space by 10ft x 15ft
Carpenter	2	Expansion
Residential Quarters	Residential Complex	35
Hostel	Hostel Complex	Hostel (200 seater)
Cafeteria	1	1
Recreational Area for students	1	1

## 10.2 Technical Equipments

The FTII's pedagogy has been known for imparting practical training to its students. It was observed that due to an increase in number of students and technological changes FTII has not been able to upgrade and maintain its equipment in the last few years to the extent that is needed. Workshops were conducted with faculty members to list down the current equipment available and understand the requirements for the upgrade.

Table 2: Estimated Equipment Requirements

Department	Additional Equipment
TV Engineering	ENG Van, Outdoor shooting equipment, Studio Chain etc.
Library	Film Weaving Machine, Library Management Software
Animation	Workstations, Software
Art Direction	Table Saw machine, Plainer machine, Turning machine, Gattu Pump etc.
Camera Films	35 mm and HD cameras,
Film Processing Lab.	Color Processing machine
Audio Films	Sound Studio Equipment
Direction Films	Imac workstations
Sound Television	Script writing workstations
Camera Television	Panasonic P2 camera, projector screens
Make up	Kyrolan make up material, microwave oven , beater grinder etc.
Purchase section	Scanners, printers , workstations etc.
Television Production	Digital camcorders, editing machines etc.
Computer Section	Dedicated servers, ERP packages etc
Editing	Steen Beck – Film Viewing

These equipments were further scrutinized by an internal committee at FTII which further worked upon the detailed list and come out with specifications and costing of equipments needed.

### 10.3 Manpower Deployment

The film and television industry is changing with the advent of new technologies and introduction of new mediums there has been an increase in number and skills required by the industry. For any training institute to provide and impart these skills in their students it is vital for them to have the right faculty. In recent years FTII has also faced an acute shortage of faculty and it was noticed that a number of positions were deemed to be abolished and need to be recreated.

Therefore, to tackle the problem Hewitt has reviewed the HR policies of FTII focusing on compensation, recruitment, talent acquisition etc.

Hewitt met the key internal stakeholders for the same and computed numbers for the new faculty, technicians and support staff that is to be employed for the upgradation exercise.

Table 3 : Estimated Manpower Requirements

Staff Category	Existing	Required	Required
Teaching Faculty	24	13	13
Technical Staff	67	11	39
Support Staff	105	3	8

These manpower requirements were further analyzed by Hewitt and the internal stakeholders and finally come up with the final list of new faculty and support staff required.

Hewitt also has made key recommendation in the subjects of payscales, Performance manage systems, research funds etc. in following sections.

This current number of employees with FTII is specified in [Annexure D](#)

## **10.4 Preliminary Architectural Assessment**

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As earlier stated for new courses and accommodating the increase in the number of seats, a comprehensive space audit is required. It is also necessary that the spatial viability and preliminary designing of infrastructure to be put up in the new land be done. Hewitt closely worked with an architect to

- Carry out a comprehensive space audit of the existing land
- Architectural viability of infrastructure in new land
- Propose ways for connectivity between old and new land

### **10.4.1 Comprehensive space audit of the existing land**

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A space audit for the existing land was conducted and the following points were observed:

- More academic teaching space is required
- The scope of expansion was limited due to the unavailability of open area
- Buildings require up gradation / renovation in space planning, external facades, specifications, color coordination, etc.
- Lack of organized open area / facilities for student use
- Service requirement appears inadequate and not available in all areas
- Hostel facilities were inadequate with regards to number of students

This list of infrastructure suggested has changed with further discussions. The final space audit with detailed costing is provided in the final set of recommendations.

#### **10.4.2 Architectural viability of infrastructure in new land**

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The key points which come out of architectural assessment of the new land are as follows:

- Contoured site of 16 acres approx. The site is accessible from two approach roads on the highest and lowest levels
- Levels vary between 121(highest) & 91(lowest) ie a 30 m height difference
- Only a pedestrian pathway interconnecting the two campus is feasible
- Entry to the site is recommended from the lower road adjoining existing DD TV studio.
- It is proposed to locate the institute on the North side along the slope, with an open buffer zone between existing buildings
- Proposed buildings to be planned around production areas, with interconnected covered walk ways
- Buildings to be planned in a three storey configuration along the slope
- Site to be zoned to provide distinct areas interconnected with one another for
  - Production & academic facilities
  - Administration buildings
  - Residential areas
  - Service buildings

## 11 Phase III: Gap Analysis and To-Be Design

After the As-Is Assessment, requirements in terms of equipment, infrastructure and manpower for upgradation were identified. After this stage it is important that steps and processes be defined to achieve the To-be state. To define the same the gap between the current stage and envisioned stage be assessed, which would form the basis of the key steps that needs to be taken to upgrade the institute.

The strategy map has helped us predominantly define the various processes which must be changed. Infrastructure, equipment and manpower numbers are only physical inputs which need to be implemented with an architectural assessment. Hence, keeping the strategy map in mind the following aspects are identified and analyzed:

### 11.1 Financial Perspective

Self Reliance	
<b>The Concept</b>	<ul style="list-style-type: none"> <li>▪ New course at FTII be self reliant and should not eat into the resources for the subsidized courses</li> </ul>
<b>As-Is State</b>	<ul style="list-style-type: none"> <li>▪ FTII is currently offering 4 courses at subsidized rates and is dependent on government grants and 8 courses which are self-financed.</li> </ul>
<b>Gap Analysis &amp; To-Be State</b>	<ul style="list-style-type: none"> <li>▪ The flagship courses (Three year Post-Graduate Diploma Courses in Film &amp; Television) should continue to be offered at subsidized cost</li> <li>▪ New short and long courses to be introduced which would help gather over an above critical resources for FTII</li> <li>▪ More revenue streams to be sorted out such as               <ul style="list-style-type: none"> <li>○ Leasing out studios, equipments and space</li> <li>○ Resource generating short courses with state of the art equipment and faculty</li> <li>○ Number of seats for foreign students to be increased</li> </ul> </li> </ul>

<b>Upgradation of Infrastructure and Equipment</b>	
<b>The Concept</b>	<ul style="list-style-type: none"> <li>▪ In order to upgrade FTII to international level it is necessary that the students as well as the faculty be provided with better facilities both in terms of equipment and infrastructure.</li> </ul>
<b>As-Is State</b>	<ul style="list-style-type: none"> <li>▪ Shortage of physical infrastructure and equipment</li> <li>▪ Fast paced change in technology leading to quicker obsolescence of technical equipments</li> </ul>
<b>Gap Analysis &amp; To-Be State</b>	<ul style="list-style-type: none"> <li>▪ Develop new infrastructure in terms of classrooms, theatres, studios etc. for the existing and proposed courses</li> <li>▪ Acquire new / addition equipment as required by the existing and proposed courses</li> <li>▪ Improve asset utilization by proper management of assets</li> </ul>

<b>Outbound services</b>	
<b>The Concept</b>	When identifying external sources of revenues one of the prominent ideas suggested by many eminent stakeholders was the outsourcing of manpower consulting services to the industry. Also, FTII should play a major role in organizing films festivals, seminars etc. for the students, film and TV scholars and professionals.
<b>As-Is State</b>	<ul style="list-style-type: none"> <li>▪ Limited consulting done by the faculty, which is not recognized as a revenue stream by the institute</li> <li>▪ Seminars, festivals and workshops are organized regularly</li> </ul>
<b>To-Be State</b>	<ul style="list-style-type: none"> <li>▪ Adequate consulting opportunities to be available for faculty, revenue generated would be shared by the faculty and the institute.</li> <li>▪ Seminars, festivals and workshops can be increased once new spaces are created.</li> </ul>

<b>Gaps identified</b>	<ul style="list-style-type: none"> <li>▪ One consulting mechanism/cell should be in place</li> </ul>
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## 11.2 Perspective form the point of Beneficiaries

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<b>Building International Image</b>	
<b>The Concept</b>	<p>FTII has achieved international reputation in the last three decades, but it has not harnessed this image to develop better linkages with the industry and international institutes. Hence, Hewitt suggests that FTII should continue building its international brand and harness the same for the development of its faculty and students</p>
<b>As-Is State</b>	<ul style="list-style-type: none"> <li>▪ FTII recognized internationally for its quality education and expertise</li> <li>▪ Less number of students sent on exchange programs</li> <li>▪ Limited faculty sent on faculty development programs</li> <li>▪ Limited initiatives on marketing and building brand FTII</li> </ul>
<b>To-Be State</b>	<ul style="list-style-type: none"> <li>▪ FTII to not only be a international brand name for its education capabilities but also for its facilities and infrastructure</li> <li>▪ Increase in number of student exchange opportunities</li> <li>▪ Faculty to be sent on Faculty Development Programmes abroad on a regular basis</li> </ul>
<b>Gaps identified</b>	<ul style="list-style-type: none"> <li>▪ Lack of a collaboration and interaction cell to harness the brand image</li> <li>▪ Increased involvement to identify exchange and faculty development opportunities</li> <li>▪ Enhanced outreach internationally as well as in remote areas of the</li> </ul>

	country to attract talent.
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<b>Achieve Extended coverage for benefit of Students/Stakeholders</b>	
<b>The Concept</b>	FTII has been a recognized and appreciated as a premier institute internationally. But, still at many times many of its students, alumnus and the faculty were deprived of pursuing doctorates and professional positions because of non-degree equivalence of FTII. Therefore, one of the important phase of this upgradation exercise is to help FTII gain degree equivalence or achieve higher academic institution status.
<b>As-Is State</b>	<ul style="list-style-type: none"> <li>▪ FTII is an autonomous body with an governing and an academic council taking all its key decisions.</li> <li>▪ It provides diplomas and certificates to its students but thee are not equivalent to degrees</li> </ul>
<b>To-Be State</b>	<ul style="list-style-type: none"> <li>▪ Passing an act in the parliament for FTII to be declared a centre of excellence, similar to the lines of IIT/IIMs. It be given a stature of an institute of national importance.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>▪ Degree equivalence and recognition by a body such as the ACITE/UGC.</li> </ul>
<b>Gaps identified</b>	<ul style="list-style-type: none"> <li>▪ A central committee at the Ministry level to oversee the developments in this regard. The institute and the Ministry should consider the pros and cons of both the options and choose wisely.</li> </ul>

### 11.3 Process Perspective

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<b>Research and Innovation</b>	
<b>The Concept</b>	Looking at international benchmarks it was observed that research and innovation form an integral part of any Film and Television institute.
<b>As-Is State</b>	<ul style="list-style-type: none"> <li>▪ Limited Research and Innovation activity has taken place in the last two years despite this being one of the objectives of the institute.</li> </ul>
<b>To-Be State</b>	<ul style="list-style-type: none"> <li>▪ FTII to be known for its research and innovation. Adequate freedom given to absorbed faculty for pursuing their research interests. FTII to represent India in the field of Film and Television research.</li> </ul>
<b>Gaps identified</b>	<ul style="list-style-type: none"> <li>▪ Lack of dedicated cell to promote research and innovation amongst its students and faculty. Some of the funds under HRD plan head should be used for this.</li> <li>▪ Lack of motivation and incentive for the faculty to pursue the same</li> </ul>

<b>Acquire, assimilate and adopt reliable, efficient and cost effective processes</b>	
<b>The Concept</b>	When talking to the administration and admission division of FTII, it was observed that many of the sub-processes being run by the institute are not efficient. Hence, an effort to improve the same is to be made.
<b>As-Is State</b>	<ul style="list-style-type: none"> <li>▪ Lack of defined processes for office and asset management.</li> <li>▪ Lack of centralization leading to under utilization or loss of assets.</li> <li>▪ Lack of adequate storage procedures leading to in efficiency and long procedures.</li> </ul>
<b>To-Be State</b>	<ul style="list-style-type: none"> <li>▪ State of the art ERP solution to manage institute's admissions, administration and accounts.</li> <li>▪ Administration to use IT based tools to schedule assets usage including classrooms, faculty, courses, props, library etc.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ IT based accounting software to bring in more efficiency.</li> </ul>
Gaps identified	<ul style="list-style-type: none"> <li>▪ Lack of IT based backbone for managing administration and accounts.</li> <li>▪ Lack of infrastructure and training for designing and implementing more efficient processes.</li> </ul>

### Review Governance Mechanisms and Processes

<b>The Concept</b>	FTII has been registered as an autonomous society. It was observed that even after the condition of autonomy many of the decisions taken by the Academic and the Governing council is regulated by the ministry which has lead to inefficiency and disengagement amongst the employees. It is recommended that effective authority distribution and effective representation of all stakeholders take place for better working of the institute.
<b>As-Is State</b>	<ul style="list-style-type: none"> <li>▪ Smaller financial and administrative decisions are regulated by the ministry</li> </ul>
<b>To-Be State</b>	<ul style="list-style-type: none"> <li>▪ Greater Autonomy to be given to GC/AC for financial and administration decisions.</li> </ul>
<b>Gaps identified</b>	<ul style="list-style-type: none"> <li>▪ Greater autonomy to be awarded to GC/AC for matters involving recruitment of faculty, international exchange programs and financial matters</li> </ul>

#### 11.4 Capability Perspective

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### Talent Acquisition, Retention and Development

<b>The Concept</b>	It was observed that with the advent of new technology and introduction of new courses there was a serious lack of talented faculty to teach these courses. Also, many stakeholders except the faculty spoke about disengagement and inertia in existing faculty. These reasons demanded
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	that a robust skill acquisition, compensation and talent management system be kept in place.
<b>As-Is State</b>	<ul style="list-style-type: none"> <li>▪ Lack of Performance based incentives for the faculty</li> <li>▪ Many positions unfilled, most of them deemed to be abolished in the 90's</li> <li>▪ Limited or zero compensation pensionary benefits for the faculty and staff</li> <li>▪ No sources of additional revenues for the faculty</li> <li>▪ Lack of faculty development programs</li> <li>▪ Inadequate facilities for the employees and the faculty</li> </ul>
<b>To-Be State</b>	<ul style="list-style-type: none"> <li>▪ Faculty to be provided with performance based promotional avenues and compensation.</li> <li>▪ Faculty and staff be given adequate pension benefits and facilities post retirement</li> <li>▪ Strict Accountability on under performance</li> <li>▪ Faculty has additional sources of revenues by consulting assignments and teaching (self reliant) new courses</li> <li>▪ Yearly faculty development programs, names to be recommended by AC/GC and the director.</li> <li>▪ Like IITs faculty should get some academic development fund.</li> </ul>
<b>Gaps identified</b>	<ul style="list-style-type: none"> <li>▪ Need for performance management system.</li> <li>▪ Need for post retirement benefits for the faculty and staff</li> <li>▪ Need for faculty and staff development programs</li> </ul>

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## **12 Phase IV: Feasibility Study & Implementation Roadmap**

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After a comprehensive As-is Assessment, To-be State Design and Detailed Gap Analysis, looking closely in the capability, financial, customer focused, and process wise gaps. Hewitt could has identified and list of specific steps that need to be taken so as to upgrade FTII to international standards.

It was also considered that all the key themes identified may not be relevant to the first stage of upgradation. Hence, Hewitt has outlined a prioritization matrix which looks prioritizes all the key themes into smaller actionable initiatives.

