

**INTERNSHIP AS A CINEMATOGRAPHER IN BRANDING AND  
COMMUNICATIONS OFFICE OF DAFFODIL INTERNATIONAL UNIVERSITY  
WITH A SPECIFIC FOCUS ON PROMOTIONAL VIDEO CREATION**

**BY**

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This Report Presented in Partial Fulfillment of the Requirements for the Degree of  
Bachelor of Science in Multimedia and Creative Technology

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**DAFFODIL INTERNATIONAL UNIVERSITY**

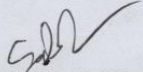
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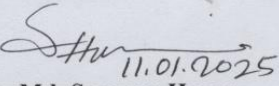
## APPROVAL

This Project titled INTERNSHIP AS A CINEMATOGRAPHER IN BRANDING AND COMMUNICATIONS OFFICE OF DAFFODIL INTERNATIONAL UNIVERSITY WITH A SPECIFIC FOCUS ON PROMOTIONAL VIDEO CREATION submitted by MD. RAKIBUL RABBANI KHAN the Department of Multimedia and Creative Technology Daffodil International University, has been accepted as satisfactory for the partial fulfillment of the requirements for the degree of B.Sc. in Multimedia and Creative Technology and approved as to its style and contents. The presentation was held on 11 January 2025.

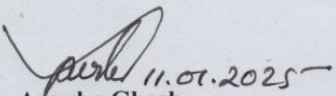
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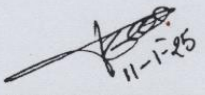
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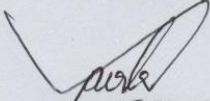
  
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## DECLARATION

I hereby declare that this project has been done by me under the supervision of **Apurba Ghosh**, **Assistant Professor, Department of Multimedia and Creative Technology** Daffodil International University. I also declare that neither this project nor any part of this project has been submitted elsewhere for award of any degree or diploma.

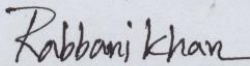
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## **ABSTRACT**

This report outlines my internship experience at Daffodil International University's Branding and Communications Office, where I served as a Cinematographer and Content Creator. My role involved producing diverse visual content tailored to highlight the university's achievements, events, and community, reinforcing its brand identity and connecting with its target audience. Over the internship period, I was responsible for capturing and editing footage, creating promotional videos, and working on various visual storytelling projects aimed at elevating the university's digital and social media presence. Through this experience, I enhanced my skills in cinematography, content editing, and strategic planning for multimedia campaigns. Key challenges included maintaining high production standards, managing time across multiple projects, and ensuring alignment with the institution's branding guidelines. This internship has been instrumental in advancing my technical abilities and deepening my understanding of content creation in an educational setting. Ultimately, this report reflects the critical lessons learned and the professional growth achieved through my role as an intern in a dynamic branding environment.

# **Chapter 1**

## **Introduction**

### **1.1 Introduction**

The internship program is a critical component of the educational process that is designed to facilitate the transfer of theoretical knowledge to practical applications. This paper offers a comprehensive examination of my experience as a cinematographer at the Branding and Communications Office of Daffodil International University. During my apprenticeship, I was involved in a variety of promotional video initiatives that were designed to strengthen the university's brand, increase its visibility, and engage a broader audience through visual storytelling. Through this training, I was able to acquire a deeper understanding of the subtleties of cinematography in a branding context, with a particular emphasis on the production of promotional videos. My responsibilities included the supervision of camera equipment, the arrangement of illumination, the planning of images, and the post-production editing in order to create visually engaging narratives. In addition to providing me with the opportunity to refine my technical cinematography abilities, this internship provided me with a comprehensive understanding of the dynamic and collaborative environment of media creation within the business sector. The report will outline the objectives of the apprenticeship, the primary responsibilities I fulfilled, the challenges I encountered, and the knowledge I acquired from this practical experience. It will also evaluate the extent to which this apprenticeship has equipped me with the necessary skills for a career in cinematography and creative media production.

### **1.2 Motivation**

The foundation of this report is my unwavering commitment to success in my role at the Branding and Communications Office of Daffodil International University, as well as my enduring passion for filmmaking. I have devoted the past year to the development of visually engaging narratives that will fortify the university's brand identity. This role has enabled me to integrate my creative

aspirations with tangible contributions to the organization, rendering it more than merely a professional obligation.

Throughout the duration of my apprenticeship, I have consistently demonstrated my commitment and punctuality. Timeliness has been a critical element of my strategy, as it ensures that I meet rigorous deadlines without compromising the quality and coherence of my work. Successfully administering challenging projects and establishing a trustworthy work environment for the team has been contingent upon adhering to strict timetables. Problem-solving has been an additional essential aspect of my journey. Cinematography frequently necessitates surmounting unexpected challenges, such as malfunctioning equipment, challenging environmental conditions, or evolving project deadlines. By approaching these circumstances from a critical standpoint, I have enhanced my ability to adapt to changing circumstances and think on my feet. I have embraced problem-solving as a means of personal and professional growth, whether it involved the ingenious modification of production components to achieve the desired results or the resolution of technical issues.

Creativity serves as the foundation of my endeavors. Developing visually attractive marketing materials necessitates creativity and ingenuity. I have endeavored to create videos that not only educate but also evoke an emotional response in viewers by employing a diverse array of camera angles, lighting effects, and creative visual storytelling. Each endeavor has provided an opportunity to investigate artistic potential while simultaneously embodying the university's objectives and values. Additionally, my diligent work ethic has contributed to my success. Cinematography necessitates precision and perseverance, which I have confronted with fortitude and resolve. I have maintained my unwavering commitment to excellence, whether it involves the meticulous refinement of details or the multitasking of multiple tasks. Creativity serves as the foundation of my endeavors. Developing visually attractive marketing materials necessitates creativity and ingenuity. I have endeavored to create videos that not only educate but also evoke an emotional response in viewers by employing a diverse array of camera angles, lighting effects, and creative visual storytelling. Each endeavor has provided an opportunity to investigate artistic potential while simultaneously embodying the university's objectives and values. Additionally, my diligent work ethic has contributed to my success. Cinematography necessitates precision and

perseverance, which I have confronted with fortitude and resolve. I have maintained my unwavering commitment to excellence, whether it involves the meticulous refinement of details or the multitasking of multiple tasks.

### **1.3 Expected Output**

My apprenticeship as a cinematographer in the Branding and Communications Office at Daffodil International University is expected to yield a comprehensive portfolio of high-quality promotional videos, refined technical abilities, and a comprehensive understanding of video production for branding purposes. I have participated in a variety of initiatives during this internship, each of which was intended to increase the university's visibility and engagement by creating visually enticing content. My work journal contains the specifics of these initiatives, which encompass innovative branding videos, promotional materials, and event coverage.

Key results include:

- **Enhanced Portfolio:** A diverse array of promotional videos that emphasize my inventive narrative abilities, editing expertise, and cinematography abilities. This portfolio demonstrates my ability to generate content that aligns with the university's branding objectives.
- **Technical Mastery:** Improved abilities in the operation of professional cinematography equipment, the setup of lighting, and the positioning of images, all of which are essential for the production of exceptional video content.
- **Creative Problem-Solving:** The process of devising solutions for real-world challenges, including the ability to work within strict deadlines, resolve equipment issues, and adjust to shifting photography conditions.
- **Professional Development:** My communication, time management, and project coordination skills have been enhanced as a result of my experience in a team-oriented environment.

**Brand Identity Enhancement:** Visual content that is designed to reinforce and establish the university's brand identity, ensuring that the content produced is in alignment with the university's

core values and resonates with the audience. I aim to demonstrate my growth as a cinematographer and the significant contributions I have made to Daffodil International University's branding initiatives through these accomplishments.