### **12.1 Prioritization Matrix**

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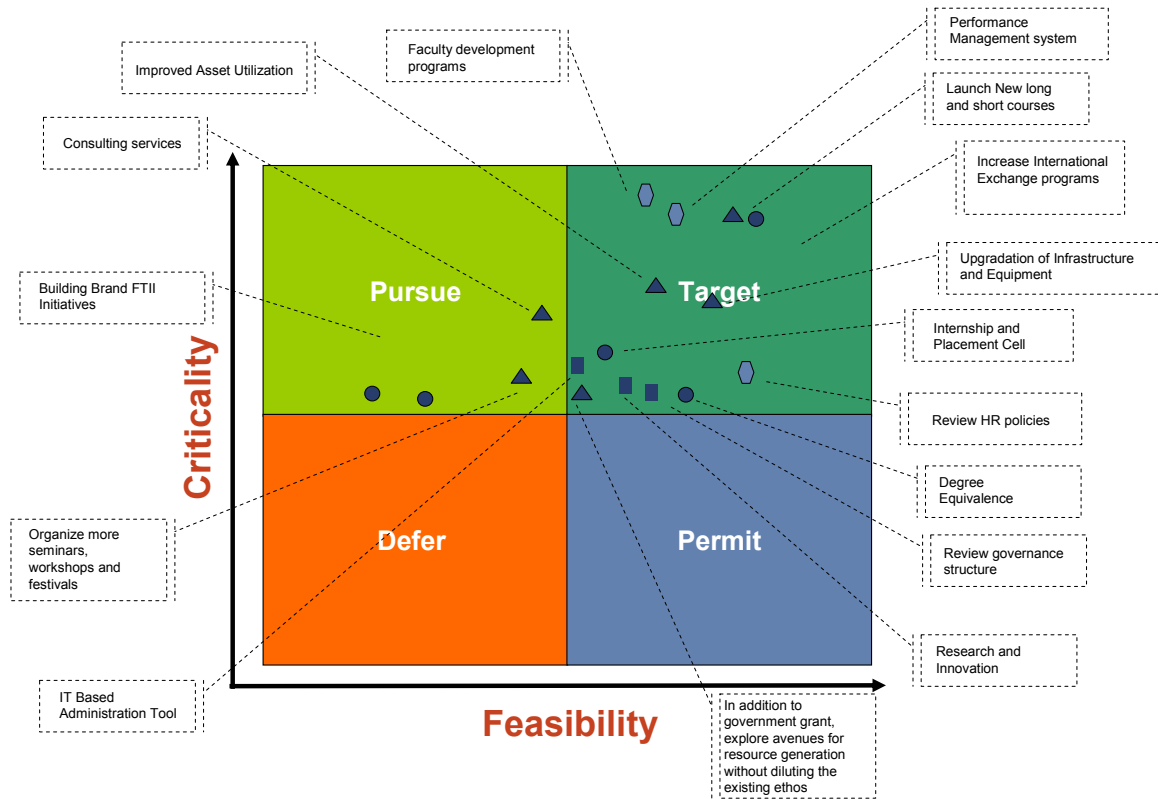
Any initiative planned/recommended as part of the FTII up gradation exercise has to be contextualized and tailored considering the various dynamics and constraints like economic, political, technological/infrastructural, industry demands and social factors.

Based on the As-is Assessment and Gap analysis phase of this study, prima facie there is significant scope for improvements and enhancements on various fronts at FTII. However, it is neither possible and nor advisable to take up all such initiatives / projects considering the massive financial/resources investments it would command for.

Therefore, various initiatives would be filtered through a stringent prioritization framework. The framework would be instrumental in developing a detailed implementation roadmap.

Various parameters would be considered while prioritizing between various initiatives and a graphical representation of Criticality vs Feasibility will facilitate selection of most optimal initiatives out of the possible initiatives listed above.

Figure 5: Prioritization matrix



Strategy Map Themes	Perspective	Code
Self Reliance	Finance	▲
Up gradation of Infrastructure & Equipment		
Services		
Building Global Brand Image	Beneficiary	●
Achieve Extended coverage for benefit of Students/Stakeholders		
Research & Innovation	Process	■
Acquire, assimilate and adopt reliable, efficient and cost effective processes		
Review Governance Mechanism & Processes		
Engaged & Customer Oriented Workforce	Capability	⬡
Talent Acquisition & Development		
Engaged and customer oriented workforce		

The four quadrants can be inferred as follows for the purpose of prioritizing the initiatives:

**Target**

Target Initiatives are the initiatives that would form part of the roadmap as priority projects as they have high criticality and high feasibility. Such initiatives are highlighted as urgent and critical by most of the stakeholders and should be implemented immediately.

**Pursue**

Pursue Initiatives are the initiatives have high criticality and but are lower on feasibility. Such initiatives should also be pursued. These initiatives if implemented will have the potential to provide huge benefits.

## **Defer**

Defer Initiatives are the initiatives that can be put on hold and hold less priority as compared to the Target and Pursue. They are low on criticality and low on feasibility providing fewer benefits and higher risks towards their success.

## **Permit**

Permit Initiatives are the initiatives that are identified as quick wins but have less impact on the concerned stakeholders. They are low on criticality and but high on feasibility providing higher benefits with considerable ease of implementation. These initiatives can be implemented to build early confidence in the overall up gradation exercise.

The parameters to judge the criticality and feasibility of various are as follows:

### **Criticality**

- Agreement with the overall vision and objectives of the up gradation exercise
- Agreement with the requirements and views of all key stakeholders
- Potential resource generation for FTII
- Positive visibility of FTII by external stakeholders

### **Feasibility**

- Financial cost of development / implementation of the initiative
- Alignment with the Industry / students needs and demands
- Gestation period of the initiative, i.e. duration of time to reap perceived benefits of the proposed initiatives

Finally with the help of the prioritization matrix specific steps for upgradation of FTII to international standards were listed.

## **12.2 Steps required to upgrade FTII**

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The prioritization matrix has helped us identify key themes which need to further bifurcated in definite actionable points for implementation:

The key steps identified were:

1. Adoption of cutting edge technology and digital media
2. Provide world class facilities and pedagogy to students by upgrading FTII's infrastructure and equipments to an International level
3. Develop strong internships and placement opportunities for students
4. Achieve international level of education by building internal capability and reviewing internal processes
5. Leverage its Full membership of CILECT to enhance International collaborations with World class institutions.
6. Launch new courses catering to Indian as well as international media industry. Also, better management of short courses. Setup a Short courses Cell.

### **12.3 Adoption of cutting edge technology and digital media**

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Recently, due to the increase in number of students and the swift technology revolution a number of new technologies have not been adopted by FTII. The need for adoption of specific new technology is justified in sections below:

#### **12.3.1 Need of adopting new technology**

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The need for digitization and adoption of new technology arise because:

- In the era of digitization, there is an imperative and obvious need for digitization and switching to high definition format.
- New and improved film viewing machines for students to view and edit films simultaneously, such machines must support all formats.
- Students need to be trained on latest equipment involved in the industry today such as ENG Vans, HD equipped labs, VM monitors etc. Studios in FTII for both film and television are old and need upgradation.
- The Feasibility of a color processing machine should be examined for processing color films made by students within the institute, right now students have to travel to Bombay for all such needs.

- For digitization it is important that institute wide network be established, server consolidation and visualization, content management system be introduced.

### **12.3.2 Key Initiatives recommended**

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In order to oversee the implementation of digitization and adoption of new technologies in the present and future, Hewitt recommends the creation of a new **Digital media resource centre**, it would be a central repository for all digital needs of the stakeholders.

#### *Defining the Digital Media Resource Centre*

To be a state of the art Digital Media Resource Centre and support the broad range of study and research interests at of students and researchers across the world

#### *Objectives and Charter*

- To store all kinds of digitally available TV and Film material
- To make available facilities for duplication and copying of the available material with adequate copyrights
- Content management (including subscribing to online journals) of all available material for the research initiatives

#### *Resource Requirement for setting up of the Digital Media Resource Centre*

- Space Allocation : 3000 sq. ft. space proposed on 2nd floor of existing TV Building ahead of existing library building
- Head (existing Head Librarian)
- Support Staff - 3
- Requisite technical infrastructure
- Library Management Software
- Digitization of existing films

Action points for adoption of new technologies have been listed. If the digital resource is implemented digitization and storage of film and TV material would be easy and effective.

## **12.4 Provide world class facilities and pedagogy to students by upgrading FTII's infrastructure and equipments to an International level**

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In order to provide brilliant world class facilities three stages of up gradation are defined by Hewitt in three key initiatives:

- 1- Up gradation of Physical Infrastructure to International level
- 2- Acquisition of state of the art Technical Equipments
- 3- Detailed Manpower Planning

All the three initiatives are defined further in the report.

### **12.4.1 Up gradation of Physical Infrastructure to International level**

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In order to provide world class facilities it is evident that state of the art infrastructure be provided to all its key stakeholders.

Hewitt initially made an effort to identify the key concerns in infrastructure at FTII:

- Addition of infrastructure in the old campus
- Requirement of infrastructure for new courses
- Requirement of complete space audit in old campus
- Lack of facilities and landscaping in old campus
- Lack of land and facility utilization

Hewitt has followed the following 4 step approach for up gradation of infrastructure

- 1- Requirement Assessment of existing campus – Completed in second phase
- 2- Complete space audit of existing campus
- 3- New infrastructure which has to come up in the new land

1- Complete costing of the infrastructure to be built

Both spatial as well as architectural assessment of the existing FTII campus was carried out in the As-Is Assessment Phase. Speaking to the students, faculty, administration , staff and the alumnus Hewitt could now understand the need and viability of the new infrastructure

that needs to come up for FTII's upgradation. Hewitt worked closely with the architect to develop a detailed infrastructure distribution between the existing campus and new land.

Table 4 : Detailed Infrastructure Distribution to be built

Heads	Existing	Additional Required	In Old Campus	In New Campus
CRT	1	1	0	1
Classrooms	14	11	4	7
Faculty Rooms	37	15	0	15
Preview Theater	2 (small)	2 (Big) + 1 (Small)	0	2 (Big) + 1 (Small)
Maintenance Rooms	0	1 (Elec) + 1 (Optic) + 1 (Lens)	6	0
Editing Rooms	13	3	0	3
Screening Rooms	0	6	0	6
Studio	4	1 (Film) + 1 (Television)	1	1
Sound Studio	1 (RR Studio)	1	0	1
Art Direction Studio	0	1	0	1
Tutorial Rooms	2 Small (10 x 10)	Big Rooms with cabins (20 x 20)	0	2
Media Lab/Digital Media Resource Centre	0	1 (140 sq. ft)	1	0
Make-up Rooms	2	1	0	1
Dubbing Set-Up	0	1	0	1
Listening Rooms	0	2	0	2
Raw Stock Cold Storage Vault	1 (15ft x 25ft)	Increase space by 10ft x 15ft	0	Increase space by 10ft x 15ft
Carpenter	2	Expansion	0	Expansion
Residential Quarters	Residential Complex	37 units	0	37
Hostel	Hostel Complex	Hostel (200 seater)	0	Hostel (200 seater)
Cafeteria	1	1	0	1
Recreational Area for students	1	1	1	0

This infrastructure along with detailed costing, space arrangement and maps are given below.

Figure 6 : Infrastructure on existing campus



Table 5 : Area Arrangements within existing campus

Number in Image	Area	Building Area
1	Area under car shed and road upto Girl's hostel & Director residence, re-planned to provide a Service block for stores, workshop, etc.	Two Storey Building - 1200 sq. mt.
2	Existing residential units relocated to front corner of site near the play field.	Three storey building - 1000 sq. mt.
3	Existing sheds, workshops & stores, dismantled for proposed Institutional building such as classrooms, studios, labs, etc	Three storey Building - 7000 sq. mt.
4	Students recreational area relocated near existing swimming pool, and Gym, games room etc. will be provided.	Two Storey Building - 500 sq. mt.

The table gives a brief of how adequate space can be created in the existing campus and what infrastructure will be placed. After taking into account the space creation in the old campus the following buildings were proposed in the old land:

1. Maintenance rooms
2. Studios and Digital Media Resource Centre<sup>3</sup>
3. Recreation Area

The architect has used industry benchmarks for the total area to be considered for all the proposed buildings.

Table 7 : Rooms Sizes for existing campus

Rooms	Area ( in sq. ft)
Maintenance rooms	12000
Studios and Digital Media Resource Centre	10400
Recreation Area	6000

<sup>3</sup> The budget and space allocation for the Digital Media Resource centre is already been sanctioned to FTII.

Hewitt for the financial analysis has worked closely with the architect to work out the costing of the proposed infrastructure. The detailed costing sheet is as follows

Detailed costing of the infrastructure proposed as per **Annexure E**

Consolidated details are as under:

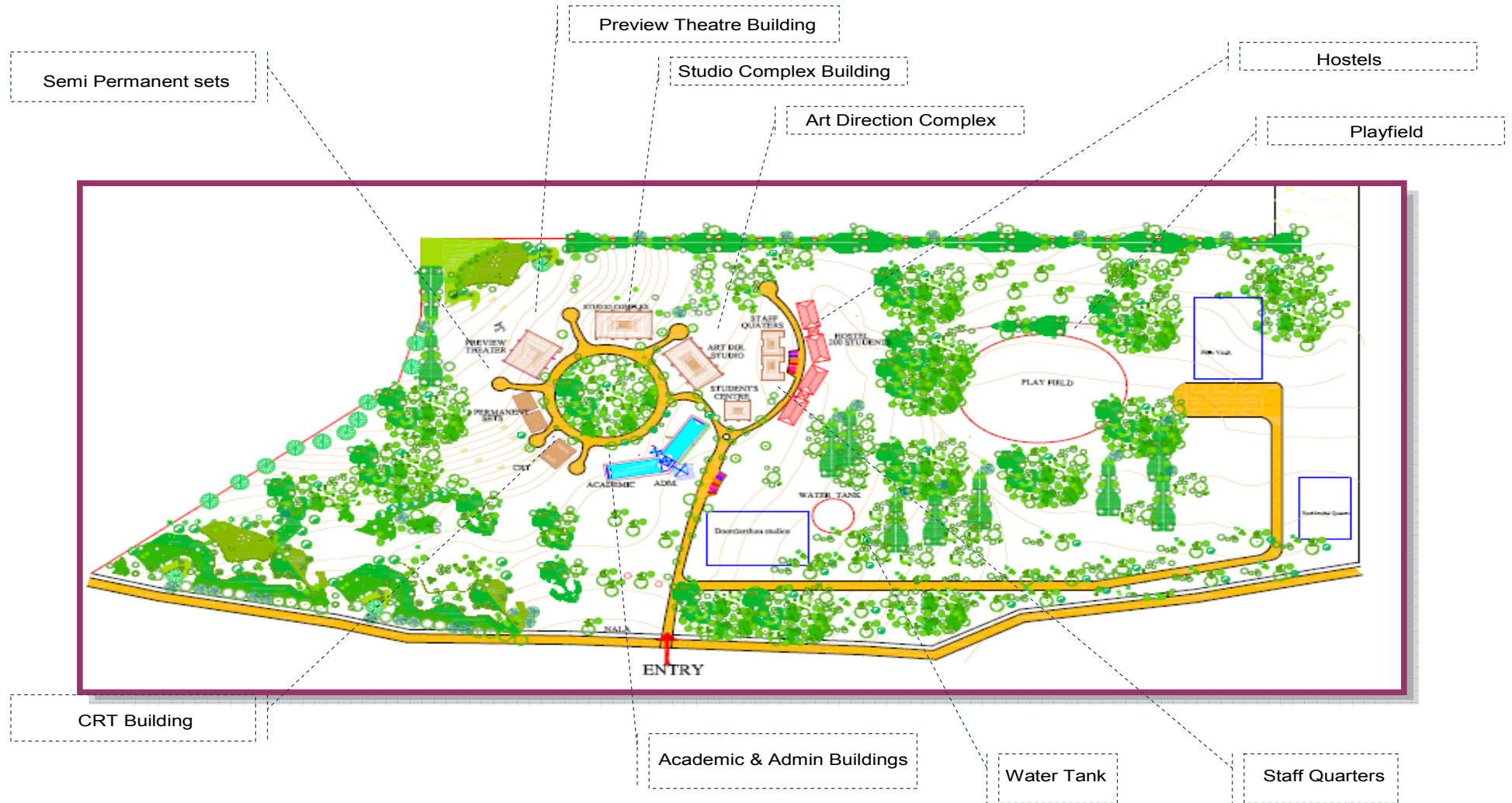
Table 8 : Costing of Infrastructure in Existing campus

Existing Campus	Area (sqft)	Approx Cost (Rs. Lakhs)
Maintenance Rooms	12000	271
Studios & Digital Media Resource Centre	10400	234
Recreation Units	6000	135
Circulation Area & walls @ 25%	7100	160
Total	35500	800

## 2- Proposed Infrastructure Development of New Campus

The spatial arrangement and an indicative list of infrastructure required to come up on the new land was identified in the To-be Design; this has been depicted in the following diagram.

Figure 7 : infrastructure proposed on new land



## Average areas considered for proposed buildings

Table 9 : Area Arrangements for Proposed Infrastructure on new land

Rooms	Area ( in sq. ft)
Academic cum Administration building	55000
CRT Building	3500
Permanent sets and Preview theatre	8500
Art Direction Studio Building	3000
Staff Quarters	30000
Studios	4800
Hostel	28000
Students Centre	5000
Additional Development of Plot	40,460 (10 acres)

Consolidated details are as under:

Table 10 : Costing of proposed infrastructure on new land

New Campus	Area (sq ft)	Approx Cost (Rs. Lakhs)
Administration Building	7500	153
Academic Building	47500	970
CRT Building	3500	72
Preview Theatre Building	8500	174
Studios Complex Building	4800	98
Art Direction Studio Building	3000	61
Hostel (200 seater )	28000	573
Residential/Staff Quarters (37 nos.)	30000	613
Students Centre & Cafe	5000	102
Circulation Area & walls @ 25%	29650	703
Total	172250	3520
Development Area	10 acres + 6 acres buffer/future expansion	

#### 4- Complete costing of the infrastructure to be built

Detailed costing of the infrastructure proposed as per **Annexure E**

### 12.4.2 Acquisition of state of the art Technical Equipments

One of the key steps required to upgrade FTII was the procurement of State of the art technical equipment. In the As-Is Assessment Hewitt had gathered a comprehensive list of equipment needed by the departments as part of the upgradation exercise. The list is as given below:

Table 11 : Estimated Equipment Requirements

Department	Additional Equipment
TV Engineering	ENG Van, Outdoor shooting equipment, Studio Chain etc.
Library	Film Weaving Machine, Library Management Software
Animation	Workstations, Software
Art Direction	Table Saw machine, Plainer machine, Turning machine, Gattu Pump etc.
Camera Films	35 mm and HD cameras,
Film Processing Lab.	Color Processing machine
Audio Films	Sound Studio Equipment
Direction Films	Imac workstations
Sound Television	Script writing workstations
Camera Television	Panasonic P2 camera, projector screens
Make up	Kyrolan make up material, microwave oven , beater grinder etc.
Purchase section	Scanners, printers , workstations etc.
Television Production	Digital camcorders, editing machines etc.
Computer Section	Dedicated servers, ERP packages etc
Editing	Steen Beck – Film Viewing

This list was further scrutinized by the faculty, industry and Hewitt Associates and divided as per the need for the existing and proposed courses. The detailed list of technical equipment with costing and numbers is attached as [Annexure F](#). The total cost of technical procurement is about INR 19.13 Crores.

### 12.4.3 Detailed manpower planning

The need for the recreation of the positions deemed to abolish and the recruitment of new staff faculty and staff for the new courses was established in the As-Is assessment. Hewitt alongwith FTII has come up with the manpower numbers for running both the existing and the proposed courses. The numbers with detailed costing is as follows:

Table 12 : Manpower Planning

Staff Category	Existing	Required* (For existing courses)	Annual Expenses (INR Lakhs)	Required* (For new courses)	Annual Expenses (INR Lakhs)
Teaching Faculty	24	14	88.78	13	72.53
Technical Staff	67	11	22.02	28	61.17
Support Staff	105	2	3.82	19	28.67
Total	196	27	113.63	60	162.38

The increase in salary bill due to recreation of positions deemed to be abolished and recruitments for the new campus will be incurred from the non planned grant for FTII. The justification of these positions is provided as [Annexure G](#)

The costing of manpower shown as per Table 12 is tentative and is calculated considering the UGC scales.

## **12.5 Develop strong internships and placement opportunities for students**

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There is an immediate need for a dedicated and professionally managed placement and internship cell at FTII, so as to facilitate stronger ties between FTII and the industry and also providing the students appropriate opportunity to get support for placements and internships. Also, there have been various competing institutes that have setup in various parts of the country; hence FTII should focus on appropriately positioning its students in the industry, through a professionally managed placement and internship cell.

### **12.5.1 Charter: Internship and Placement Cell**

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#### *Objective of the internship and placement cell*

To foster stronger ties between FTII and industry and explore opportunities for internships and placements of FTII students

#### *Resource Requirement*

- Head (Renowned Industry Professional)
  - 1 - Support Staff
- Office space – 1 room
- Standard Office equipments

## **12.6 Reviewing internal processes**

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In order to upgrade FTII to international standards not only physical infrastructure need to be upgraded but also there is an urgent need to redefine and redesign some of the internal processes and policies so as to build internal capability.

The review would focused on:

1. Governance Framework
2. Redesigning HR policies (Compensation, Career Progression, Performance Management and Faculty Development)
3. Legislative and Statutory Measures
4. Implementation of ERP software
5. Setup of Research & Innovation Committee

These key initiatives are explained further below:

#### **12.6.1 Governance Framework**

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FTII has been declared as an autonomous society under the Societies Registration Act of 1960, which has given the Governing Council the freedom in terms of financial and administrative decisions. It is recommended that FTII be given more independence in recruiting candidates and provide its faculty industry level packages.

It is also recommended that greater autonomy be provided to the governing council for developing international linkages with the industry and institute abroad as well as in financial matters.

#### **12.6.2 Redesigning HR policies (Compensation, Career Progression, Performance Management and Faculty Development)**

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Reward systems” affect the institute’s performance and individual behaviour largely through the impact they have on faculty’s beliefs and expectations about how they are and will be rewarded.

While interacting with various internal stakeholders namely FTII faculty and administration members, it was learnt that attracting quality faculty is increasingly becoming a challenge owing to lower compensation and benefits, lack of career progression opportunities as compared to other opportunities available in the industry and / or other educational institutes. Additionally, many stakeholders indicated disengagement and inertia amongst faculty and support staff. These reasons demand that a robust skill acquisition, compensation and talent management system be kept in place.

Lack of seniority based or performance based promotions, stagnant careers, and lack of faculty development programs were other problems faced by the faculty and staff at FTII.

*Proposed initiatives in this regard*

1. Reviewing and realigning compensation structure of FTII to industry / UGC norms to attract and retain quality faculty
2. Providing potential to earn through consulting assignments / short term courses
3. Reviewing and realigning recruitment , career progression rules
4. Design and deployment of a formal Performance Management System to drive a culture of high performance
5. Regular Faculty Development Programs

These initiatives are detailed below

**1. Reviewing and realigning compensation structure of FTII to industry / UGC norms to attract and retain quality faculty**

FTII imparts training in the field of media and entertainment sector. As the availability of talent in this sector is already limited it is imperative that HR policies of the institute should be attractive enough to attract quality faculty from the industry and other educational institutes.

Additionally, it has been learnt through analysis of personnel records of the institute that a significant number of faculty members are either about to superannuate or there is a growing trend wherein faculty members are quitting FTII and moving to other educational institutes / industry for more lucrative offers. .

**Market Practice:** In a recent study conducted by Hewitt Associates, it was noticed that, most of the Government linked institutes reported the linkage of their compensation systems to the UGC/AICTE prescribed guidelines. The private institutes reported their compensation systems to be an amalgamation of the UGC/AICTE prescribed guidelines and the market movement.

Hence, Hewitt recommends the following benchmarks to be used for compensation planning for faculty at FTII:

Table 13 : Proposed payscales at FTII

Faculty	FTII	UGC Guidelines	IITs / IIMs
Professor	PB-3: 15600-39100 +Grade Pay 6600	PB-4: 37400-67000 + GP 10000	PB-4: 37400-67000 + GP 10500
Associate Professor	FTII does not have this designation	PB-4: 37400-67000 + GP 9000	PB-4: 37400-67000 + GP 9500
Assistant Professor	PB-3: 15600-39100 +Grade Pay 6600	PB-3: 15600-39100 + GP 7000	PB-3: 15600-39100 + GP 8000
Lecturer	PB-2: 9300-34800 + Grade Pay 5400	Upgraded to Assistant Professor	
Staff	The proposed pay scales of Staff in FTII would be as per the recommendations of the pay review committee for IITs/IIMs		

There will be a change in the salary bill of the institute for the adoption of new scales and recruitment of new faculty and staff. This increase in salary bill will be funded by the non plan expenditure of the institute.

It was also observed that at FTII there is no distinction between the compensation standards of an Assistant Professor and a Professor.

In order to retain and develop quality talent at FTII it is imperative that incremental revised compensation standards be introduced and implemented.

## **2. Providing potential to earn through consulting assignments / short term courses**

Creation of a "Potential to Earn" for both faculty and the institute through consulting assignment and short term courses, would help in managing the faculty expectations regarding compensation. Such assignments would not only help garner additional revenue for the institute it will also help FTII in the following regard:

- Higher faculty engagement
- Development of faculty expertise in new technologies
- Opportunity for students to get exposure on live projects

**Market Practice:** Consulting and Management Development/ Short Term Programs are a source of revenue for the faculty, as the institutes generally adopt a revenue sharing model.

- Typical Revenue Share Ratio (Faculty: Institute): 60:40 or 70:30
- For MDPs/ Short Term courses, per hour rates of payout (Rs1500-Rs 2500)

## **3. Reviewing and realigning recruitment , career progression rules**

There is also a strong need to re-align recruitment and career progression rules considering the market dynamics.

## **4. Design and deployment of formal Performance Management System to drive a culture of high performance**

In order to closely monitor and enhance the performance of the employees at FTII, it is imperative to implement a robust performance management system.

**Market Practice:** Some key trends observed in this regard are as follows:

- IIT / IIM Faculty receives 15% of basic pay as Performance Related Incentive Scheme (PRIS) and fixed Professional Development Allowance
- International universities offer performance related pay to make the overall package more attractive for the candidate and the cost more manageable for the institute

It is suggested to add a component of “Performance related Pay” or “Potential to Earn” through consulting assignments; industry focused short term courses / trainings and research. Also, there is a need for deployment of a KRA/KPI based Performance Management System to drive a culture of high performance.

## **5. Regular Faculty Development Programs**

Faculty Development broadly refers to programs and practices which focus on the individual on development of a faculty member.

With the fast growing media and entertainment sector, it is important that the regular programs be conducted for the faculty to upgrade their skill sets on new technologies and competencies used by the industry today. It is only if these skills be developed and acquired by the faculty that they can pass it on to the students.

**Market Practice:** Most foreign Universities have a formal process for identification of career development and training needs. Usually, this process is embedded in the performance appraisal discussion and form. This results in the documentation of a training and development plan for each individual.

### **12.6.3 Legislative & Statutory Measures to achieve recognition for FTII Diplomas**

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It has been a long standing need of the students and alumni of FTII to get the recognition for FTII Diplomas. Although, in the private sector and the industry FTII diplomas are widely acknowledged, however for the purpose of higher education or for Government / University jobs, FTII diplomas are not recognized.

In this regard, considering the unique nature of pedagogy and subjects taught at FTII, it has following alternatives, the merits and demerits have been discussed below:

#### **1. Statutory Act of Parliament**

Under this alternative, FTII can apply to be granted a statutory status under the act of Parliament of India, empowering the Institute to award degrees and other academic

distinctions. All such applications for statutory status are reviewed by the appropriate standing committee of the Parliament. The merits of this alternative, is that this would empower FTII to offer degrees, however the process for the same can take be time consuming.

## **2. Deemed University Status**

Deemed university is a status of autonomy granted to high performing institutes and departments of various universities in India. This status of 'Deemed-to-be-University' is granted by Deptt. Of Higher Education, Union Human Resource Development Ministry, on the advice of the University Grants Commission (UGC) of India, under Section 3 of the University Grants Commission (UGC) Act, 1956.

Here it would be worth noting, that UGC has earlier turned down the proposal of the FTII for granting status of deemed university on the ground that FTII offers only training program and no teaching program and hence FTII is not covered under terms of para 4(c) the UGC guidelines for deemed university.

However, based on the discussion with AS (HE), MoHRD on 12th August, 2010 FTII can reapply for the deemed university status under the "De-novo Institution" category. As per the, para 2.06 of the UGC Notification (Institutions deemed to be universities) Regulations, 2010 (New Delhi May 21st, 2010), "De-novo Institution" means an institution devoted to innovation in teaching and research in unique and 'emerging areas of knowledge', so determined by eminent peers of the academic community in the concerned disciplines.

The merits of this route, is that is relatively an easier route to follow and FTII would be eligible under the de-novo category. However, the FTII would have to comply by the UGC guidelines.

## **3. Affiliation to Established University**

Under this alternative, FTII can consider being affiliated to an already established University and hence FTII could offer degrees of the University. This route is one of the easiest and fastest routes; however through this route FTII would stand to limit its autonomy and would have to be governed by the rules of the respective university.

## **4. Equivalence through Association of Indian Universities**

Another alternative that FTII could consider is approaching Association of Indian Universities (AIU). Association of Indian Universities is the nodal agency for granting academic

equivalence to the degrees awarded by the accredited universities / Institutions for purpose of admission to higher courses. However, this alternative is primarily a peer review & validation and doesn't imply any statutory recognition. Also, the validity of this equivalence for an institution like FTII is yet to be explored.

#### **12.6.4 Implementation of Enterprise Resource Planning Software**

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Enterprise Resource Planning software enables automation of the administrative functions of institute including student information, admissions and records for institute administrators, faculty, students, accountants and registrars. Institute Administration applications manage all school information via a single interface, including: student, family and staff data, courses and classes and faculty data. They provide integration for admissions, enrollment and class scheduling and also perform tuition management functions. This software would help ensure better asset utilization through optimal planning and scheduling of various activities and resources.

#### **12.6.5 Setup of Research & Innovation Committee**

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Based on the feedback of various stakeholders, Hewitt recommends setup of a sub-committee under GC to drive policies for research and innovation at FTII. The objective of the Committee would be to generate knowledge through cutting-edge research in both academic and functional areas of films and media domain that would benefit Government and society in general.