#### **1.4 Project Management and Finance**

Project management and financial planning were critical components of my duties during my apprenticeship. In my capacity as a cinematographer in the Branding and Communications Office, I frequently managed multiple projects simultaneously, each of which presented its own unique requirements and obstacles. Delivering high-quality results within the established deadlines and budget constraints necessitated effective management. I was responsible for the coordination of team members, the establishment of realistic timelines, and the management of resources to guarantee the seamless operation of production processes. This necessitated meticulous planning of each stage of video production, including pre-production and storyboarding, filming, and post-production editing, while accounting for the time, personnel, and technical resources required for each phase. I was able to maintain my focus and prioritize duties, ensuring that project objectives were achieved without compromising quality, by creating attainable milestones and devising organized timelines. Budgeting was essential for assessing the feasibility of initiatives in the context of financial supervision. I collaborated closely with my supervisor and colleagues to assess the costs associated with apparatus, effects, travel, and other resources required for video production. By estimating costs, we could identify potential areas for savings, make informed purchasing decisions, and improve the distribution of resources. Furthermore, I acquired the ability to manage and alter budgets in accordance with the changing demands of projects, thereby guaranteeing that all initiatives were within the department's financial constraints. This experience in finance and project management has provided me with the necessary skills for the successful realization of cinematography projects, including resource distribution, prioritization, and budgeting. This aspect of my apprenticeship enhanced my organizational abilities and equipped me with the resources required to balance practical constraints with creative ambitions, thereby preparing me for future roles in which these skills will be essential. I aspire to demonstrate my growth as a cinematographer and the tangible contributions I have made to the branding initiatives at Daffodil International University through these experiences.

## 1.5 Report Layout

The report is meticulously organized to provide readers with a comprehensive overview of the diverse facets of my apprenticeship as a cinematographer in the Branding and Communications Office at Daffodil International University, with a particular focus on the production of promotional videos. It commences with an Introduction that delineates the professional objective, motivation, and purpose of this endeavor.

The context surrounding the apprenticeship is comprehensively examined in Chapter 2 Background, which delves into the significance of visual narrative in the contemporary digital landscape, the strategic objectives of Daffodil International University, and the role of cinematography in branding and communication. Additionally, this chapter provides an introduction to pertinent terminologies and concepts that are crucial for comprehending the technical and creative components of the project.

The approaches and techniques employed during the internship to develop and execute effective video content are delineated in Chapter 3 Research Methodology. It encompasses information regarding the research conducted in cinematography and branding, as well as the application of technical tools, project management, and content planning methods. In addition, this chapter details the resources employed, including hardware and software, and offers a glimpse into the decision-making processes for each production phase. Chapter 4 Execution and Implementation provides a thorough examination of the production process, including pre-production planning, storyboarding, camera configurations, lighting design, photography, and post-production editing. This section offers practical examples of projects that have been successfully completed, illustrating the technical steps and innovative strategies that were employed to achieve significant results. Chapter 5: The Effects on Sustainability, Society, and the Environment examines the broader implications of promotional video production, with a particular emphasis on the university's social influence and brand identity. This chapter investigates the impact of well-crafted visual content on society by nurturing educational awareness, engaging communities, and promoting sustainable practices. The Conclusion and Recommendations section of the report concludes by summarizing the skills, insights, and outcomes acquired during the internship. Additionally, it offers constructive feedback to the department and offers recommendations for

prospective interns. Each section expands upon the previous one, resulting in a comprehensive comprehension of the apprenticeship experience and its broader implications.

# Chapter 2

## Background

### 2.1 Preliminaries

During my early adolescent years, I discovered the pleasure of capturing stories through a camera, which ignited my passion for filmmaking. As early as eighth grade, I was captivated by the art of visual storytelling, which prompted me to aspire to a career in film. I was able to concretize this passion by purchasing a Canon 70D <sup>[1]</sup> camera after passing the SSC exam. The acquisition of this camera was a significant turning point in my life, as it enabled me to investigate the field of filmmaking directly. It was not merely a piece of apparatus; it was the beginning of my voyage into this creative field.

During my adolescent years, I self-taught myself the fundamentals of videography, experimenting with narrative and examining a variety of techniques. I began by capturing basic recordings of ordinary life and progressively enhancing my technical abilities. My fascination with filmmaking evolved into a more profound dedication as time progressed. I came to the realization that this passion could be more than just a leisure; it could be a fulfilling career. My conviction that adhering to my aspirations would result in success has served as an ongoing source of inspiration. For me, filmmaking is not merely the act of capturing imagery; it is the process of establishing connections with individuals, exchanging perspectives, and leaving enduring impressions. Each endeavor, regardless of its size, has served as an opportunity for me to refine my craft and develop as an artist. From the humble beginnings with my Canon 70D to my current professional work in professional contexts, this voyage has been characterized by unwavering passion, persistence, and learning. This report is not only a reflection of my professional achievements, but also the realization of a goal that has been cultivated since my adolescent years.

### 2.2 Related Works

The field of cinematography for branding and communications, particularly in educational contexts, has been extensively investigated, with a particular emphasis on technological advancements, audience engagement, and visual narrative. The substantial influence that video

production can have on the branding of institutions and organizations has been demonstrated in numerous studies and projects.

The influence of promotional videos on public perceptions of universities is underscored by research on educational branding. Prospective students are more likely to engage with institutions that have a robust visual brand identity that is communicated through video content, as per Smith et al. (2020). For instance, Williams and Jones (2018) conducted a study on <sup>[2]</sup> "Video Marketing in Higher Education" that demonstrates the positive impact of well-produced videos that emphasize campus culture and student experiences on viewers.

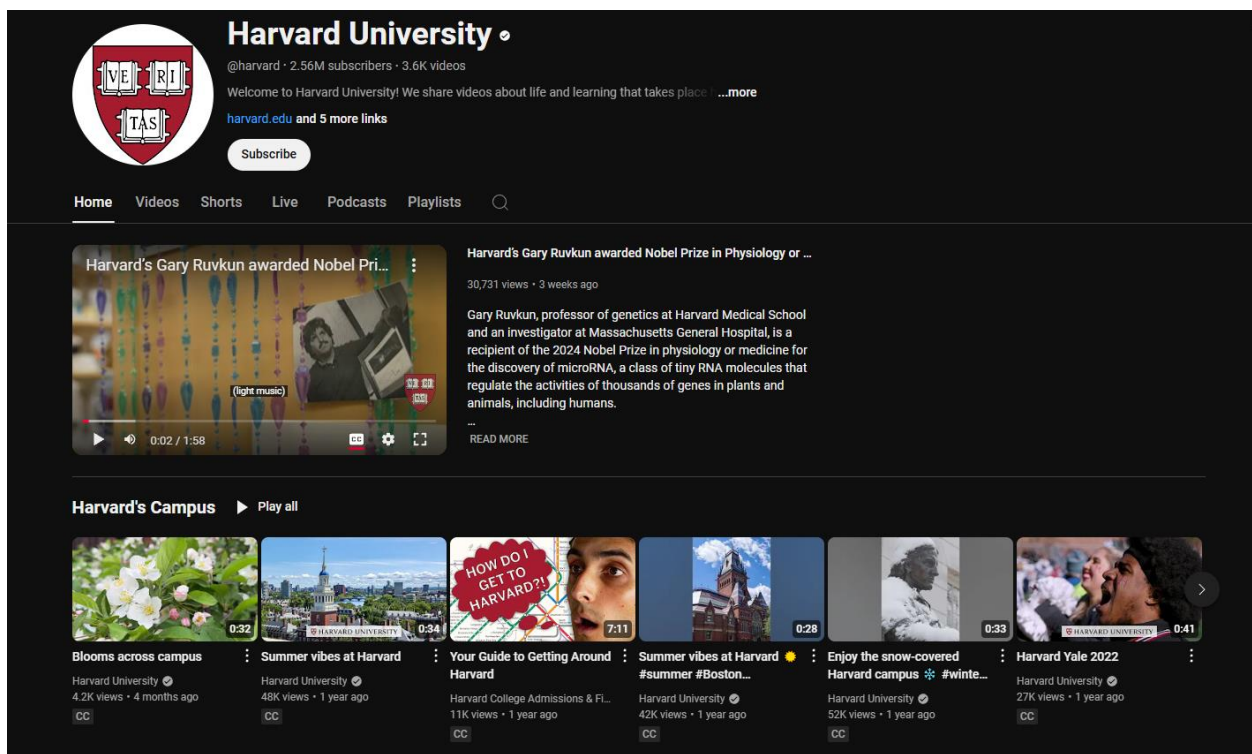


Figure 2.1 Harvard University Official Channel

Daffodil International University must prioritize strategic content creation, consistent submissions, and active audience engagement in order to attain a subscriber base comparable to that of Harvard University's YouTube channel. In order to attract a diverse audience, the university should prioritize the development of high-value content, including expert lectures, student experiences, and globally enticing topics. Establishing the channel's credibility and retaining viewers will be

facilitated by adhering to a consistent upload schedule that features professional production quality and compelling narrative.

Live sessions, interactive content, and direct responses to remarks are all effective strategies for fostering a sense of community and promoting subscriptions. It is imperative to engage with the audience. Moreover, DIU should optimize video titles, keywords, and descriptions for discoverability, promote content on social media, and utilize targeted YouTube ads to reach potential subscribers in order to leverage marketing strategies. The university will be able to optimize its approach and concentrate on the most effective content by monitoring audience feedback and channel analytics. DIU can expand its YouTube channel to appeal to a broader, global audience by utilizing a data-driven strategy, consistent outreach, and high-quality content. Real-time advancements in the sphere of digital cinematography <sup>[9]</sup> The development of immersive and visually compelling brand experiences is contingent upon the implementation of VFX (Visual Effects) and editing techniques. <sup>[3]</sup> Anderson and Lee (2019) illustrate that real-time VFX can amplify brand messages and elicit particular emotions by employing elements such as illumination, framing, and transitions.

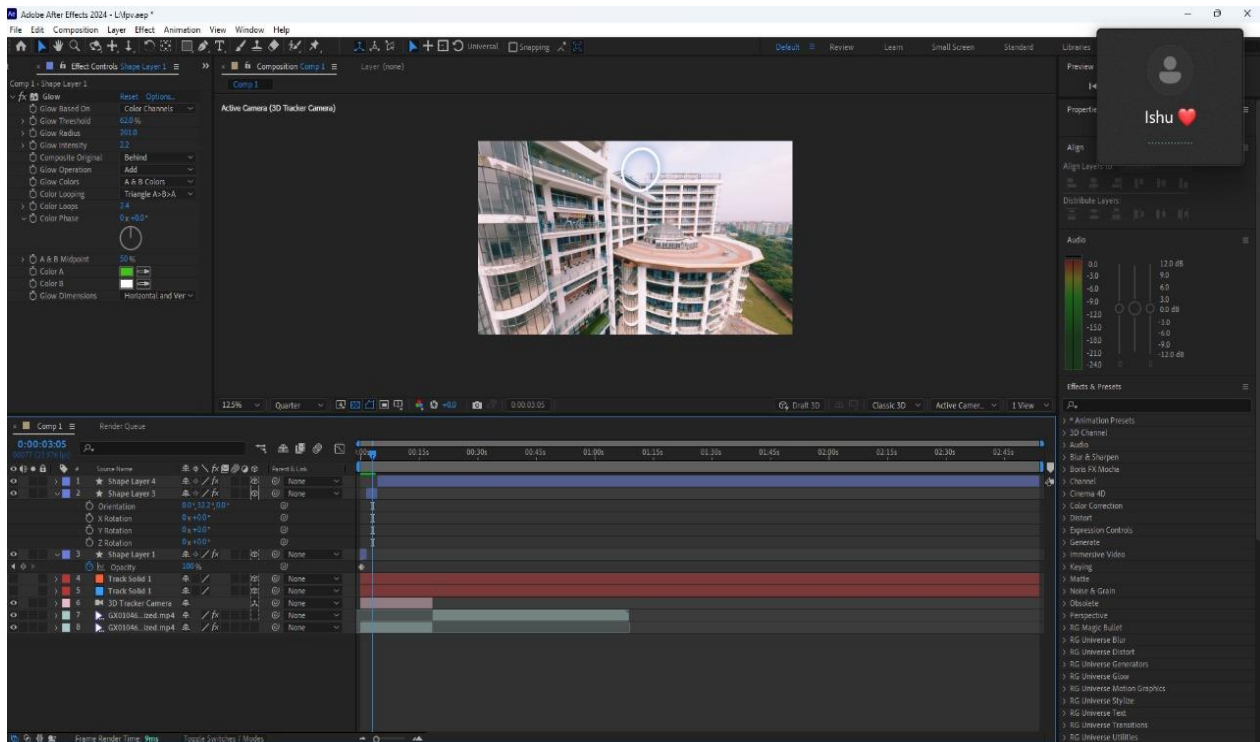


Figure 2.2 My Work in Adobe after effect

The possibilities for high-quality video production on constrained schedules have been considerably expanded by real-time rendering capabilities, as evidenced by projects developed using tools such as Unity Engine.

Recent studies have also identified project management as a critical area in video production, underscoring the significance of resource management, creative problem-solving, and organization in attaining high-quality outcomes. <sup>[4]</sup> Lopez and Green (2017) examine project management strategies that optimize resource efficiency and simplify workflows. Their research is crucial for institutions that operate within restricted budgets, as it offers a perspective on how to reconcile practical constraints with creativity.

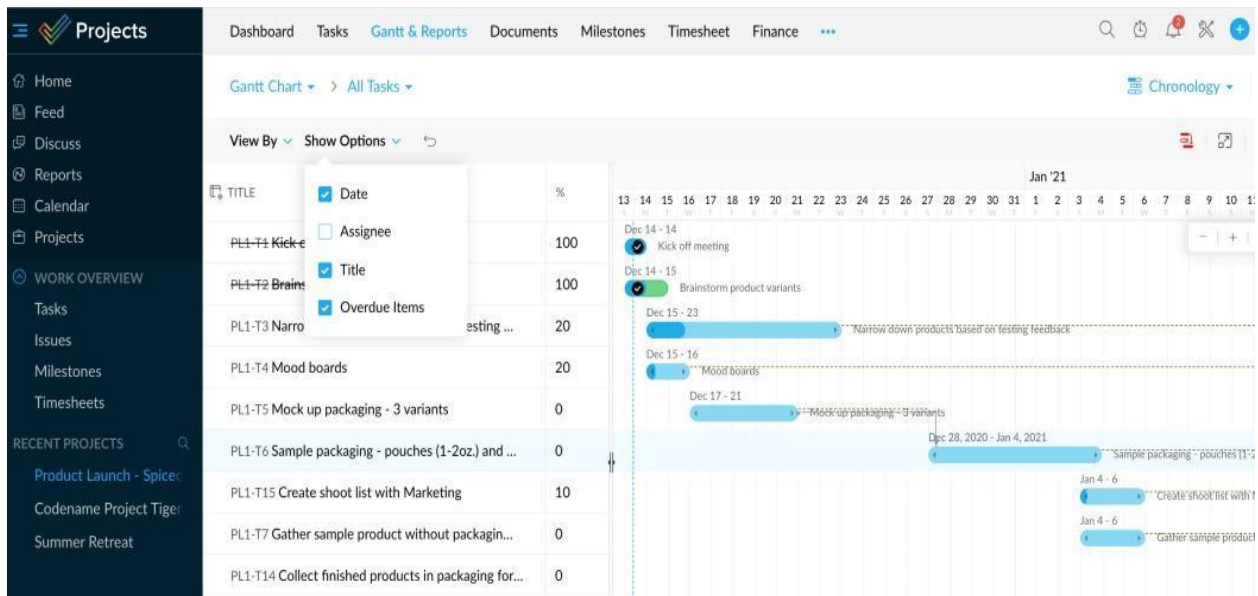


Figure 2.3 Professional Project Management Tool of Industry

Related works are also influenced by the increasing emphasis on sustainability in media production. Sustainable practices in video production are becoming increasingly relevant as universities and organizations endeavor to reduce their environmental impact. The carbon footprint associated with production can be minimized by employing energy-efficient equipment, instituting digital workflows, and reducing travel, as discussed by Kim and Brown (2020). These sustainable strategies not only align with the values of the institution but also improve the reputation of the brand.