### **12.7 Enhance International Linkages and Exchange Programs**

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FTII has gained considerable reputation in the field of film and television education which is why it has been recognized by International associations such as CILECT. It is also observed that though faculty and student exchange do take place in FTII but the number of opportunities in this regard is limited.

Hence Hewitt recommends that FTII should further use its full membership at CILECT to establish more and better faculty and student exchange programs which would help FTII

- Build its global brand image
- Attract international faculty and students

- Dedicated exchange fund for such student and faculty exchange programs

## 12.8 Launch new courses catering to Indian as well as international media industry

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One of the key themes identified from the visioning exercise as well as the gap analysis was the launching of new courses at FTII which would cater to industry and creative needs both nationally and internationally. Hewitt during its interviews with the industry probed for new courses that may be introduced.

These courses were further discussed at lengths with key stakeholders and proposed accordingly. Students and some faculty may have certain reservations about new courses except that on preservation and restoration of films.

### 12.8.1 Rationale for Suggesting New Courses

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While interviewing some of the prominent stakeholders some of the arguments that validate the need of new courses in FTII are:

**Need of the Hour:** After extensive research it was understood that the courses recommended [to come as new courses] are in great demand<sup>4</sup>. It was also perceived that the demand of all these courses would increase drastically in the coming years. Hence, in accordance to the overall role which FTII would play in driving media education in India it is imperative that FTII trains the Indian students in these skills.

**Wide Availability:** One of the areas of concern by many stakeholders was the ready availability of all these courses by many recognized and unrecognized institutes within the country. This is a very valid apprehension faced, which in fact increases the urgency to initiate these courses because of the listed reasons:

1. If FTII aims to be a centre of excellence and drive Film and TV Education nationally it is important for FTII to set standards in some of the courses readily available elsewhere.
2. FTII with its rich background in Film and TV, has the ability to train students in these courses. It is important that any students who represent our nation on international platforms have the right training from the right institute.

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<sup>4</sup> FICII report on India Media and Entertainment Industry

**Complementary Skills:** The Film and Television Institute of India has its expertise in the field of direction, cinematography, scriptwriting, acting, editing, sound recording, art direction and animation. Even after having different specializations students get exposure to all these fields through peer learning. We believe that today the knowledge of media management, advertising film making, broadcast journalism, preservation of films etc. is essential for any student to enhance its growth in the Film and TV industry. Hence, we believe that the introduction of these new courses will add expertise to current set of skills of FTII.

It was observed that current self reliant courses in FTII were absorbing more resources of FTII than budgeted. In order to keep these courses as self reliant and not become a burden over the grant received by FTII, the fee structure proposed for all these courses is relatively higher than the current structure.

Key themes/objectives considered while introducing new courses are listed below:

### 12.8.2 Imparting creative and technical expertise

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Details of proposed courses are mentioned below:

**Duration:** The duration of these courses would range from 6-18 months.

**Target Market:** Students and working professionals

**Faculty:** Mix of visiting and permanent faculty

#### **Courses Recommended**

- Business of Entertainment
- Advertising Film making
- TV Journalism
- Preservation and Restoration of Films

#### **Details of courses recommended**

<b>Business of Entertainment</b>	
<b>The Concept</b>	The program would focus on imparting education in business aspects of film making. It would include marketing, financing , operations and management of production houses, film sets, etc.

<b>Duration</b>	18 months
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>▪ Classroom based delivery</li> <li>▪ Project work</li> <li>▪ Summer Internship</li> <li>▪ Dissertation / Research Project.</li> </ul>
<b>Resource Requirement</b>	<ul style="list-style-type: none"> <li>▪ 1- AV equipped screening / Class room</li> <li>▪ 1 – Computer lab</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>▪ 1 – Permanent Faculty</li> <li>▪ 6 – Visiting Faculty</li> <li>▪ 1 – Support Staff</li> </ul>
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>▪ Graduate (with minimum 60% CGPA)</li> </ul>
<b>Selection Procedure</b>	<ul style="list-style-type: none"> <li>▪ FTII Entrance Examination</li> <li>▪ GD &amp; Interview</li> </ul>
<b>Number of Seats</b>	<ul style="list-style-type: none"> <li>▪ 20 Domestic</li> <li>▪ 10 Foreign</li> </ul>
<b>Course Fee</b>	<ul style="list-style-type: none"> <li>▪ Rs. 4.5 Lacs Domestic</li> <li>▪ Rs 9 Lacs Foreign</li> </ul>
<b>Course Structure</b>	As per <b>Annexure H</b>
<b>Advertising Film making</b>	
<b>The Concept</b>	With the advent of satellite TV and the mushrooming of a number of TV channels, TV advertising has increased at a fast pace, but the number of training institutes providing strong technical training in these subjects still limited. Hence, there a huge industry demand for specialized course

	in Advertising film making.
<b>Duration</b>	12 months
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>▪ Classroom based delivery</li> <li>▪ Project work / Practical Film Making</li> <li>▪ Dissertation / Research Project</li> </ul>
<b>Resource Requirement</b>	<ul style="list-style-type: none"> <li>▪ 1- AV equipped screening / Class room</li> <li>▪ 1 – Computer lab (shared)</li> <li>▪ 2 – Shooting Units / Facilities (shared)</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>▪ 2 – Permanent Faculty</li> <li>▪ 6 – Visiting Faculty</li> <li>▪ 3 – Technical / Support Staff</li> </ul>
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>▪ Diploma or graduation In film making or cinematography</li> <li>▪ Diploma or graduation in some equivalent mass communication or film making course</li> </ul>
<b>Selection Procedure</b>	<ul style="list-style-type: none"> <li>▪ FTII Entrance Examination</li> <li>▪ GD &amp; Interview</li> </ul>
<b>Number of Seats</b>	<ul style="list-style-type: none"> <li>▪ 10 Domestic</li> <li>▪ 5 Foreign</li> </ul>
<b>Course Fee</b>	<ul style="list-style-type: none"> <li>▪ Rs 7.5 Lacs Domestic</li> <li>▪ Rs 15 Lacs Foreign</li> </ul>
<b>Course Structure</b>	As per <a href="#">Annexure H</a>

<b>TV Journalism</b>	
<b>The Concept</b>	With the advent of multiple TV news channels and other related media, there is a huge industry demand for quality communication theory and journalism professionals.
<b>Duration</b>	12 months
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>▪ Classroom based delivery</li> <li>▪ Project work / Practical Film Making</li> <li>▪ Dissertation / Research Project</li> </ul>
<b>Resource Requirement</b>	<ul style="list-style-type: none"> <li>▪ 1- AV equipped screening / Class room</li> <li>▪ 1 – Computer lab (shared)</li> <li>▪ 2 – Shooting Units / Facilities (shared)</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>▪ 2 – Permanent Faculty</li> <li>▪ 6 – Visiting Faculty</li> <li>▪ 3 – Technical / Support Staff</li> </ul>
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>▪ Diploma or graduation In film making or cinematography</li> <li>▪ Diploma or graduation in some equivalent mass communication or film making course</li> </ul>
<b>Selection Procedure</b>	<ul style="list-style-type: none"> <li>▪ FTII Entrance Examination</li> <li>▪ GD &amp; Interview</li> </ul>
<b>Number of Seats</b>	<ul style="list-style-type: none"> <li>▪ 10 Domestic</li> <li>▪ 5 Foreign</li> </ul>
<b>Course Fee</b>	<ul style="list-style-type: none"> <li>▪ Rs 7 Lacs Domestic</li> <li>▪ Rs 14 Lacs Foreign</li> </ul>

<b>Course Structure</b>	As per <b>Annexure H</b>
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<b>Preservation and Restoration of Films</b>	
<b>The Concept</b>	There is huge need to preserve works of Cinema hence it is important that the knowledge of preserving and restoration of old cinema films be imparted to the new generation. This was the recommendation of the Parliamentary Consultative Committee. Hence, a course on preservation and restoration of films is proposed at FTII.
<b>Duration</b>	6 months
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>▪ Classroom based delivery</li> <li>▪ Training workshops</li> <li>▪ Hands-on training opportunities at archives, libraries and laboratories</li> </ul>
<b>Resource Requirement</b>	<ul style="list-style-type: none"> <li>▪ 1- AV equipped screening / Class room</li> <li>▪ 1 – B/W processing lab (shared)</li> <li>▪ 2 – Shooting Units / Facilities (shared)</li> <li>▪ 1 – Visit to Film Processing Unit</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>▪ 2 – Permanent Faculty</li> <li>▪ 6 – Visiting/shared Faculty</li> <li>▪ 3 – Technical / Support Staff</li> </ul>
<b>Eligibility</b>	<ul style="list-style-type: none"> <li>▪ Diploma or graduation In film making or cinematography</li> <li>▪ Diploma or graduation in some equivalent mass communication or film making course</li> </ul>

<b>Selection Procedure</b>	<ul style="list-style-type: none"> <li>▪ FTII Entrance Examination</li> <li>▪ GD &amp; Interview</li> </ul>
<b>Number of Seats</b>	<ul style="list-style-type: none"> <li>▪ 10 Domestic</li> <li>▪ 5 Foreign</li> </ul>
<b>Course Fee</b>	<ul style="list-style-type: none"> <li>▪ 3.93 Lacs Domestic</li> <li>▪ 7.86 Lacs Foreign</li> </ul>
<b>Course Structure</b>	As per <b>Annexure H</b>

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Detailed costing sheet with assumptions and justification in **Annexure I**

### 12.8.3 Imparting specific professional / technical skills

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Short courses which impart specific professional and technical training, these may be utilized by industry working professionals and would cover primarily topics which are needed by the industry. These courses can also be taken by students in accordance with their interests.

Duration: The duration of these courses would range from 2-6 months.

Target Market: Students and working professionals

Faculty: Mix of visiting and permanent faculty

#### Courses Recommended

- Digital Intermediate
- Steadi cam/Jimmy Jib
- Documentary film making
- Music Composition for films
- Prosthetic Makeup

#### 12.8.4 Media Management Development Programs

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With the Indian Cinema getting a status of an Industry and increased complexity of the Film and TV industry, there is a need for industry professionals to understand the business of films, TV and media. Hence, it is proposed that FTII introduces a series of short duration courses for business and content management focused on the Film, TV and media sector.

Duration: The duration of these courses would range from 1-2 months.

Target Market: Working professionals in the field of media and entertainment

Faculty: Mix of visiting and permanent faculty

##### Courses Recommended

- Business skills for media professionals
- Programming and Content Management
- Strategic Finance for Media professionals
- Intellectual Property and Digital Management
- Film Distribution

#### 12.8.5 Introductory Programs

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Introductory Programs will be short duration and primarily cater to film enthusiasts and hobbyists; they would focus on certain basics and minimal usage of the various equipments.

Duration: The duration of these courses would range from 1-3 weeks

Target Market: Film enthusiasts and hobbyists

Faculty: Mix of visiting and permanent faculty

##### Courses Recommended

- Shooting for self shooters
- Camera Familiarization
- Observational Filming

## 12.9 Setup of Short Courses Cell

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While talking to many of the stakeholders and benchmarking some of the international institutes it was recognized that short courses can provide:

1. Additional Sources of Revenue to the Institute
2. An Ideal Platform for students to interact with the industry and learn new skills

In order to leverage upon the same Hewitt suggests the setting up of a Short Courses Cell that would take the onus of conducting relevant industry focused short courses within the institute at regular intervals.

### 12.9.1 Short Course Cell Charter

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A nodal agency in charge of introducing and managing all short courses in FTII.

The cell would primarily look into:

1. Designing, organizing and marketing of short courses
2. Scheduling Short Courses
3. Deciding Fee Structure
4. Reimbursing Faculty and Industry Experts
5. Constantly be in dialogue with the industry to learn about new courses
6. Communicate interested participants about the new courses

#### Resource Requirements

1- Head (Senior Faculty)

1- Support Staff

Office space – 1 room

Standard Office equipments

## 12.10 Detailed Costing & Financial Analysis

The detailed costing of the infrastructure to come up (for both new and existing campus) and procurement of equipments has been shown in the steps to upgradation and added as annexure.

The sheet below shows the final expenditure for the upgradation exercise with the project management fees, miscellaneous and contingency costs.

It was observed that certain grants of about 200 lakh were made for the digital media resource centre from institute's funds, which was also accounted in the DPR. Hence, this surplus has been subtracted for the final estimation of sources of funds.

Table 14 : Detailed costing for the upgradation exercise

Estimated Allotment of Funds		
Heads	Description	Amount (Rs. Lakh)
Infrastructure Development	Existing Campus	800
	New Campus	3520
	<b>Total (A)</b>	4320
Procurement of Equipments	Existing and new courses	1913.01
	<b>Total (B)</b>	1913.01
Project Management	Approx 3% (A+B)	187
Misc and Contingency costs	Approx 1% (A+B)	62
	<b>Total (C)</b>	249
	<b>Total Sum ( A + B + C)</b>	6482
Estimated Sources of Funds		
Heads	Description	Amount (Rs. Lakh)
<i>Approved grants for set up of Digital Media Resource</i>		200
<i>Fund Required for Implementation of DPR</i>		6282
	<b>Total Fund Requirement</b>	6482

### 12.11 Detailed Implementation Roadmap

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The above initiatives have been detailed below with estimated time lines and project milestones:

<b>Action Plan: Up-gradation of FTII upto International Standards</b>		<b>Months</b>																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<b>S. No</b>	<b>Activity</b>																					
<b>1</b>	<b>Digital Media Resource Centre</b>	■																				
1.1	Installation of physical infrastructure for resource centre	■	■	■	■	■	■	■	■													
1.2	Acquisition of requisite technology and equipments					■	■	■	■	■												
1.3	Cataloging and installation of requisite softwares					■	■	■	■	■												
1.4	Setup of Digital Media resource centre					■	■	■	■	■												
<b>2</b>	<b>New Courses &amp; related activities</b>	■																				
2.1	Approval of Course content and curriculum	■	■	■																		
2.2	Marketing of new courses															■	■	■	■	■	■	■
2.3	Acquisition of other furniture and miscellaneous items																				■	■
2.4	Launch of new courses																				■	■
<b>3</b>	<b>Upgradation of Physical Infrastructure</b>	■																				
3.1	Bid Process Management for selection of contractor	■	■																			
3.2	Design of detailed drawings and plans	■	■	■																		
3.3	Commencement of Construction Activity on both campuses		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
3.4	Monitoring, Review & Control of Construction Activity		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
3.5	Completion of Construction Activity on existing campus									■	■											
3.6	Completion of Construction Activity on new campus																				■	■
<b>4</b>	<b>Acquisition of Technical Equipment</b>	■																				
4.1	Acquisition of Equipments for existing courses	■	■	■	■	■	■	■	■	■												
4.2	Acquisition of Equipments for new courses and campus															■	■	■	■	■	■	■
<b>5</b>	<b>Manpower Plan</b>	■																				
5.1	Recruitment for existing courses and campus	■	■	■	■	■	■	■	■	■												
5.2	Recruitment for new courses and manpower															■	■	■	■	■	■	■

	Start of Activity
	Ongoing Activity
	End of Activity

Action Plan: Up-gradation of FTII upto International Standards		Months																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
<b>S. No</b>	<b>Activity</b>																					
<b>6</b>	<b>Internship &amp; Placement Cell</b>																					
6.1	Recruitment of well renowned Films & Media Professional																					
6.2	Finalization of charter and objectives of placement cell																					
6.3	Setup of dedicated Internships & Placement cell																					
<b>7</b>	<b>Review of Governance, Institutional and HR Framework</b>																					
7.1	Initiate process to achieve equivalence for FTII diplomas in coordination with MoHRD																					
7.2	Empowerment of GC / AC / Director's Office with Financial authority																					
7.3	Revision of salary structure, recruitment rules, career progression and other HR policies																					
7.4	Design and deployment of formal Performance Management System																					
7.5	Setup of a Rserach & Innovation Committee																					
7.6	Selection of ERP software and vendor for implemenation																					
7.7	Designing SOPs for key institutional processes																					
7.8	Implementaion, training and transition to ERP Software																					
<b>8</b>	<b>International exchange program for students and faculty</b>																					
8.1	Documenting exchange policy																					
8.2	Intiating contact with foreign universities for exchange participation																					
8.3	Signing of MOUs with interested universitites																					
8.4	Monitoring and Implementation of exchange program																					

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## 13 Recommendations for Implementation

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This DPR outlines an Action Plan that FTII should adopt to upgrade itself up to International Standards. The following recommendation for implementation maybe considered as guiding principles to facilitate smooth and timely implementation of the project:

- Considering the huge size and multiplicity of tasks envisaged in this DPR, it is recommended that FTII should setup a dedicated and professionally managed Program Management Unit.
- The Program Management Unit (PMU) would closely monitor the implementation of all initiatives and would act as central control and auditing authority.
- A Program Management Committee (PMC) may also be nominated with representation from various internal stakeholders that would take decisions on various aspects of the implementation. The PMC would form a part of PMU with defined roles, responsibilities, accountabilities and authority.
- FTII may consider hiring of an external project management agency that can support various activities in the implementation e.g. bid process management, recruitment management, procurement management etc.