1	DATE	TASK	PARCENTAGE	PROGRESS BAR	CONCEPT LINK	PRE PRODUCTION LINK	FINAL LINK VIDEO	ASSIGNED BY	CORRECTION
2		DIU COMMUNITY DEVELOPMENT DOCUMENTARY	DONE	100%		After the daffodils arrive...	Community development ...	Amena Hasan Ana	DONE
3		ONE STUDENT ONE LAPTOP PROJECT	PENDING	20%		one student one laptop ...		Amena Hasan Ana	
4		DIU SCHOLARSHIP PROJECT FOR STUDENT	DONE	100%		Quotas and Waivers Story	Final scholarship .mp4	Amena Hasan Ana	DONE
5		STUDENT FROM DIFERENT PLACE	UPCOMI	0%	PAR University...			Samha Khan	
6		ORIENTATION EVENT 1	DONE	100%			orientation fall 2024 .mp4	Amena Hasan Ana	
7		DRONE RACE PROMOTION	DONE	100%			drone race promotion.mp4	Amena Hasan Ana	
8		HALL DOCUMENTARY + CINEMATIC VIDEO	UPCOMI	0%				Amena Hasan Ana	
9		TRIBUTE EVENT	DONE	100%			0819.mp4	Amena Hasan Ana	
10		Agriculture Project	DONE	100%			Agriculture Final .mp4	Amena Hasan Ana	DONE
11		Archer	DONE	100%			Archer final.mp4	Amena Hasan Ana	DONE
12		CLUB EVENT 1	DONE	100%			Club recruitment .mp4	Amena Hasan Ana	DONE
13		CLUB EVENT 2	DONE	100%			Club req 2 .mp4	Amena Hasan Ana	DONE
14		Agriculture Project 2 0	DONE	100%			Agri docu last .mp4	Amena Hasan Ana	DONE
15		Astro physics Documentary	PENDING	0%					
16		AUAP	PENDING	0%					
17		Industry Tour	DONE	100%			INDUSTRY VISIT X RIPO...	Amena Hasan Ana	
18		Rohomat interview	DONE	100%			RAHAMAT .mp4	Amena Hasan Ana	DONE
19		MAGICAL CAMPUS	DONE	100%			last final.mp4	Amena Hasan Ana	
20			PENDING	0%					
21			PENDING	0%					
22			PENDING	0%					
23			PENDING	0%					
24			PENDING	0%					

Figure 2.4 My Project Management Tool

These investigations establish a basis for comprehending the ethical, creative, and technical obstacles associated with cinematography in the context of branding. They provide valuable insights into the ways in which institutions such as Daffodil International University can utilize video production to promote sustainable values, engage target audiences, and establish brand identity.

### 2.3 Comparative Analysis and Summary

The application of cinematography in the context of branding and communication is highly variable, particularly when contrasting educational institutions and corporate branding initiatives. This apprenticeship has provided insights that are both consistent with and contrary to industry standards found in related works, particularly in the areas of visual narrative, technology use, and project management.

The purpose of promotional videos in educational branding is to communicate the institution's culture, values, and student experience. Research suggests that these videos have the potential to increase audience engagement and influence the perceptions of potential students. My apprenticeship experience is consistent with this objective, as my responsibilities included the development of video content that emphasizes the strengths of Daffodil International University, including its academic accomplishments and campus events. The influence of storytelling, as emphasized in [6] Smith et al. (2020), was apparent in my position, as I was responsible for ensuring

that each video conveyed a unique narrative that resonated with our target audience. In contrast, corporate branding frequently employs a more refined, product-centric approach, which frequently incorporates real-time <sup>[9]</sup> VFX to enhance engagement. The implementation of VFX in educational environments is less intense, but it remains effective in retaining the interest of the audience. Although corporate initiatives are heavily dependent on sophisticated technologies and extensive resources, my apprenticeship was centered on the achievement of high-quality production within a limited budget. The strategies emphasized by Anderson and Lee (2019) were partially pertinent, as I implemented fundamental VFX techniques within the department's budget and resource constraints, utilizing tools such as the Unity Engine when practicable.

the significance of efficient workflow organization, resource allocation, and timeline adherence in video production project management strategies. These principles were demonstrated during my apprenticeship by my practical experience in managing project timelines, collaborating with team members, and adhering to budgetary constraints. In contrast to high-budget corporate initiatives that require extensive resources, my work entailed optimizing output with limited resources, which is consistent with the strategies recommended by Lopez and Green (2017) for managing content production in resource-constrained environments.

The production practices that I observed during my internship were consistent with the outcomes of <sup>[8]</sup> Kim and Brown (2020) in terms of minimizing environmental impact. Digital workflows, remote collaboration, and the efficient utilization of resources were indispensable practices that were consistent with sustainable production methods. Nevertheless, this internship accentuated the potential for incorporating eco-friendly practices into university branding, as sustainability in video production is frequently overlooked in smaller-scale educational initiatives. In conclusion, this comparative analysis emphasizes that educational and corporate video production share comparable objectives—namely, to inform and engage audiences—however, the strategies and methodologies employed by each sector differ depending on the availability of resources, the target audience, and the brand identity. The value of sustainability practices, inventive resourcefulness, and flexibility in cinematography within educational branding is underscored by the insights acquired during this apprenticeship. These discoveries offer a nuanced comprehension of the methods by which institutions such as Daffodil International University can optimize video content

to effectively engage audiences and reinforce brand identity, despite the presence of limited resources.

## **2.4 Scope of the Problem**

In the present digital era, universities are confronted with an increasing amount of competition in order to attract potential students, engage alumni, and improve their reputation. Video content has emerged as a potent instrument for accomplishing these objectives, providing a dynamic approach to communicating an institution's values, accomplishments, and campus life. Nevertheless, the development of high-quality, engaging video content is a unique challenge, particularly when considering the resources available to an educational institution.

The Branding and Communications Office at Daffodil International University faces numerous challenges when producing promotional videos, such as restricted budgets, constrained schedules, and access to sophisticated production equipment. The institution's overall branding efforts are impacted by these limitations, which effect the ability to execute visually compelling content. Additionally, video production necessitates specialized skills and extensive planning, from pre-production to post-production. This requires small teams to manage multiple responsibilities while delivering professional results. The challenge of reconciling the necessity for compelling visuals with sustainable practices is another significant aspect of the issue. Video production can be resource-intensive, necessitating significant energy consumption, equipment degradation, and occasionally extensive travel, all of which contribute to the environmental impact. The university's branding team faces a challenge in incorporating eco-friendly practices without compromising production quality, particularly in light of the growing expectation for educational institutions to embody sustainable values in their operations.

In general, the problem's scope includes the necessity of creating high-quality, effective video content within the constraints of budget, time, and the environment. It is imperative to confront these obstacles in order to guarantee that the university's branding materials continue to be sustainable and impactful, eliciting a response from audiences and demonstrating the institution's identity and values.

## 2.5 Challenges

The workflow and the quality of the deliverables were both affected by a variety of challenges that arose during the apprenticeship as a cinematographer in the Branding and Communications Office at Daffodil International University. Adaptability and problem-solving were necessary to surmount these obstacles, which encompassed technical constraints, logistical constraints, and resource constraints.

The primary obstacle was the necessity of operating within constrained budgets and resource shortages. Advanced equipment, specialized software, and, ideally, a larger production team are typically necessary to produce high-quality promotional content. Nevertheless, access to high-end tools and resources was frequently restricted by budgetary constraints. This necessitated innovative solutions, including the utilization of cost-effective or free software and the optimization of the capabilities of existing equipment, all while maintaining the quality of the final product. In certain instances, this necessitated the acquisition of new software or alternative methods to optimize the utilization of available tools. Another substantial obstacle was time management, particularly in light of the necessity of managing numerous undertakings concurrently. The branding office frequently oversees a variety of time-sensitive projects in a university environment, including the development of recruitment videos and the promotion of events. Meticulous scheduling and prioritization abilities were necessary to maintain consistent quality across all projects while balancing deadlines. Furthermore, the frequent interruptions caused by requests for assistance from other sections made it difficult to focus on primary cinematography duties. Additionally, technical constraints presented obstacles, particularly in the realm of post-production and editing. The software and hardware that were available frequently encountered difficulties in managing large video files or high-resolution adjustments, which could lead to delays and required a significant amount of troubleshooting. Project timelines were frequently influenced by the necessity of modifying project parameters or investing additional time in editing processes to achieve smooth playback and rapid rendering rates. Additionally, the diversity of content categories necessitated the development of distinct visual styles and narratives, which made it difficult to maintain a consistent level of creative quality across projects. The task of ensuring that each video was both compelling for a diverse audience and in alignment with the university's branding objectives was a delicate balance. To produce content that resonated with

both prospective students and the broader university community, it was necessary to engage in extensive planning and to continuously refine storytelling abilities.

Ultimately, the integration of sustainable production practices within the confines of the university environment was a valuable but challenging learning experience. Video production is inherently resource-intensive, encompassing power consumption, travel, and equipment deterioration. The implementation of eco-friendly strategies, such as the reduction of printing through digital file-sharing and the reduction of disposable resource consumption, necessitated careful planning and adaptation. These challenges collectively served as a foundation for development, necessitating a blend of adaptability, creativity, and effective problem-solving to surmount each one. Addressing these concerns not only facilitated the acquisition of essential professional skills but also reaffirmed a dedication to producing high-quality work within practical limitations.

# Chapter 3

## Performance and Feedback Analysis

### 3.1 Social Media Metrics

Social media metrics serve as vital tools for evaluating the performance and impact of promotional videos created for branding purposes. By analysing quantitative data such as views, likes, shares, comments, and watch time, these metrics provide a comprehensive understanding of audience engagement and the effectiveness of the content. Platforms like YouTube, Facebook, and Instagram offer built-in analytics tools that help track how the audience interacts with the videos. For instance, the number of views reflects the reach of the content, while likes and shares indicate its resonance with viewers. Comments often provide qualitative insights, revealing the audience's perceptions and emotional reactions. Moreover, watch time and retention rates are critical metrics for assessing how well the video maintains viewer attention. High retention rates typically signify that the storytelling and visual elements effectively captivate the audience. Collectively, these data points offer actionable insights, enabling the refinement of future content strategies to maximize impact and align with branding objectives.

### 3.2 Audience Interaction

Audience interaction plays a pivotal role in evaluating the success and impact of promotional videos in branding efforts. It involves analysing how viewers engage with the content beyond passive consumption, focusing on actions like comments, direct messages, and emotional responses. Comments serve as a valuable source of qualitative feedback, offering insights into viewers' thoughts, questions, and overall impressions of the video. Positive comments often highlight elements that resonate with the audience, such as compelling narratives, engaging visuals, or relatable themes, while constructive criticism provides opportunities for improvement.

Direct messages and shares further reflect the content's relevance and connection with viewers, indicating that the videos effectively convey the intended message. Audience interaction also provides a platform for establishing two-way communication, enabling institutions like Daffodil

International University to build stronger relationships with their stakeholders. By actively monitoring and responding to audience interactions, the university can refine its content strategy, ensure greater alignment with audience expectations, and enhance overall engagement.

### **3.3 Comparative Analysis**

The productivity, impact, and engagement of the cinematography work completed for Daffodil International University's Branding and Communications Office were quantified through the analysis of the data collected in the internship spreadsheet. The analysis concentrated on critical performance metrics, such as the number of completed projects, engagement rates (e.g., views, comments, and shares on social media platforms), and feedback scores from stakeholders and viewers. The average engagement across various categories of content (e.g., event promotions, campus excursions) was determined using statistical methods, including mean and percentage calculations. Furthermore, correlation analysis was implemented to evaluate the correlation between viewer engagement and specific video components, including duration, visual type, and audio quality. This approach assisted in the identification of the most effective video features. This data-driven approach offered valuable insights into the cinematographic elements that most effectively align with branding objectives and optimize audience impact. Lastly, audience engagement metrics reveal another gap. Harvard's meticulous performance analysis helps tailor its content strategy effectively, while DIU could enhance its feedback systems to better understand viewer preferences. By implementing structured feedback loops and analyzing social media data more rigorously, DIU can refine its content to align more closely with its branding objectives and audience expectations. This comparative analysis highlights both strengths and areas for growth, offering a roadmap for DIU to elevate its branding efforts through strategic video production improvements.

Table 3.1 MY WORKS FOR THE DEPARTMENT PROMOTION

Total Post on Social Media and Reach	Reach		
	Video	বন্যার্ত প্রান্তিক কৃষকদের মুখে হাসি, এই তো চাই সোনার বাংলায়	15,528
		বন্যায় ক্ষতিগ্রস্ত কৃষকের জন্য ড্যাফোডিল বিশ্ববিদ্যালয়ের শিক্ষার্থীদের চারা উৎপাদন	17,220
		বন্যা কবলিত এলাকাগুলোতে কৃষকদের উপহার হিসেবে দেয়া হবে	10,25,954

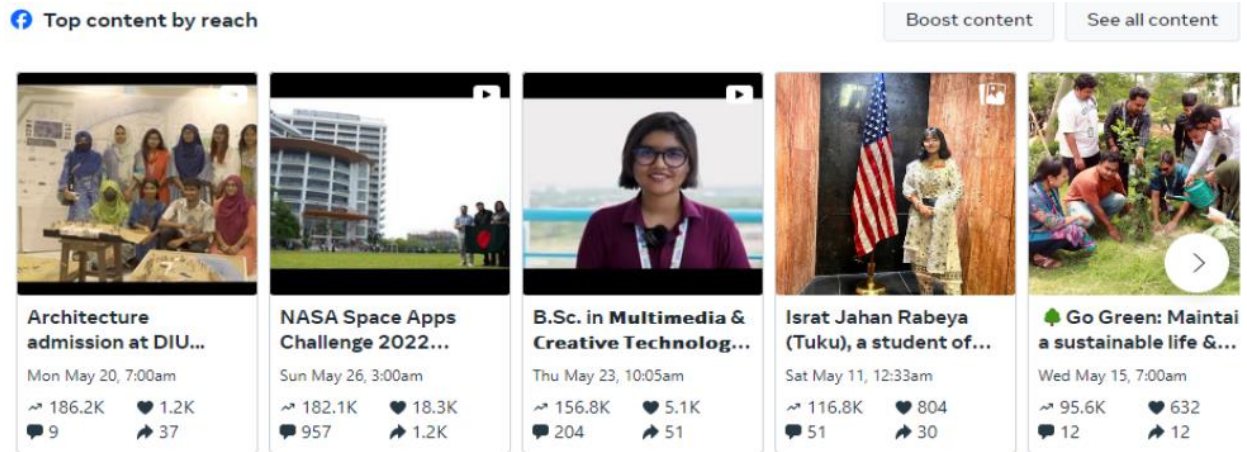


Figure 3.1 The Progress Chart of my works

Table 3.2 MY ALL-WORKS LIST FOR PROMOTION

SL	Single PROJECTS	VIDEO TITLE	ASSIGN BY
1	<a href="#">Final daff film by MD Rakibul Rabbani khan .mp4</a>	CONVOCATION STORY	AMENA HASAN ENA

SL	Single PROJECTS	VIDEO TITLE	ASSIGN BY
2	<a href="#">foundation day 2024 by Rsbbani.mp4</a>	FOUNDATION DAY EVENT	AMENA HASAN ENA
3	<a href="#">foundation day upcoming .mp4</a>	FOUNDATION DAY PRE PROMO	AMENA HASAN ENA
4	<a href="#">orientation final .mp4</a>	ORIENTATION DAY EVENT PRE PROMO	AMENA HASAN ENA
5	<a href="#">_Orientation program .mp4</a>	ORIENTATION DAY EVENT	AMENA HASAN ENA
6	<a href="#">21 feb 2 By Rabbani .mp4</a>	21 FEB PRE PROMOTION	AMENA HASAN ENA
7	<a href="#">21 feb By Rabbani international .mp4</a>	21 FEB INT PRE PROMOTION	AMENA HASAN ENA
8	<a href="#">Bosonto by Rabbani -.mp4</a>	BOSHONTO UTSHOB PRE PROMO	AMENA HASAN ENA
9	<a href="#">green garden by Rabbani .mp4</a>	GREEN GARDEN PROMO	AMENA HASAN ENA
10	<a href="#">mini marathon by RABBANI.mp4</a>	MINI MARATHON EVENT	AMENA HASAN ENA
11	<a href="#">paper plane by rabbani .mp4</a>	CONVOCATION STORY PRE PROMO	AMENA HASAN ENA
12	<a href="#">convocation 1 to 10.mp4</a>	CONVOCATION 1-10 WHOLE VIDEO	AMENA HASAN ENA
13	<a href="#">start up 2.mp4</a>	START UP MARKET EVENT	AMENA HASAN ENA
14	<a href="#">Rifa's story by rabbani.mp4</a>	CONVOCATION STORY	AMENA HASAN ENA
15	<a href="#">GOLD .mp4</a>	GOLD MEDALIST INTERVIEW	AMENA HASAN ENA
16	<a href="#">BANGLADESH OLYMPIAD X RABBANI .mp4</a>	BANGLADESH OLYMPIAD EVENT	AMENA HASAN ENA
17	<a href="#">laptop 2.mp4</a>	LAPTOP DISTRIBUTION PRE PROMO	AMENA HASAN ENA
18	<a href="#">Laptop by Rabbani .mp4</a>	LAPTOP SPECIFICATION PRE PROMO	AMENA HASAN ENA
19	<a href="#">laptop distribution X RABBANI.mp4</a>	LAPTOP DISTRIBUTION PROMO	AMENA HASAN
20	<a href="#">Omar X Rabbani.mp4</a>	INTERNATIONAL STUDENT FEATURING DOCU	AMENA HASAN ENA