## 14 Annexure

### 14.1 Annexure A - List of Key Stakeholders Interviewed

#### List of internal stakeholders

Internal stakeholders		
Faculty/Administration/HODs		
Sno.	Name	Department
1	Shri Pankaj Rag	Director
2	Shri Prakash Magdum	Registrar
3	Shri Bipinchandra naria	Camera (film)
4	Shri V G Bhalwankar	TV Engg. Department
5	Shri GB singh	TV Engg
6	Shri Dilip Hakke	Library
7	Shri Tushar Ojha	Server
8	Shri Sameer Banerjee	Animation
9	Shri R N Pathak	Asst. Prof TV Engg.
10	Shri Ashutosh Kavishkar	Art Direction
11	Shri K. Rajasekaran	Editing Department
12	Shri Indranil bhattacharya	Television Direction
13	Shri K Ayyathurai	Laboratory
14	Shri Kedarnath awati	Film
15	Shri Sandeep Chatterjee	Direction
16	Shri Vaibhav	Television
17	Shri K Jagadeeswaran	Television
18	Shri K V Kakade	Accounts
19	Shri Sukesh Kumar	Accounts
20	Shri Shmita Shinde	Admissions
21	Shri Chandrashekhar Joshi	Film Research
22	Shri K. Azeemudeen Shaikh	Production
23	Shri Shirish Tare	Estate
24	Shri Mr. Sharan	Purchase
25	Shri Suresh Chabria	Film
Students		
Sno.	Name	Department
1	Shri Pratik Vats	Direction
2	Shri Rajesh Shukla	Cinematogrpahy
3	Sameer Dixit	Film Editing
Members of the faculty, staff and students association		

### List of External stakeholders

External stakeholders		
Ministry		
Sno.	Name	Designation
1	Shri Shyam Benegal	M P Rajya Sabha
2	Shri Raghu Menon	Chief Secretary, Ministry of I&B
3	Smt. Deepali Khanna	AS&FA, Ministry of I&B
4	Shri UK Varma	Special Secretary, Ministry of I&B
5	Shri DP Reddy	Joint Secretary
6	Shri Amitabh Kumar	Director (Films)
7	Shri K S Rejimon	Deputy Secretary Ministry of I&B
Alumnus/Industry		
Sno.	Name	Designation
1	Shri Kundan Shah	Director
2	Shri Dilip Ghosh	Director
3	Shri Rakesh Ranjan	Sound Recordist
4	Smt. Chandita Mukherjee	Working for an NGO
5	Shri N C Thade	Cinematographer
6	Shri Mahesh Aney	Cinematographer
7	Smt. Jabeen Merchant	Editor
8	Dharam Gulati	Director/Cinematographer
9	Shri Rohit Suri	ED, HR, Turner International
10	Smt. Chitra Subramaniam	Director, Turner International
11	Smt. Vidya Tulsidhara	AD,HR Discovery

## 14.2 Annexure B – Minutes of Meeting with Students, Faculty and the Staff

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### Minutes of Meeting

**Meeting held at Conference Room, FTII Pune on 19th August 2010**

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1. Meeting was held between representative members of FTII Student's Association and consultants from Hewitt Associates to discuss over the preparation of detailed project report and to seek further suggestions of the students about the DPR for the upgradation of FTII to international standards on 19<sup>th</sup> August 2010.
2. Shri Siddharth Nagpal gave an introduction of Hewitt Associates and gave a brief background of the project, some of the aspects that were made clear in the introductory brief were:
  - a. There is no inclusion of privatization, disinvestment or PPP in the draft DPR prepared. The idea of PPP has been long removed after the discussion at the ministry and holds no part of the DPR.
  - b. The report is suggestive of how FTII can be upgraded to international standards; all recommendations are suggestive and recommendatory in nature.
  - c. No changes have been recommended for the current courses and processes for FTII. The fee structure for the current courses remain the same.
3. The students pointed out that FTII should be a state sponsored centre, with all the courses new or old having the subsidized fee structure and governance. Infact, students of FTII should be paid stipends similar to National School of Drama (NSD).
4. The issue of governance and autonomy for FTII was raised and students seeked greater autonomy for the AC and GC.
5. Students pointed out that FTII in accordance with the National Film Policy, was supposed to play a greater role in Indian Cinema and percolate the same regionally. Hence, the need of subsidized courses was expressed so that it is affordable for all.
6. Students also expressed that there have been instances where unique institutes have been exempted from reservation because of their special offering.
7. Students also pointed out that having courses with different fee structure in the same institute would lead to a feeling of discrimination and unfairness amongst students.
8. Further, taking up the point of infrastructure students requested for more residential space for students.
9. Quoting the example of the new deal between Whistling woods and CBSE, students pointed out the disconnect that the government departments/units face. And the fact that FTII being a premier institute in TV and Films was not awarded this work.
10. Overall, the students also pointed out the over consumption of resources done by the existing "self reliant" courses at FTII. The students questioned Hewitt if they were considering closing down some existing courses. Hewitt clarified that there was no such recommendation in the DPR, as current courses are under the purview of Academic Council.

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**Meeting ended with a vote of thanks**

## Minutes of Meeting

Meeting held at Conference Room, FTII Pune, 20th August 2010

1. Meeting was held between representative members of Teacher's Association and consultants from Hewitt Associates to discuss the detailed project report for the upgradation of FTII to international standards and seek suggestions from the Teacher's Association.
2. Hewitt team presented the finding and recommendations for the upgradation of FTII to international standards.
3. The faculty spoke about higher autonomy for FTII especially for financial matters. It was stated that matters which are within the institute's budget and cleared by the GC should not be sent to the ministry. The discussion was around the fact that international exchange for students and faculty should not need prior permission from the ministry.
4. Faculty stressed over the option of degree equivalence in the slides and suggested a system where FTII Diplomas be equivalent to Degrees in universities and fellowships equivalent to PhDs.
5. Suggestions were made in regards to have positions such as Professor Emeritus or Senior professor in FTII.
6. FTII faculty recommended that the new posts proposed by Hewitt in FTII's old campus should actually be stated as "*Posts Recreated*" in the final report.
7. The faculty raised concerns over the duration of courses such as Advertising Film making and also the viability of courses such as MFA/MBA in FTII. The faculty believed that FTII was not experienced enough to take up these courses. The following arguments were put up Hewitt to address these concerns
  - a. These courses with content, duration and fee structure were suggestive in nature. The courses were suggested by some of the prominent stakeholders.
8. Further, the faculty expressed their concern over the pressure on existing resources because of increase in number of students and courses coupled with an increase in number of academic projects and their complexity.
9. The faculty pointed out that a system of sabbatical leaves must also be started with the initiative of research and innovation
10. The faculty also mentioned the backlogs of student's projects that FTII was facing due to limitation of resources, infrastructure and manpower.
11. Another suggestion was to establish separate unit to manage the short courses.
12. Regarding the infrastructure designed on the new campus, the faculty requested for better residential quarters as per design specifications similar to Type 5 and Type 4.
13. Faculty also suggested that the duration of TV courses should be fixed and all courses of 1-1.5 years must be converted to 2 year ones.
14. It was also suggested that the proposed course named as Communication theory and Journalism for TV and Other media be renamed as TV Journalism.
15. The group also discussed about inclusion of retirement benefits in the report.
16. It was also pointed that pay scales from IIMC which has a similar status under the Ministry of I and B should also be shown in the presentation and report.
17. Finally, there were discussions over the concept of self reliance what it meant and what should entail. The faculty though satisfied still wanted a better understanding of the recommendation and requested for a review of the DPR.

Meeting ended with a vote of thanks

## Minutes of Meeting

**Meeting held at Conference Room, FTII Pune, 21<sup>st</sup> August 2010**

1. Meeting was held between representative members of staff association and consultants from Hewitt Associates to discuss detailed project report for the upgradation of FTII to international standards and seek staff association's suggestions and inputs.
2. Shri Siddharth Nagpal gave an introduction of Hewitt Associates and gave a brief background of the project, some of the aspects that were made clear in the introductory brief were:
  - b. There is no inclusion of privatization, disinvestment or PPP in the draft DPR prepared. The idea of PPP has been long removed after the discussion at the ministry and holds no part of the DPR.
  - c. The report is suggestive of how FTII can be upgraded to international standards; all recommendations are suggestive and recommendatory in nature.
  - d. No changes have been recommended for the current courses and processes for FTII. The fee structure for the current courses remain the same.
3. The staff requested for pensions (family) for employees who joined post 1974 and pre 2004. Further, they informed Hewitt Associates that they were contesting in courts for their rights for many years now.
4. The staff also mentioned about the delay in release of arrears and allowances for the staff.
5. Finally, the staff also raised concerns over the Promotional avenues for the staff. The staff also requested to see pay scales proposed by Hewitt Associates for the staff in the final DPR.
6. Hewitt Associates clarified that since the matter pertaining to pensions is under legal proceedings, hence Hewitt would not be able to comment on the same
7. Regarding pay scales, appropriate pay scales as per the UGC guidelines / Government rules and the details of the same would be shared in the draft DPR

**Meeting ended with a vote of thanks**

### 14.3 Annexure C - Detailed Industry Benchmarks

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In order to identify key themes from the best practices of institutes with international reputation Hewitt has benchmarked 10 international institutes namely:

1. Tisch School, New York University , New York
2. National Film School , Lodz Poland
3. FAMU – Film And Television Institute of the Academy of Performing Arts , Prague Czech Republic
4. National Film and Television school , U.K
5. (USC) University of Southern California, School of Cinematic Arts, LA California
6. Columbia University, School of the Arts (Film) , Manhattan New York
7. VGIK, Russia
8. Whistling Woods International Mumbai
9. MCRC , Jamia
10. Indian Institute of Mass Communication , New Delhi

Detailed benchmarks focusing on courses, departments, mission and vision, research interests, departments etc. were developed and added to the report.

## TISCH School. New York University

<b>Location</b>	New York, Singapore
<b>Long Courses with Years</b>	<ul style="list-style-type: none"> <li>❖ BFA Film and TV for 4 years</li> <li>❖ Graduate Program in Communication Technologies for 2 years</li> <li>❖ BFA Photography and Imaging for 4 years</li> <li>❖ Graduate Acting Production for 3 years</li> <li>❖ Graduate Musical Theatre Writing Program for 2 years</li> <li>❖ B A Cinema Studies</li> <li>❖ BFA Dance for 3 years</li> <li>❖ MFA Film Making for 3 years</li> <li>❖ MBA/MFA Full Degree in Producing</li> <li>❖ M A Cinema Studies</li> <li>❖ M A Moving Image Archiving and Preservation for 2 years</li> <li>❖ Ph.D Cinema Studies</li> <li>❖ MFA Dance for 2 years</li> <li>❖ M A Arts and Public Policy</li> </ul>
<b>Short Courses</b>	<ul style="list-style-type: none"> <li>❖ Recorded Music Summer for 2 months</li> <li>❖ Live from New York for 4 weeks</li> <li>❖ Hitchcok and his films</li> <li>❖ The Language Of Films</li> </ul>

<b>Number of Departments</b>	10
<b>Mission and Vision</b>	<p>Our vision at the Tisch School of the Arts is to help create thinking artists and scholars who are connected to the world and engaged with the critical issues of the day.</p> <p>Tisch School of the Arts aims at offering courses, internships and programs that provide opportunities for Tisch students to be pioneering artists in the communities that surround New York University, throughout New York City, and around the world.</p> <p>Tisch aims to create a connection with the community and use Arts to facilitate this goal</p>
<b>Research Interests</b>	<p>Cuban Arts</p> <p>Costume and Décor</p>

### National Film School , Lodz Poland

<b>Location</b>	Poland
<b>Long Courses with Years</b>	<ul style="list-style-type: none"> <li>❖ Directing Program for 5 years</li> <li>❖ Realization Of Film And Television for 5 years</li> <li>❖ Animation Directing And Special Effects for 5 years</li> <li>❖ Film Editing for 3 years</li> <li>❖ Post Graduate Film and Television Program for 3 years</li> <li>❖ Film and Television Production Management for 2 years</li> <li>❖ Masters Program in Acting for 4 years</li> <li>❖ Photography program for 5 years</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Full Time Screen Writing for 3 years</li> <li>❖ Production Management in Digital Media for 2 years</li> </ul>
<b>Short Courses</b>	<ul style="list-style-type: none"> <li>❖ Part Time Courses in Screen Writing , Television Creation and Production , Editing Studies, Film and TV Production Management, Photography and Television Journalism</li> </ul>
<b>Number of Departments</b>	4
<b>Mission and Vision</b>	<p>To develop the talents and capabilities of our students, to shape them with a responsibility towards their country, providing them with an education in the humanities, educating and preparing them for an artistic career within the audio-visual fields, which include: film, television and acting.</p> <p>Lodz would want their students to excel in</p> <ul style="list-style-type: none"> <li>❖ Education in the area of tools and technology of new media productions.</li> <li>❖ Education in the area of techniques for supervising and organizing work during a digital production.</li> <li>❖ Education in the area of expenditures and budgeting.</li> <li>❖ Education in the area of marketing and multimedia product advertising.</li> </ul>
<b>Research Interests</b>	NA

### FAMU – Film & TV Institute of the Academy of Performing Arts

<b>Location</b>	Prague, Czech Republic
<b>Long Courses with</b>	<ul style="list-style-type: none"> <li>❖ Master’s Degree Program in Cinema &amp; Digital Media (Directing/</li> </ul>