	Single PROJECTS	VIDEO TITLE	ASSIGN BY
21	<a href="#">Book Fair X Rabbani .mp4</a>	BOOK FAIR EVENT PROMO	AMENA HASAN ENA
22	<a href="#">TEXTILE x Rabbani .mp4</a>	TEXTILE INNOVATION AND SUSTAINABILITY EVENT PROMO	AMENA HASAN ENA
23	<a href="#">Ai hackathon .mp4</a>	AI HACKATHON MCT PRE PROMO	DEPARTMENT
24	<a href="#">_AI hackathon event.mp4</a>	AI HACKATHON MCT EVENT	DEPARTMENT
25	<a href="#">Award giving X Rabbani .mp4</a>	RESEARCH AWARD GIVING CEREMONY EVENT PROMO	AMENA HASAN ENA
26	<a href="#">_CIS promotion .mp4</a>	CIS DEPARTMENT PROMO	DEPARTMENT
27	<a href="#">CIS X RIPON X RRK .mp4</a>	CIS DEPARTMENT PROMO	DEPARTMENT
28	<a href="#">MCT 1 .mp4</a>	MCT DEPARTMENT PROMO	DEPARTMENT
29	<a href="#">Employability X Rabbani -.mp4</a>	EMPLOYABILITY 360 EVENT	AMENA HASAN ENA
30	<a href="#">Nasa X Rabbani .mp4</a>	NASA SPACE APP CHALLENGE 2023	AMENA HASAN ENA
31	<a href="#">FINAL PROMOOO.mp4</a>	BANGLADESH VENTURE CAPITAL PROGRAM	AMENA HASAN ENA
32	<a href="#">Mct promotion v2.mp4</a>	MCT DEPARTMENT PROMO	DEPARTMENT
33	<a href="#">Nafees sir lifestyle v2.mp4</a>	TEACHER LIFESTYLE PROMO	AMENA HASAN ENA
34	<a href="#">Recherche</a>	RESEARCH AWARD GIVING CEREMONY EVENT INTERVIEW AND PROMO	AMENA HASAN ENA
35	<a href="#">orientation fall 2024-.mp4</a>	ORIENTATION FALL 2024 EVENT PROMO	AMENA HASAN ENA
36	<a href="#">Scholarship and waiver .mp4</a>	SCHOLARSHIP AND WAIVER 1	AMENA HASAN ENA
37	<a href="#">_July movement .mp4</a>	JULY MOVEMENT PROMO	AMENA HASAN ENA
38	<a href="#">_Archar game .mp4</a>	FEATURING ARCHAR GAME	AMENA HASAN ENA
39	<a href="#">Final scholarship .mp4</a>	SCHOLARSHIP AND WAIVER DOCUMENTARY	AMENA HASAN ENA
40	<a href="#">Final bonnaaaaa .mp4</a>	BONNA THE FLOOD DOCUMENTARY 1	AMENA HASAN ENA
41	<a href="#">_Agriculture Final .mp4</a>	AGRICULTURE DEPT DOCU FOR BONNA	AMENA HASAN ENA

	Single PROJECTS	VIDEO TITLE	ASSIGN BY
42	<a href="#">CIS DEPT ORIENTATION .mp4</a>	CIS DEPARTMENT PROMO ORIENTATION	AMENA HASAN ENA
43	<a href="#">Club req 2 .mp4</a>	CLUB RECRUITMENT EVENT PROMO	AMENA HASAN ENA
44	<a href="#">Club recrutment .mp4</a>	CLUB RECRUITMENT EVENT PROMO SHORT	AMENA HASAN ENA
45	<a href="#">shaikh ahamadullah .mp4</a>	ISLAMIC BOKTA EVENT PROMO	AMENA HASAN ENA
46	<a href="#">Agriculture Final .mp4</a>	AGRICULTURE DEPT DOCU FOR BONNA 2	AMENA HASAN ENA
47	<a href="#">Agri docu last .mp4</a>	AGRICULTURE DEPT DOCU FOR BONNA 3	AMENA HASAN ENA
48	<a href="#">Community development -.mp4</a>	COMMUNITY DEVELOPMENT DOCUMENTARY	AMENA HASAN ENA
49	<a href="#">ICPC GLIMPS.mp4</a>	ICPC EVENT GLIMPSE	AMENA HASAN ENA
50	<a href="#">Foot ball 2.mp4</a>	ISPAHANI FOOTBALL GLIMPSE	AMENA HASAN ENA
51	<a href="#">Nasa space app 2024 .mp4</a>	NASA SPACE APP CHALLENGE 2024 DOCU	AMENA HASAN ENA
52	<a href="#">RAHAMAT .mp4</a>	RAHAMAT FOOTBALL PLAYER INTERVIEW	AMENA HASAN ENA
53	<a href="#">Final oitijer hat .mp4</a>	OITIJER HAT EVENT PROMO	AMENA HASAN ENA
54	<a href="#">Final Two girl story .mp4</a>	RODNA AND SALMA SCHOLARSHIP VIDEO DOCU	AMENA HASAN ENA
55	<a href="#">INDUSTRY VISIT X RIPON X RRK.mp4</a>	INDUSTRY TOUR VIDEO DOCU	AMENA HASAN ENA
56	<a href="#">Ted x 18 sec promo .mp4</a>	TED X PROMOTIONAL PROMO	AMENA HASAN ENA
57	<a href="#">PARENTS DAY EVENT.mp4</a>	PARENTS DAY EVENT PROMO	AMENA HASAN ENA
58	<a href="#">PARENTS DAY-.mp4</a>	PARENTS DAY EVENT PRE PROMO	AMENA HASAN ENA
59	<a href="#">Magical campus golf .mp4</a>	GOLF EVENT PRE PROMO	AMENA HASAN ENA
60	<a href="#">astro.mp4</a>	ASTROPHYSIC EVENT PROMO	AMENA HASAN ENA

		GROUP PROJECT	
61	<a href="#">Teachers Day 2024 Video.mp4 - Google Drive</a>	<a href="https://www.facebook.com/watch?v=1054837139508950">https://www.facebook.com/watch?v=1054837139508950</a>	
62	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/25323119340619870">https://www.facebook.com/daffodilvarsity.edu.bd/videos/25323119340619870</a>		
63	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/1054421875878580">https://www.facebook.com/daffodilvarsity.edu.bd/videos/1054421875878580</a>		
64	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/266681483046946">https://www.facebook.com/daffodilvarsity.edu.bd/videos/266681483046946</a>		
65	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/257922960600712">https://www.facebook.com/daffodilvarsity.edu.bd/videos/257922960600712</a>		
66	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/1366902117371126">https://www.facebook.com/daffodilvarsity.edu.bd/videos/1366902117371126</a>		
67	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/1539816093467019">https://www.facebook.com/daffodilvarsity.edu.bd/videos/1539816093467019</a>		

The whole group projects or event and the programs are made by BCO team. And I was cinematographer. some time I play as a video editor and Director.