<p><b>Years</b></p>	<p>Screenwriting,./Cinematography) for 3 years</p> <ul style="list-style-type: none"> <li>❖ Non Degree Academy Program (Directing/ Screenwriting/ Cinematography) for 3 years</li> <li>❖ MFA in Cinema &amp; Digital Media</li> <li>❖ BA Photography for 3 years</li> <li>❖ MA Photography for 2 years</li> </ul>
<p><b>Short Courses</b></p>	<ul style="list-style-type: none"> <li>❖ Special production Course</li> <li>❖ Advanced Production Course</li> </ul>
<p><b>Number of Departments</b></p>	<p>11</p>
<p><b>Mission and Vision</b></p>	<ul style="list-style-type: none"> <li>❖ FAMU is a school which independently and freely creates and develops the conditions for activities in the field of education, artistic creation and its analytical responses, academic research and in other related areas.</li> <li>❖ The mission of FAMU is to provide systematic practical and theoretical education in an accredited study programme. In offering university studies FAMU shall develop the individual creative talents of its students, their ability to produce comprehensive creative work in the preparation, creation and presentation of the results of their artistic work. An integral part of FAMU's mission is the development of analytical thinking and broader contexts for the creative process in the social sciences.</li> <li>❖ FAMU studies, which are based on the principle of freedom and democracy, provide opportunities for education, development, creation and experimentation to persons who, in addition to their own creative work, will be able to operate creatively in a wide area of audiovisual creation.</li> </ul>
<p><b>Research Interests</b></p>	<p>NA</p>

### National Film and Television school , U.K

<b>Location</b>	United Kingdom
<b>Long Courses with Years</b>	<ul style="list-style-type: none"> <li>❖ Diploma courses in Production Management and Sound Recording for Film and Television for 1 – 2 years</li> <li>❖ M A Courses in Cinematography, Composing for Film and Television, Digital Post Production, Directing Animation, Directing Documentary, Directing Fiction, Editing, Producing, Producing and Directing Television Entertainment, Production Design, Screenwriting, SFX/VFX. Sound Design for Film and Television</li> </ul>
<b>Short Courses</b>	<ul style="list-style-type: none"> <li>❖ Documentary Making</li> <li>❖ Director Series</li> <li>❖ Research and Factual Programs</li> <li>❖ Location Sound Recording</li> <li>❖ Observational Filming</li> <li>❖ Location Management</li> </ul>
<b>Number of Departments</b>	4
<b>Mission and Vision</b>	<ul style="list-style-type: none"> <li>❖ To create an institution to train new talent for the British film industry</li> <li>❖ To take full advantage of new production methods offered by innovations in technology and ensuring that graduate students could compete with the best as they embark on their careers</li> </ul>

<b>Research Interests</b>	NA
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**(USC) University of Southern California, School of Cinematic Arts, LA**

<b>Location</b>	Los Angeles
<b>Long Courses with Years</b>	<ul style="list-style-type: none"> <li>❖ Diploma courses in Production Management and Sound Recording for Film and Television for 1 – 2 years</li> <li>❖ M A Courses in Cinematography, Composing for Film and Television, Digital Post Production</li> <li>❖ Directing Animation</li> <li>❖ Directing Documentary</li> <li>❖ Directing Fiction</li> <li>❖ Editing</li> <li>❖ Producing</li> <li>❖ Producing and Directing Television Entertainment</li> <li>❖ Production Design</li> <li>❖ Screenwriting</li> <li>❖ SFX/VFX</li> <li>❖ Sound Design for Film and Television</li> </ul>
<b>Short Courses</b>	<ul style="list-style-type: none"> <li>❖ Part Time Courses in Screen Writing , Television Creation and Production , Editing Studies, Film and TV Production Management, Photography and Television Journalism</li> </ul>
<b>Number of</b>	6

<b>Departments</b>	
<b>Mission and Vission</b>	The mission of the USC School of Cinematic Arts is to develop and articulate the creative, scholarly and entrepreneurial principles and practices of film, television and interactive media, and in doing so inspire and prepare the women and men who will become leaders in the field.
<b>Research Interests</b>	Biomedical Imaging Arts

### Columbia University, School of the Arts (Film) , Manhattan New York

<b>Location</b>	New York
<b>Long Courses with Years</b>	<ul style="list-style-type: none"> <li>❖ MFA in Visual Arts for 2 years</li> <li>❖ MFA in Writing for 2 years</li> <li>❖ MFA in Theatre Arts for 3 years</li> <li>❖ MFA Films for 3 years</li> <li>❖ M. A Film Studies</li> </ul>
<b>Short Courses</b>	<ul style="list-style-type: none"> <li>❖ Creative Writing Lecture Series</li> <li>❖ Non Fiction Dialogues Workshop</li> <li>❖ Conference on Media Program and Media Management Association</li> </ul>
<b>Number of Departments</b>	4

<b>Mission and Vision</b>	NA
<b>Research Interests</b>	NA

### VGIK, Russia

<b>Location</b>	Russia
<b>Long Courses with Years</b>	❖ Higher Vocational and Vocational Education in Direction, Cast Faculty, Animation and Multimedia, Screenwriting, Arts, Film Studies
<b>Short Courses</b>	❖ Science of Directing a Documentary Film
<b>Number of Departments</b>	8
<b>Mission and Vision</b>	NA.
<b>Research Interests</b>	History and Theory of Audio Visual Arts

### Whistling Woods International Mumbai

<b>Location</b>	Mumbai India
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<p><b>Long Courses with Years</b></p>	<ul style="list-style-type: none"> <li>❖ Diploma in Film Making for 2 years</li> <li>❖ Diploma in The Art &amp; Technique of Animation for 2 years</li> <li>❖ Advanced Diploma in The Art &amp; Technique of Animation for 2.5 years</li> <li>❖ MBA in Media and Entertainment for 2 years</li> <li>❖ Certificate Course in Animation (2D) for 1 year</li> <li>❖ Online Screenwriting &amp; Lecture series on Screenwriting for 1 year</li> </ul>
<p><b>Short Courses</b></p>	<ul style="list-style-type: none"> <li>❖ Certificate Program in Film Making for 8 months</li> <li>❖ Specialization in Animation for 6 months</li> <li>❖ Certificate Program in CG Animation for 10 months</li> <li>❖ Diploma in Visual Effects for 10 months</li> <li>❖ Certificate Course in Basic of Animation (2D) for 6 months</li> <li>❖ Course in Writing for TV for 10 months</li> <li>❖ Film Appreciation Workshops</li> </ul>
<p><b>Number of Departments</b></p>	<p>NA</p>
<p><b>Mission and Vision</b></p>	<p>The primary intent of the institute was to provide a network of industry professionals and provide ample opportunities to students.</p>
<p><b>Research Interests</b></p>	<p>NA</p>

**MCRC , Jamia**

<b>Location</b>	New Delhi
<b>Long Courses with Years</b>	<ul style="list-style-type: none"> <li>❖ Phd. In Mass Communication</li> <li>❖ M A in Mass Communication for 2 years</li> <li>❖ M. A Convergent Journalism for 2 years</li> <li>❖ P.G Diploma in Development Communication for 1 year</li> <li>❖ P.G Diploma in Broadcast Technology for 1 year</li> <li>❖ P.G Diploma in Still Photography for 1 year</li> <li>❖ P.G Diploma in Graphics and Animation for 1 year</li> </ul>
<b>Short Courses</b>	NA
<b>Number of Departments</b>	NA
<b>Mission and Vision</b>	<p>Creating a generation of film-makers and media professionals who would address these issues became a primary objective of MCRC</p> <p>To strengthen the foundation of university-based media education UGC set up programme production centres in different universities</p>
<b>Research Interests</b>	NA

**Indian Institute of Mass Communication , New Delhi**

<b>Location</b>	New Delhi
<b>Long Courses with</b>	❖ Post Graduate Diploma in Journalism for English, Hindi, Radio &

<b>Years</b>	Television , Oriya for 1 years  ❖ Post Graduate Diploma in Advertising and Public Relations for 1 years
<b>Short Courses</b>	❖ Two Four month courses in Development Journalism  ❖ National Workshop on Research Methods for 6 days
<b>Number of Departments</b>	NA
<b>Mission and Vision</b>	'A Centre for Advanced Study in Mass Communication... with responsibilities for consultation, training, and research and development, particularly in the use of mass communication in support of national economic and social development.'
<b>Research Interests</b>	❖ Internet replacing Newspapers as the Gateway to News and Information  ❖ Impact and Penetration of Mass Media in North-East states and J&K  ❖ Evaluation of Multi media campaign on HIV/AIDS  ❖ Working of Indian News Agencies w.r.t. use of foreign content, utilization of funds received from foreign agencies etc.

#### 14.4 Annexure D - List of Employees already with FTII

### FILM AND TELEVISION INSTITUTE OF INDIA Position of Posts as on 24.03.2010

Group	Original Sanction	Deemed to be Abolished	Present Sanctioned	Filled	Vacant	Remarks

A	66	21*	45	34	11**	<p>* The FTII, Pune has already requested the Ministry, vide various communications for revival of teaching posts in the FTII deemed to be abolished as per Government of India's instructions issued in the year 2000. The approval of the Ministry is yet to be received. Ministry has already been reminded vide letter no F-23014/10/2009-Est dated 13.11.2009.</p> <p>** Action for filling up of vacant posts is in process</p>
B	45	11*	34	27	07**	
C	126	16*	110	77	33**	
D	79	13*	66	57	09**	
<b>TOTAL</b>	<b>316</b>	<b>61</b>	<b>255</b>	<b>195</b>	<b>60</b>	

## **14.5 Annexure E –Detailed Costing of Infrastructure for existing and proposed courses**

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PRELIMINARY ESTIMATE BASED ON C.P.W.D. PLINTH AREA RATES AS ON 1.10.07+ C.I upto date							
FOR							
NEW CAMPUS							
Area Considered:- i/c walls & circulation area :							
Academic Bldg - 6387 sqm				Studios - 906 sqm			
CRT Building - 406 sqm				Hostel - 3251 sqm			
Permanent sets - 987 sqm				Students Centre - 581 sqm			
& Preview theatre				Resid. Quarters - 3485 sqm			
Development of Plot = 40,460 sqm (10 Acres)							
S.No	S.No.of CPWD P.A.R	Description	Area	Unit	Rate (Rs.)	Amount (Rs.)	Remarks
1.0		<b>CIVIL WORK.</b>					
1	1	<b>RCC framed structure</b>					
	1.1	RCC framed structure upto 6 storeys					
	1.1.1 & 1.1.2	Floor ht.3.35 mtr./ 2.90 mt.					
		• Administration & Academic Building	6387	sqm	13200	8,43,08,400.00	
		• CRT Building	406	sqm	13200	53,59,200.00	
		• Permanent Sets & Preview theatre	987	sqm	13200	1,30,28,400.00	
		• Studios	906	sqm	13200	1,19,59,200.00	
		• Hostel (200 seater)	3251	sqm	9100	2,95,84,100.00	
		• Students Centre	581	sqm	9000	52,29,000.00	
		• Residential Quarters	3485	sqm	9000	3,13,65,000.00	
			16003	sqm		18,08,33,300.00	(A)
2	1.2.3	Extra for every 0.3 mt.additional ht. of floors above normal floor ht. of 3.35 m/ 2.90 mt.					
		• Academic building - 4 m ht.	6387	sqm	325.00	20,75,775.00	
		• CRT building - 4 m ht.	406	sqm	325.00	1,31,950.00	
		• Permanent Sets & Preview Sets - 6 m ht.	987	sqm	1325.00	13,07,775.00	
		• Studios - 6 m ht.	906	sqm	1325.00	12,00,450.00	
						47,15,950.00	(A')
S.No	S.No.of CPWD P.A.R	Description	Area	Unit	Rate (Rs.)	Amount (Rs.)	Remarks
3	1.2.8	Resisting Earth quake forces	16003	sqm	630.00	1,00,81,890.00	(A1)
		<b>Building Cost = (A + A' + A1)</b>				19,56,31,140.00	
4.0		<b>SERVICES</b>					
4	3.1	Internal water supply & Sanitary installation	9,56,31,140	%	4.00	27.50	5,37,98,563.00
5	3.2	External Service Connection	9,56,31,140	%	5.00		
6	3.3	Internal Electric installation	9,56,31,140	%	12.50		
3.6		Extra for :-					
7	3.6.1	Power wiring and Plugs	9,56,31,140	%	4.00		
8	3.6.4	Telephone conduits	9,56,31,140	%	0.50		
9	3.6.2	Central call bell system	9,56,31,140	%	1.00		
10	3.6.6	Computer Conduiting	9,56,31,140	%	0.50		5,37,98,563.00 (A2)
5.0	5.0	<b>Water tanks</b>					
	5.5	<b>U.G. Tank</b>					
11	i)	Domestic - 1,20,000 Ltrs.	1,60,000	Ltr.	9.00	14,40,000.00	
	ii)	Fire - 40,000 Ltrs					
	5.1	<b>Over Head Tank</b>					
12	i)	Domestic Supply & Fire	1,60,000	Ltrs	5.25	8,40,000.00	22,80,000.00 (A3)
6.0		<b>Development of site</b>					
13	6.2	Levelling	40460	sqm	55.00	22,25,300.00	
14	6.1	Internal roads & path	40460	sqm	83.00	33,58,180.00	
S.No	S.No.of CPWD P.A.R	Description	Area	Unit	Rate (Rs.)	Amount (Rs.)	Remarks
15	6.3	Sewer	40460	sqm	63.00	25,48,980.00	
16	6.4	Filter Water supply					
17	6.4.1	Distribution lines 100 mm dia & below	40460	sqm	46.00	18,61,160.00	
18	6.4.3	Unfiltered Water Supply distribution lines	40460	sqm	27.00	10,92,420.00	
19	6.5	Storm water drains	40460	sqm	50.00	20,23,000.00	
20	6.6	Horticulture operation	40460	sqm	47.00	19,01,620.00	
21	6.7	Street Lighting With HPSV Lamps	40460	sqm	95.00	38,43,700.00	
		<b>Total A+A'+A1+A2+A3+A4 =</b>				1,88,54,360.00 (A4)	
		<b>Add Cost Index above PAR (1.10.07) as on date @ 36% on 27,05,64,063.00 (A5)</b>				27,05,64,063.00 (A5)	
22						9,74,03,063.00	
						36,79,67,126.00 (A6)	
23		Add extra for External Electrical works of Substation, cables, Panels, Gen sets, etc.	L.S. (Lump sum provision)			1,50,00,000.00	
		Electrical fixtures & fittings	L.S.			30,00,000.00	
24		Air conditioning	L.S.			27,00,000.00	
						38,86,67,126.00	
25		Less for 10% on (A6) 36,79,67,126 for reduction in cost due to provisions of richer specifications in PAR			(-)	3,67,96,713.00	
26		<b>Grand Total</b>			<b>Rs.</b>	<b>35,18,70,413.00</b>	
		<b>Say</b>			<b>Rs.</b>	<b>3519.00</b> lakh	
27		<b>Cost Per sft</b>			<b>Rs.</b>	<b>3520.00</b>	
						2044.00	

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PRELIMINARY ESTIMATE BASED ON C.P.W.D. PLINTH AREA RATES AS ON 1.10.07 + C.I. upto date							
FOR							
EXISTING CAMPUS							
<b>Area Considered:- i/c walls &amp; circulation area :</b>							
Maintenance Room - 1394 sqm							
Studios & Digital - 1208 sqm							
Media resource centre							
Recreation Building - 697 sqm							
Development of Plot - Already developed							
S.No	S.No.of CPWD P.A.R	Description	Area	Unit	Rate (Rs.)	Amount (Rs.)	Remarks
1.0		<b>CIVIL WORK.</b>					
1	1	<b>RCC framed structure</b>					
	1.1	RCC framed structure upto 6 storeys					
	1.1.1 & 1.1.2	Floor ht.3.35 mtr./ 2.90 mt.					
		• Maintenance Room (Bldg No. 1)	1394	sqm	13200	1,84,00,800.00	
		• Studios & Digital Media resource centre	1208	sqm	13200	1,59,45,600.00	
		• Recreation building	697	sqm	9000	62,73,000.00	
			3299	sqm		<b>4,06,19,400.00 (A)</b>	
2	1.2.3	Extra for every 0.3 mt.additional ht. of floors above normal floor ht. of 3.35 m/ 2.90 mt.					
		• Maintenance Rooms - 6 m ht.	1394	sqm	1325.00	18,47,050.00	
		• Studio & Digital - 6 m ht.	1208	sqm	1325.00	16,00,600.00	
		Media Resource Centre					
		• Recreation building - 3 m ht.	697	sqm	50.00	34,850.00	
						<b>34,82,500.00 (A')</b>	
S.No	S.No.of CPWD P.A.R	Description	Area	Unit	Rate (Rs.)	Amount (Rs.)	Remarks
3	1.2.8	Resisting Earth quake forces	3299	sqm	630.00	20,78,370.00	(A1)
		<b>Building Cost = (A + A' + A1)</b>				<b>4,61,80,270.00</b>	
4.0		<b>SERVICES</b>					
4	3.1	Internal water supply & Sanitary installation	4,61,80,270	%	4.00	18,47,210.00	
5	3.2	External Service Connection	4,61,80,270	%	5.00	23,09,014.00	
6	3.3	Internal Electric installation	4,61,80,270	%	12.50	57,72,534.00	
	3.6	Extra for :-					
7	3.6.1	Power wiring and Plugs	4,61,80,270	%	4.00	18,47,210.00	
8	3.6.4	Telephone conduits	4,61,80,270	%	0.50	2,30,901.00	
9	3.6.2	Central call bell system	4,61,80,270	%	1.00	4,61,803.00	
10	3.6.6	Computer Conducting	4,61,80,270	%	0.50	2,30,901.00	
						<b>1,26,99,573.00 (A2)</b>	
5.0	5.0	<b>Water tanks</b>					
	5.5	<b>U.G. Tank</b>					
	i)	Domestic - 40,000 Ltrs.	60,000	Ltr.	9.00	5,40,000.00	
	ii)	Fire - 20,000 Ltrs					
	5.1	<b>Over Head Tank</b>					
	i)	Domestic Supply & Fire	60,000	Ltrs	5.25	3,15,000.00	
						<b>8,55,000.00 (A3)</b>	
S.No	S.No.of CPWD P.A.R	Description	Area	Unit	Rate (Rs.)	Amount (Rs.)	Remarks
6.0	6.0	<b>Development of site</b>					
13	6.2	Levelling		sqm	55.00		
14	6.1	Internal roads & path		sqm	55.00		
15	6.3	Sewer		sqm	63.00		
16	6.4	Filter Water supply					
17	6.4.1	Distribution lines 100 mm dia & below		sqm	46.00		NIL (A4)
18	6.4.3	Unfiltered Water Supply distribution lines		sqm	27.00		
19	6.5	Storm water drains		sqm	50.00		
20	6.6	Horticulture operation		sqm	47.00		
21	6.7	Street Lighting With HPSV Lamps		sqm	95.00		
		<b>Total A+A'+A1+A2+A3+A4 =</b>				<b>5,97,34,843.00 (A5)</b>	
22		Add Cost Index above PAR (1.10.07) as on date @ 36% on 5,97,34,843.00 (A5)				2,15,04,573.00	
		<b>Total</b>				<b>8,12,39,386.00 (A6)</b>	
23		Add for External Electrical work, Substations, cables & Panels	L.S.			50,00,000.00	
		Add extra for Electrical fixtures & fittings	L.S.			10,00,000.00	
24		Air conditioning	20	each	45,000	9,00,000.00	
						8,81,39,386.00	
25		Less 10% on (A6) 8,12,39,386.00 for reduction in cost due to provision of richer specifications in PAR			(-)	81,23,939.00	
26		<b>Grand Total</b>			<b>Rs.</b>	<b>8,00,15,447.00</b>	
27		<b>Say</b>			<b>Rs.</b>	<b>800.00 lakh</b>	
28		<b>Cost Per Sft</b>			<b>Rs.</b>	<b>2254.00</b>	

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### 14.6 Annexure F – Detailed Costing of Technical Equipment to be Procured

Sno.	Department	Equipment	Specification	Numbers	In New (Number)	In Old (Number)	Per Unit Cost (In Lacs)	Total	Department Wise Total
1	Editing	NLE (Non Linear Editing) machine		5		5	18	72	72
		1 complete studio chain	(Camera chain, VM, Monitors, Recorders,	1	1		500	500	
		Outdoor Shooting Equipment		1	1		100	100	
		Editing & Post Production Equip. And Video Server		1	1		125	125	
2	TV Engg	ENG Van with Multi camera set up		1		1	150	150	875
		35 mm Camera	Arriflex 35 cameras/accessories	2		2	70	140	
3	Cinematography (Films)	HD Digital camera		4		4	55	220	360
4	Film Processing Laboratory	Color Processing Machine		1		1	50	50	50
		Audio Workstation	Pro Tools HW & SW	2	1	1	1.5	3	
		Mac system	Mac Pro	4	1	3	2.3	9.2	
		5.1 Audio Monitors		3	1	2	1	3	
		LCD	LED 32" TV sets	4	1	3	0.6	2.4	
		DV Toolkit	Complete Audio Processor	4	1	3	1.1	4.4	
		Audio Processor plug ins	Waves NPP	2	1	1	0.75	1.5	
		Studio microphones	Moderate	10	5	5	0.2	2	
5	Sound (Television)	Studio microphones	Professional	5	4	1	0.5	2.5	28
6	Production Equipment	Production Equipment		1	1	0	100	100	100
		Digital camcorders	(prosumer level- Panasonic P2) with	10		10	1.5	15	
		Editing Machines	(Apple-I-Mac 27 inch with Final Cut Pro)	8		8	1	8	
		Buses	25 seater	1		1	60	30	
		Tempo Traveler		2	1	1	10	10	
7	TV Production (Including	Car	Travera/Scorpio	1		1	10	0	63
		Computer terminal	Imacs with FCPs	4	4		0.5	2	
		Script writing terminals		10		10	1	10	
8	Direction	Panasonic P2 cameras	Low End	3	3		1	3	15
		Lighting Unit for Outdoor shooting	Solar,HlMs,Sun guns etc.	1		1	20	20	
		Crane		1	1		7	7	
9	Camera Department (TV)	Circular Trolley		1	1		4	8	35
		Make up Material	Kyrolan make up material	1		1	3	3	
10	Make up	Prosthetic Make up material	Micro wave oven beater etc.	1	1		3	3	6

11	Multimedia and Computer Section	Hardware Required	Enterprise class Servers with 4 Layer 3 & Layer 2 switches with HA &	1	1	240	240		
			SAN switch						
			Fiber connectivity of all hostels and new						
			High performance Storage server with fiber/ SAS Drive; JBOD						
			Higher end Wireless devices						
			Network Switches and cabling						
			25 KVA UPS system with min 5-6 hours						
			New desktop/ laptop systems for additional						
			Internet Bandwidth Up gradation						
		Software Required	Server Consolidation & Virtualization	1	1	40	40		
			Institute management system						
			Network Performance measuring & network Patch management software						
									280
		12	Art Direction and Production Design	Latest technology plainer machine		1	1	0.8	
Dual purpose turning machine				1	1	0.8			
jigsaw machine for pattern cutting				1	1	0.8			
Spray gun - 1000 ml				1	1	0.01			
Computerized shade maker				1	1	0.2			
Portable compressor				1	1	0.1			
Pen gun				4	2	2	0.1		
Potter wheel				1	1	0.4			
Pattern roller				20	20	0.02			
Washing machine				1	1	0.4			
Tailoring machine				2	2	0.2			
Pattern maker				2	2	0.2			
Plainer Blade Sharpener machine				2	1	1	0.3		
Portable Plainer machine				2	1	1	0.3		
Hand Cutter machine				6	3	3	0.3		
fret Saw Machine				2	1	1	0.4		
Carpentry Tools				1	1	0.5			
Snow Fall Machine with remote control				2	1	1	0.7		
Rain Machine with types of nozals				2	1	1	1.2		
Liquid Fog machine with remote control				2	1	1	0.4		
Liquid Fog machine				2	1	1	0.4		
Dry Ice Machine				2	1	1	0.7		
Bubble Machine				2	1	1	0.3		
Computer Workstation				4	4	0.5			
Laser printer				1	1	0.2			
FCP				1	1	2			
	DV camera				2	2	4		29.01
<b>Total</b>							<b>1913.01</b>		

## 14.7 Annexure G - Justification of Positions

### FILM AND TELEVISION INSTITUTE OF INDIA, PUNE

Sr. No	Designation and Scale of pay of the post	No. of Vacant posts	Date of vacancy	Reasons for creation of posts
	<b><u>Teaching posts</u></b>			
1.	Professor of TV Design and Graphics	01	01.08.1978	<p>The post was basically created for TV Wing by UNDP Experts for training Doordarshan staff and officials in Television Production and Technical Operations. The said post was subsequently attached with the Film and TV Institute of India, Pune.</p> <p>As this post was created students of the Film Wing were also provided with lectures in History of World, Art, Architecture, Composition of colour balance, Grey Scale and different method of designing the titles. Apart from the teaching, he has to look after the purchases and upgrading of technology at par prevailing in the industry.</p> <p>Now with a full-fledged course in Computer Graphics and animation the requirement of this post has become absolutely necessary. Hence a person with knowledge of all this is essentially required to have a full control over various courses.</p> <p>In addition to this work, he has the departmental Administration. Management, preparing budget estimate, planning and controlling expenditure and performing concerned financial duties.</p>

				Therefore the creation of the post is very much essential.
2.	Professor of TV Production	01	22.01.1995	This is a key post in TV Wing who works in a close coordination with Dean (TV) in policy formulation, planning, coordinating, executing various courses in TV Wing.
3.	Professor of Editing	01	01.08.1997	To run the Three Year Post Graduate Diploma Course in Editing smoothly it is essential to fill up the post of Professor of Editing. The post of Professor of Editing is a direct recruitment post. Professor of Editing heads the Editing Department of the Film Wing. He is responsible for running academic activities in the field of Editing. The academic activities in the FTII are increased considerably. There is already shortage of faculty positions. Therefore, it is essential to create this post.
4.	Professor of Screenplay Writing	01	01.11.1997	The post of Professor of Screenplay Writing is a direct recruitment post. Professor of Screenplay Writing heads the Screenplay Writing Department of the Film Wing. He is responsible for running academic activities in the field of Screenplay Writing. The academic activities in the FTII are increased considerably. There is already shortage of faculty positions. Therefore, it is essential to create this post.
5.	Associate Professor of Editing	01	01.02.1996	To run the Three Year Post Graduate Diploma Course in Editing smoothly it is essential to fill up the post of Assistant Professor of Editing. The post of Associate Professor of Editing is a direct recruitment post. He is equally responsible for running academic activities in the field of Editing. The academic activities in the FTII are increased considerably. There is already shortage of faculty positions. Therefore, it is essential to create this post.
6.	Associate Professor of Film Direction	02	01.10.1995 01.11.2001	The post of Associate Professor of Film Direction is a direct recruitment post. He is responsible for running academic activities

				in the field of Film Direction. The academic activities in the FTII are increased considerably. There is already shortage of faculty positions. Therefore, it is essential to fill up both the posts.
7.	Associate Professor of TV Production	01	18.10.1996	Associate Professor of of TV Production has to impart the knowledge about various modes of TV Production for regular and full time courses conducted for Doordarshan officials. Also he has to conduct theoretical lectures in TV Production and to supervise training exercises in TV Studio. This post is essential and should be created.
8.	Associate Professor of Art Direction & Production	01	01.09.1995	<p>The Art Direction Department of FTII runs the full-fledged two years post graduate diploma course in Art Direction and Production Design which is the major activity of the department. For this course, lot many creative subjects are required to be taught like Architectural designing, Background Painting, Sculpture &amp; Molding, Furniture design, Costume designing, special effects and many more. At present there is no faculty to teach these subjects. Organizing the workshops for various subjects, study tours at various sets, studios and places of interest are the other activities of this course.</p> <p>Alongwith the above activities the Art Direction Department is looking after the various academic and other related official requirements of both Film &amp; TV Wing. The department is involved in various academic activities of FTII which mainly includes the theory and practical inputs in Art Direction subject required for all the above courses. Alongwith other academic activities Art Direction Department has to look after the various students exercises &amp; students films of both the wings.</p> <p>It includes guiding the students regarding Art Direction subject for their exercises and films, looking after their set construction work, costume &amp; property etc. and overall visual appearance of the production.</p>

				In view of the above justification, the creation of post is very much essential.
9.	Associate Professor of Acting	01	12.10.2000	The Two Year Post Graduate Diploma Course in Acting has been restarted in the FTII. The intake of the course is 20 students. Being the head of Acting Department he is responsible for academic and administrative activities. It is necessary to create the post.
10.	Lecturer in Editing	01	01.09.1995	<p>This department's main function is to implement the syllabus, planning and conducting of ...</p> <ol style="list-style-type: none"> <li>1. One Year Post Graduate Certificate Course in TV (Video Editing Specialization) as regular academic programme.</li> <li>2. Various short and long term courses for the staff of Doordarshan and other universities.</li> <li>3. Short term courses open to all as and when possible.</li> </ol> <p>To perform all these activities, only one post is sanctioned and is vacant since 01.09.1995, which is inadequate. Contractual faculties, who do not even have a proper designation are coordinating and running the department, who may not have a long term interest in the Institute's progress.</p> <p>For a training Institute of this stature to maintain its reputation, it is essential to have a regular faculty to teach and coordinate academic activities etc., to monitor the inputs to be given and its continuation to maintain the standard and will be accountable for the same. Hence the post should be created.</p>
11.	Lecturer in Cinematography	01	25.06.1995	<p>This department's main function includes preparing syllabus; planning and conducting</p> <ol style="list-style-type: none"> <li>1. One Year Post Graduate Certificate Course in TV (Specialization in Electronic Cinematography) as regular</li> </ol>

				<p>academic programme.</p> <ol style="list-style-type: none"> <li>2. Various short and long term courses for the staff of Doordarshan (Prasar Bharati)</li> <li>3. Courses for other Government / semi Government organizations.</li> <li>4. Students of media of various universities</li> <li>5. Short term courses open to all as and when possible.</li> </ol> <p>To do all these activities there is only one sanctioned academic post in the TV Wing, which is greatly inadequate. The same faculty is also doing all the administrative work in the capacity of head of the section. It is essential to create this post immediately.</p>
12.	Lecturer in Sound Recording	01	01.09.1999	The post of Lecturer in Sound Recording which is vacant from 01.09.1999 belongs to Audiography Department of the Film Wing. Sound Recording is part of the syllabus of Audiography course. It is expected that the students of Audiography, apart from Sound Engineering, are taught the subject of Sound Recording also. It is, therefore, essential to create the post of Lecturer in Sound Recording.
<b>Technical</b>				
1.	Manager Maintenance	01	01.05.1989	It is a key post to be filled by promotion to look after the co-ordination work related to maintenance, equipment facilities, installation, processing of purchase proposals of equipments etc. Presently the work has been assigned as an additional work to one Asstt. Professor, TV Engineering. Until recently, the TV Wing was conducting only two in service basic courses for Doordarshan employees throughout the year. In view of the increased academic activities like One Year Certificate Course, Basic Course for Doordarshan, Short Term courses (for Doordarshan and outsiders) etc. It is essential to create this post on priority basis.