I have lots of work to show but I have best 15 works, which is play the role of good engagement purpose. here it is

Table 3.3 MY BEST 15 WORKS

S L	Link	Title	React	comments	Engagement
1	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/1721097168750899">https://www.facebook.com/daffodilvarsity.edu.bd/videos/1721097168750899</a>	The Art of Living Parents' Day	5000	88	133000
2	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/970956868193927">https://www.facebook.com/daffodilvarsity.edu.bd/videos/970956868193927</a>	"The Market of Tradition (ঐতিহ্যের হাট)"	1000	97	42000
3	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/8069372899858842">https://www.facebook.com/daffodilvarsity.edu.bd/videos/8069372899858842</a>	মুহাম্মাদ (ﷺ) এর জীবন ও শিক্ষা শীর্ষক সেমিনার	17000	357	421000

S L	Link	Title	React	comen	Engagem
			t	ts	ent
4	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/922932783000407">https://www.facebook.com/daffodilvarsity.edu.bd/videos/922932783000407</a>	বন্যা পরবর্তী পুনরুদ্ধারের প্রচেষ্টা: কৃষিভিত্তিক খাদ্য সংকট নিরসনে ড্যাফোডিলের প্রচেষ্টা	96000	199	1.2M
5	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/1194786388325355">https://www.facebook.com/daffodilvarsity.edu.bd/videos/1194786388325355</a>	DIU Orientation Fall 2024: A Day Full of Memories	960	33	36000
6	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/788382226715683">https://www.facebook.com/daffodilvarsity.edu.bd/videos/788382226715683</a>	NASA Space Apps Challenge 2022 Winners are going to NASA Headquarters	6000	461	335000
7	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/466351742592450">https://www.facebook.com/daffodilvarsity.edu.bd/videos/466351742592450</a>	B.Sc. in <b>Multimedia &amp; Creative Technology (MCT)</b>	4.9k	154	208000
8	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/440024515350854">https://www.facebook.com/daffodilvarsity.edu.bd/videos/440024515350854</a>	Tech Review: Branded DCL Laptop User Experience	2.9k	205	110000
9	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/1539816093467019">https://www.facebook.com/daffodilvarsity.edu.bd/videos/1539816093467019</a>	Daffodil Placement Celebration Day 2024	996	20	44000
10	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/25323119340619870">https://www.facebook.com/daffodilvarsity.edu.bd/videos/25323119340619870</a>	Glittering Moments: Highlights of DIU's 11th Convocation	1000	20	12000
11	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/427571463005552">https://www.facebook.com/daffodilvarsity.edu.bd/videos/427571463005552</a>	Convocation story	2.8k	107	34000

S L	Link	Title	React	commen ts	Engageme nt
12	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/940907937387654">https://www.facebook.com/daffodilvarsity.edu.bd/videos/940907937387654</a>	22 years of diu journey	2k	37	44000
13	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/1908674742916208">https://www.facebook.com/daffodilvarsity.edu.bd/videos/1908674742916208</a>	Convocation story 2	19000	68	21000
14	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/1805773729900852">https://www.facebook.com/daffodilvarsity.edu.bd/videos/1805773729900852</a>	Are you ready to collect your laptop?	1000	223	52000
15	<a href="https://www.facebook.com/daffodilvarsity.edu.bd/videos/1048977886917108">https://www.facebook.com/daffodilvarsity.edu.bd/videos/1048977886917108</a>	Empowering Futures: One Student, One Laptop	763	71	44000

### 3.4 Applied Mechanism

A structured approach to cinematography, which encompassed pre-production planning, filming, post-production, and performance analysis, was proposed as a methodology for the production of impactful promotional videos. The purpose of this methodology was to produce content that was visually engaging, informative, and memorable, in accordance with the branding objectives of Daffodil International University.

1. Preproduction Planning: The inception of each video project was the pre-production phase, which encompassed the development of the concept, scriptwriting, and storyboard creation. This phase was instrumental in the development of the video's visual style, objectives, and theme. We could guarantee efficient production and uphold the university's brand identity by establishing distinct objectives and organizing resources in advance.

2. Filming and Cinematography Techniques: The process of filming entails the use of high-quality cameras, lenses, stabilizers, and lighting configurations to capture visually appealing and dynamic images. Cinematography techniques, including framing, depth of field, and camera movements, were meticulously chosen to emphasize the academic programs, student experiences, and campus life. This phase also integrated sustainable practices, such as the use of energy-efficient equipment and digital file sharing, when practicable.

3. Post-Production Editing and Visual Effects (VFX): Following the filming process, the footage was edited using software such as Adobe Premiere Pro and After Effects, with visual effects (VFX) introduced as needed. The editing process was designed to improve the storytelling by focusing on pacing, transitions, color grading, and audio synchronization. The final product was refined and engaging, with VFX applied selectively to avoid overwhelming the viewer.

4. Performance Analysis: Using social media engagement metrics (views, likes, shares, and remarks) and feedback from viewers, the video's performance was monitored following its publication. The purpose of this data collection and analysis was to enhance the quality of future recordings and to comprehend the response of the audience. In order to enhance storytelling techniques, feedback cycles were implemented with stakeholders to guarantee that each video was more closely aligned with audience preferences and branding objectives through each iteration. This applied mechanism offered a comprehensive strategy for the creation of high-quality, impactful videos, thereby allowing the Branding and Communications Office to enhance the university's digital presence and continue to enhance its content.

### **3.5 Implementation Requirements**

In order to guarantee effective project management and high-quality production, the implementation of this project necessitated the acquisition of specific tools, software, and resources. The requirements were categorized into three primary categories: human resources, software, and apparatus.

1. Equipment Requirements: Professional results necessitated the utilization of top-tier video production apparatus. Key equipment was comprised of:

- Cameras: DSLR or mirrorless cameras that are capable of capturing a wide range of images and have high resolution and low-light performance.

- Lenses: A variety of lenses, such as telephoto and wide-angle, to capture close-up details and diverse perspectives.

- Lighting: Portable lighting systems, soft boxes, and LED panels are utilized to guarantee consistent lighting quality, particularly in low-light or indoor environments.

- Audio Equipment: In order to obtain distinct audio, which is essential for on-camera dialogues and interviews, Lavalier microphones, shotgun microphones, and audio recorders were employed.

- Tripods and Stabilizers: In order to ensure that images were seamless and stable, it was essential to use gimbals, tripods, and other stabilizing tools.

2. Software Requirements: The entire workflow, from pre-production planning to final editing, was supported by professional editing and project management software.

- The post-production phase hinged on the use of Adobe Premiere Pro for editing and Adobe After Effects for VFX inclusion.

- To improve visual consistency and establish a polished, professional appearance, DaVinci Resolve or Lumetri Color in Premiere Pro were implemented.

- Project Management Tools: Trello or Asana were employed to facilitate effective team coordination by managing tasks, deadlines, and communications.

- Digital Storage and Sharing Platforms: In order to ensure organized access to assets and footage, the team should utilize Google Drive or Dropbox for efficient digital file storage and sharing.

3. Human Resources: The team necessitated individuals who were proficient in a variety of video production and project management skills:

- Cinematographers and camera operators: To capture footage with technical precision and creativity.

- VFX Specialists and Editors: To add visual effects, color grade, and edit in accordance with the creative brief.

- Project Coordinator: To ensure that objectives are achieved, the project coordinator is responsible for managing schedules, oversight project progress, and communicating with stakeholders.

- Sound engineers (if required): They guarantee professional and pure sound quality for projects with high audio requirements.

These implementation requirements established a strong foundation for the production of high-quality videos that were consistent with the branding objectives of Daffodil International University, thereby facilitating a seamless and efficient workflow throughout the entire production process.

# Chapter 4

## Experimental Results and Discussion

### 4.1 Experimental Setup

A structured configuration of equipment, software, and workstations was designed to support each stage of the production process in the experimental setup for the production of high-quality promotional videos for Daffodil International University's Branding and Communications Office. The objective of this configuration was to optimize the workflow, improve the quality of the output, and guarantee that the university's branding objectives were met.