2.	Maintenance Engineer	01	01.07.2000	Due to increased number of courses, there is a strain on infrastructure and requires constant preventive maintenance. Therefore, the post of Maintenance Engineer in Film Wing is required to be filled up. Maintenance staff cannot be outsourced. In view of the additional equipment infrastructure, preventive maintenance and repairs have been increased considerably. (Outdoor shooting units have increased from 2 units to 7 units and post production, editing units have increased from 2 units to 7 units. The maintenance activities cannot be outsourced and so this post needs created.
3.	VTR Recordist	01	09.04.1993	Apart from day to day activities of general upkeep and performance check up of VTRs, other activities like video transfer to CDs and tapes have increased in view of the participation of students' film programmes in International and National Festivals. During the short term courses, often there is a need of a person to carry out the recordings. In addition to this, to co-ordinate and supervise the above activities, the post is required to be created.
4.	Cameraman (Electronics and Films)	04	30.03.1995 01.04.1995 18.11.1997 22.06.1999	Four vacant post of camerapersons need to be filled in view of many short and long term courses now running simultaneously and many more being planned and proposed due to the multi-level expansion in academic activities of TV Wing. These camerapersons can be used for both operational and academic work. The creation of four posts of Cameraman (E&F) is essential.
5.	Film Editor	01	23.11.1995	Since many courses are running parallelly, there is a need to fill this post. Film/Video Editor can be used for both operational and academic work. The creation of this post is essential.
6.	Production Assistant	02	21.08.1993 30.06.1996	Production Assistants are essential support staff as the syllabus of both main courses and short courses requires location shootings. Production Assistants control and regulate budget for such productions as this part cannot be entrusted to students.

				<p>Unlike earlier training courses for in-service employees of Doordarshan, the new certificate course in Television is meant for fresh students and is run on the lines of the Diploma courses of FTII. Total 40-48 productions (Single &amp; Multi-Camera take place during one year apart from production oriented workshops and other practicals. The pace of activities is quite hectic. The students badly need the help of Production Assistants -</p> <ol style="list-style-type: none"> <li>1. To look after Production Management responsibility.</li> <li>2. To take care of formalities including cash advance, settling bills etc. as unlike Doordarshan employees, the students are not authorised to handle cash. In addition to the Certificate Course, several short term courses are also conducted in the TV Wing. The services of Production Assistants are also required for varied activities like making arrangements for guest faculty and departmental workshops and to provide assistants in course production.</li> </ol>
7.	Film Research Officer	01	22.09.1994	Our activities have been increased in International participation of our films. Film Research Officer is a useful and crucial link for such liaison work.

<b>Administrative (supporting staff)</b>				
1.	Dean (Films)	01	01.05.1999	<p>The post of Dean (Films) is a non-technical and administrative post. The Dean (Films) heads the Film Wing of the FTII. He is responsible for smooth running of the three years post graduate diploma course in Film and Television, two years post-graduate diploma courses in Acting, Art Direction and Production Design and one year post graduate certificate course in Feature Film Screenplay Writing. He is also responsible for other academic activities in the Film Wing and Production of students' diploma films. He is responsible for smooth running of all the academic and administrative activities of the Film Wing. He has to supervise the working of various departments in the Film Wing. Keeping the post of the Dean (Films) vacant would amount to dislocating academic and administrative activities of the Film Wing. Therefore the creation</p>

				of post of Dean (Films) is very much essential.
2.	Security Officer	01	01.11.1998	FTII is housed in a 22 acres campus on Law College Road, Pune, which has many buildings, old studios from Prabhat Era, Hostels, Quarters, TV Wing Buildings and Swimming Pool. The Institute also owns 36 acres of land in Erandwane area of Pune, which houses a Doordarshan Kendra, two buildings consisting of 16 quarters for the FTII staff and a Film Vault of NFAI at New Land Area. For taking care of this big campus, it is necessary that the post of Security Officer is immediately in position and should be created.
3.	Purchase Officer	01	04.07.1996	The post of Purchase Officer is reserved for the OBC category as per Post Based Reservation Roster. The Purchase Officer in the FTII is required to mainly deal with the purchase of equipments, its spare parts and highly important technical material. It is, therefore, essential that the post of Purchase Officer is created immediately.
<b>TOTAL . . . .</b>		<b>27 (*)</b>		

Teaching – 13  
 Technical – 11  
Support - 3  
**Total - 27**

**CREATION OF NEW POSTS FOR NEW PROPOSED COURSES IN FTII**

	<b><u>Teaching</u></b>	
1.	Professor in Broadcast Journalism	01
2.	Professor Business of Entertainment	01
3.	Professor Ad. Films	01
4.	Associate Professor Preservation and Restoration of Film and Media	01
5.	Associate Professor Cinematography	02
6.	Lecturer Cinematography	02
7.	Lecturer Direction	02
8.	Lecturer Screenplay Writing	01
9.	Lecturer Sound Recording	02
	<b>Total . . . .</b>	<b>13</b>
	<b><u>Technical</u></b>	
1.	Camera Attendant	08
2.	Technician	03
3.	Electrician	10
4.	Light Boys	06
5.	Projectionist	04
6.	Cameraman	01
7.	Demonstrator	01
8.	Non Linear Editor	01
9.	Sound Recordist	01
10.	Engineering Assistant/Technical Assistant	03
11.	Maintenance Engineer	01
	<b>Total . . . .</b>	<b>39</b>
	<b><u>Support</u></b>	
1.	Academic Schedule Co-ordinator	01
2.	Controller of Production	01
3.	Production Assistants	05
4.	Public Relation Officer	01
	<b>Total . . . .</b>	<b>08</b>

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## 14.8 Annexure H - Course Structure of new proposed courses

After studying the detailed industry benchmarks and talking to industry experts Hewitt has designed the course structure for the long duration proposed courses which are :

1. Business of Entertainment – On the lines of MBA in entertainment
2. Advertising Film making
3. TV Journalism
4. Preservation and Restoration of Films

It should be made clear that all the proposed courses are to be reviewed by the Academic Council before their initiation. Details about the fee structure, number of students, course curriculum etc. is to be decided by the Academic council of FTII. These suggestions may form the basis of the final decisions made by the Academic Council.

Business of Entertainment		
SEMESTER 1	5 MONTHS	<ul style="list-style-type: none"> <li>▪ Introduction to entertainment industry</li> <li>▪ Principles of management</li> <li>▪ Principles of marketing</li> <li>▪ Organizational behavior</li> <li>▪ Media, culture and society</li> <li>▪ Media economics and finance</li> <li>▪ Business communication</li> <li>▪ Foreign language ( optional)</li> </ul>
Semester 2	5 months	<ul style="list-style-type: none"> <li>▪ Art of Entertainment</li> <li>▪ Technology of Entertainment</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Economics of Entertainment</li> <li>▪ Business Communication</li> <li>▪ Entertainment Production Management</li> <li>▪ Project Management</li> <li>▪ Business Laws, Copyright, Clearances, and Contracts</li> </ul>
Summer Internship		
Semester 3	5 months	<ul style="list-style-type: none"> <li>▪ Basic Media Production Techniques</li> <li>▪ New Media Technologies</li> <li>▪ Fundraising &amp; Financial Management</li> <li>▪ Leadership &amp; Negotiations</li> <li>▪ Production Budgeting &amp; Scheduling</li> <li>▪ Managing Creative Professionals</li> <li>▪ Event Management</li> </ul>
Dissertation	1 month	<ul style="list-style-type: none"> <li>▪ Research under the guidance of professor</li> </ul>
2 months Extensive Project Work		

Advertising Film making		
Semester 1	5 months	<ul style="list-style-type: none"> <li>▪ Advertising: An overview</li> <li>▪ Modern Advertising and Modern Advertising Agencies</li> <li>▪ Advertising Models and Strategies</li> <li>▪ The Art of Oral, Written and Visual</li> </ul>

		<p>Communication</p> <ul style="list-style-type: none"> <li>▪ Basics of Advertisement Film Making</li> <li>▪ Concept and Scriptwriting for Ad films</li> <li>▪ Ad Film Production</li> </ul>
Semester 2	5 months	<ul style="list-style-type: none"> <li>❖ Video Shooting for Ad Films</li> <li>❖ The Sound Design for Ad Films: Theory &amp; Practice</li> <li>❖ Television Camera &amp; Lighting Techniques : Theory &amp; Practice</li> <li>❖ Video Editing: Theory &amp; Practice</li> <li>❖ 2D/3D Television Graphics and Animation: Theory &amp; Practice</li> <li>❖ Extensive exercises in the production of Television Advertisement</li> <li>❖ Extensive exercises in the production of Ad-films for the Internet</li> </ul>
Practical Ad Film Making	1 month	<ul style="list-style-type: none"> <li>❖ A Group assignment to develop ad films</li> </ul>
Dissertation	1 month	<ul style="list-style-type: none"> <li>❖ Research under the guidance of professor</li> </ul>

### TV Journalism

Semester 1	5 months	<ul style="list-style-type: none"> <li>▪ Introduction to Communication</li> <li>▪ Introduction to Mass Communication</li> <li>▪ Introduction to Journalism</li> <li>▪ Introduction to Production Technologies</li> <li>▪ Introduction to copywriting, visualization &amp;</li> </ul>
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		<p>campaign effectiveness</p> <ul style="list-style-type: none"> <li>▪ Journalistic Reporting &amp; Editing</li> <li>▪ Mass Communication Ethics &amp; Laws</li> <li>▪ New Media Technologies</li> <li>▪ Conceptual work in designing television programs</li> </ul>
<ul style="list-style-type: none"> <li>▪ Semester 2</li> </ul>	<ul style="list-style-type: none"> <li>▪ 5 months</li> </ul>	<ul style="list-style-type: none"> <li>▪ Techniques of Writing for Television</li> <li>▪ Television: Medium of Mass Communication</li> <li>▪ TV Journalism: Theory &amp; Practice</li> <li>▪ Studio production routines</li> <li>▪ Practical exercises on continuity, cutting on movements, dialogue and music</li> <li>▪ Production exercises:                             <ul style="list-style-type: none"> <li>▪ News presentation</li> <li>▪ Electronic news gathering</li> <li>▪ Interviewing people</li> <li>▪ Anchoring programs involving audience</li> </ul> </li> </ul>
Practical TV Production	1 month	<ul style="list-style-type: none"> <li>▪ A Group assignment to develop a TV production film</li> </ul>
Dissertation	1 month	<ul style="list-style-type: none"> <li>▪ Research under the guidance of professor</li> </ul>

**Preservation and Restoration of Films**

Semester 1	2.5 months	<ul style="list-style-type: none"> <li>▪ Need for Preservation and Restoration of Films</li> <li>▪ Preservation &amp; Restoration Techniques</li> </ul>
Semester 2	2.5 months	<ul style="list-style-type: none"> <li>▪ Archeology of the Media</li> <li>▪ Cataloging</li> <li>▪ Collection Development</li> </ul>
Short Internship	1 month	<ul style="list-style-type: none"> <li>▪ A short internship program at NFAI Pune</li> </ul>

## 14.9 Annexure I – Detailed costing of all the courses

### Assumptions:

#### 1. Estimated cost of resources per week:

Heads	Units	Assumption	Rationale
Permanent Faculty	Cost per Week (INR)	13000	Average Salary
Visiting Faculty	Cost per Week (INR)	26000	Average Salary
Technical	Cost per Week (INR)	4300	Average Salary
Support Staff	Cost per Week (INR)	4000	Average Salary
Classroom	Cost per Week (INR)	50000	Average Cost
Activity Areas	Cost per Week (INR)	5000	Average Cost
Equipments	Cost per Week (INR)	100000	Average Cost
Classroom Theatre	Cost per Week (INR)	10000	Average Cost
Hostel Room ( Single Seater)	Cost per Week (INR)	3000	Average Cost

These figures are indicative and are gathered by Hewitt after a comprehensive research by both primary and secondary sources.

#### 2. Discounting of Fixed Assets:

- The cost of technical equipment is being accounted with the total cost of technical equipment procured for the upgradation of FTII, and discounting the same for a span of about 20 years.
- All other costs including classrooms, activity areas, hostels etc. are being discounted for 30 years.

#### 3. Surplus Factor

Costing of each course has been estimated to generate a surplus of 30 per cent.

#### 4. Domestic to Foreign Students Fee ratio

It has been assumed that course fee charged from foreign students to be 2x (Twice) of fee charged from domestic students.

Following are the calculations of cost and fee of respective courses:

#### *Estimated Cost as per Man Weeks of faculty*

New Courses	No. of Student Seats		Regular Classes	Man-weeks				Cost
	Domestic	Foreign	(In Weeks)	Permanent Faculty	Visiting Faculty	Technical	Support Staff	
Business of Entertainment – On the lines of MBA in entertainment	20	10	70	78	156	0	78	5382000
Advertising Film Making	10	5	44	104	60	104	52	3567200
Communication theory and Journalism for TV and Other media	10	5	44	104	60	104	52	3567200
Preservation and Restoration of Films	10	5	26	52	32	52	26	1835600

#### *Estimated Cost for physical infrastructure, Equipments and Hostels*

New Courses	Physical Infrastructure				Technical equipments		Hostel	
	Class Rooms	CRT / PT / Studio / Labs	Activity Areas	Cost	Factor	Cost	Factor	Cost
Business of Entertainment – On the lines of MBA in entertainment	0.5	0.1	0.4	1960000	0.05	350000	1	6300000
Advertising Film Making	0.5	0.2	0.3	1254000	1	4400000	1	1980000
Communication theory and Journalism for TV and Other media	0.3	0.3	0.4	880000	1	4400000	1	1980000
Preservation and Restoration of Films	0.2	0.6	0.2	442000	1	2600000	1	1170000

#### *Estimated cost & fee for proposed new courses*

New Courses	Total Cost	Profitability Factor	Total Cost Base	Per Student Cost	Fes Structure		Surplus Generated
		Percentage			Domestic	Foreign	
Business of Entertainment – On the lines of MBA in entertainment	13992000	1.3	18189600.0	606320.0	454740.0	909480.0	4197600.0
Advertising Film Making	11201200	1.3	14561560.0	970770.7	728078.0	1456156.0	3360360.0
Communication theory and Journalism for TV and Other media	10827200	1.3	14075360.0	938357.3	703768.0	1407536.0	3248160.0
Preservation and Restoration of Films	6047600	1.3	7861880.0	524125.3	393094.0	786188.0	1814280.0