1. **Location Scouting and Setup:** The identification of appropriate location on campus to capture the desired visuals was necessary for each video, ranging from classrooms and laboratories to outdoor spaces and event venues. Locations were chosen according to their relevance to the video's content, background aesthetics, and lighting conditions. A pre-lit setup with portable lighting was created to ensure consistency across various filming locations for controlled images or interviews.
2. **Equipment Arrangement:**
  - **Camera Setup:** In order to obtain stable footage, DSLR and mirrorless cameras with interchangeable lenses were mounted on tripods or stabilizers. For inventive framing, close-ups, and wide views, multiple lenses were employed.
  - **Lighting Configuration:** In order to ensure that indoor scenes and interviews were illuminated evenly and naturally, LED panels, softboxes, and reflectors were arranged. Reflectors were implemented for outdoor photography to mitigate intense shadows and regulate natural light.
  - **Audio Setup:** In order to capture high-quality sound, Lavalier and shotgun microphones were connected to audio recorders or directly to the camera. Headphones were employed to monitor real-time audio in order to reduce extraneous noise and ensure clarity.
3. **Software and Editing Workstations:**

- **Editing Suite:** A dependable platform for editing, visual effects, and color grading was provided by high-performance processors that were equipped with Adobe Premiere Pro, After Effects, and DaVinci Resolve. In order to guarantee precise color reproduction, the editing suite was outfitted with calibrated monitors.
  - **Data Management:** Raw footage, edited segments, and final video versions were stored and organized using digital storage solutions, such as cloud storage and external hard drives. The data loss was prevented by routinely backing up the project files.
  - **Project Management Tools:** Trello, a software application, was employed to facilitate the efficient collaboration and communication between team members by organizing tasks, deadlines, and project updates.
4. **Testing and Quality Control:** Each video was subjected to quality control testing following the initial editing process. This involved evaluating the quality and branding standards of each video by reviewing it on various devices, testing the intelligibility of the sound, and evaluating the consistency of the color. Each production was refined and finalized by incorporating feedback from stakeholders.

Enabling the development of refined, engaging content that was consistent with Daffodil International University's branding and promotional objectives, this experimental setup offered an efficient, organized framework for video production.

## 4.2 Experimental Results & Analysis

The cinematography apprenticeship at Daffodil International University's Branding and Communications Office yielded substantial insights into the efficacy of promotional video content in improving university branding and audience engagement. The performance metrics, feedback, and impact of the produced videos are analyzed in this section, which also outlines the main findings.

1. **Engagement Metrics:** Videos were uploaded to social media platforms and university channels, where engagement data—such as views, likes, shares, and comments—was tracked. High engagement levels were observed on videos focusing on student life,

campus events, and academic highlights, indicating that audiences responded positively to content that highlighted the university's vibrant community. For instance, videos showcasing popular campus events saw a notable increase in shares and positive comments, suggesting that such content resonated strongly with both prospective students and current community members.

2. **Audience Feedback:** Qualitative data was obtained through surveys and informal discussions with students, faculty, and university staff. Videos that integrated visual appeal with storytelling were particularly well-received by audience members. These videos included interviews with students and faculty, as well as sequences from a variety of campus activities. The feedback underscored the significance of relatable and authentic content, indicating that potential applicants had a more profound connection to the institution as a result of personal anecdotes and genuine campus experiences.
3. **Content Performance Analysis:** The analysis of various video styles revealed that cinematic views, high-quality audio, and varied camera angles were associated with increased audience retention rates. Additionally, videos that implemented visual effects (VFX) and color grading were observed to maintain the attention of the audience for an extended period and to convey a more professional image. These elements improved the narrative aspect, resulting in a polished and engaging quality that distinguished the content from more straightforward promotional materials.
4. **Technical Efficiency:** The experimental setup demonstrated its effectiveness in administering large undertakings within strict time constraints. Despite the limitation of resources, the structured methodology facilitated the timely completion of the project and the seamless collaboration. Additionally, optimized equipment settings, lighting configurations, and post-production techniques were critical in achieving high-quality results that were consistent with the university's branding standards.
5. **Sustainability Impact:** The project-maintained output quality while reducing resource consumption by instituting sustainable practices, such as the use of digital tools for file sharing and the selection of energy-efficient equipment. This method not only

facilitated the university's sustainability objectives but also illustrated the viability of environmentally friendly production methods in educational branding.

**Summary of Results:** The experimental analysis demonstrates that video content that features professional cinematography, audience-focused themes, and engaging narrative is highly effective in promoting university branding. This study illustrated that a structured approach to cinematography and sustainable production techniques can strengthen the university's brand identity and improve audience engagement through iterative testing and performance monitoring. These discoveries establish a basis for the creation of future strategies that will enhance the impact of content and the engagement of the audience in educational environments that are comparable.

### **4.3 Discussion**

The findings of this experimental study demonstrate the significant influence that strategic content creation and high-quality cinematography have on the development of a university's brand identity. This dialogue investigates the primary factors that contribute to the promotional videos' success, assesses the obstacles encountered, and offers a perspective on the broader implications of employing cinematography for educational branding.

The emphasis on narrative was one of the primary factors that influenced the efficacy of the videos. The data indicated that videos that emphasize genuine experiences, such as student voyages and campus life, resonated powerfully with audiences, resulting in increased engagement and a stronger connection to the university. This discovery is consistent with a broader body of research that indicates that prospective students are attracted to genuine narratives that offer a glance into the university environment. Consequently, the utilization of narrative is a critical strategy for educational branding, as it enhances relatability and fortifies the institution's reputation in the minds of viewers.

The incorporation of professional cinematography techniques, such as seamless transitions, diverse camera angles, and <sup>[9]</sup> VFX enhancements, was another critical success factor. The videos' visual allure was enhanced by these methods, which increased their likelihood of capturing and maintaining the attention of viewers. The analyses also underscored the significance of high-quality audio and lighting arrangements, which considerably enhanced the professionalism and viewer experience. These components are essential in distinguishing the university's content from conventional informational videos, thereby bolstering a contemporary and polished brand image.

Nevertheless, numerous obstacles were identified, with a particular emphasis on time constraints and restricted resources. The ability to balance quality with available resources necessitated adaptability, with sustainable practices and efficient workflows proving indispensable in achieving project objectives without sacrificing quality. This experience emphasizes the necessity of innovation and adaptability in educational video production, as it is frequently necessary to operate within institutional constraints. These challenges were successfully overcome by incorporating sustainable equipment solutions and project management tools, which implies that these practices should be incorporated into future video production strategies.

The implications of this project are not limited to immediate branding objectives; they also establish a framework for sustainable and impactful media production in educational institutions. The experimental setup illustrated that strategic cinematography and storytelling not only enhance audience engagement but also align with institutional values, including sustainability. This method could be used as a model for other universities that are striving to enhance their brand identity through digital media while simultaneously upholding social and environmental responsibility. In summary, this discourse underscores the essential elements of effective educational branding through cinematography: adaptability, sustainable practices, high production value, and authentic storytelling. By addressing these factors, educational institutions can develop high-impact, engaging content that strengthens their brand, appeals to diverse audiences, and meets the increasing demand for environmentally conscious, meaningful media.

# Chapter 5

## Environment and Sustainability

### 5.2 Impact on Society

My internship has had a substantial influence on society, particularly in the realms of education, community engagement, and digital communication. We have facilitated the connection between Daffodil International University (DIU) and its diverse stakeholders, including students, parents, faculty, and the broader community, by producing high-quality promotional videos. These recordings are not merely promotional tools; they also highlight the university's academic accomplishments, cultural vibrancy, and innovative projects. My content motivates prospective students and their families to make informed decisions regarding their education by sharing authentic narratives and significant milestones. This not only enhances DIU's reputation as a leader in knowledge and opportunity, but it also contributes to societal development through education. We also adopted a digital-first strategy to ensure that we were in accordance with the current communication trends, thereby increasing the accessibility of information for tech-savvy audiences. In addition to promoting the university, our videos underscore the importance of education and skill development in the context of a world that is swiftly evolving. This fosters a culture of innovation and learning, which in turn promotes societal advancement. Furthermore, our emphasis on cinematography and narration has demonstrated the potency of visual media in influencing perceptions and fostering positive social values. By integrating sustainable practices into our video production, such as the efficient use of resources and the use of eco-friendly techniques, I establish a precedent for responsible media creation and align my work with broader environmental objectives. In conclusion, the impact of my internship extends far beyond mere university promotion. It underscores the significance of sustainability and innovation in the construction of a brighter future, strengthens community connections, and increases public awareness of educational opportunities.

## **5.2 Impact on Environment**

Throughout my practicum at the Branding and Communications Office of Daffodil International University, we prioritized environmental sustainability. It was all about ensuring that our work was in accordance with responsible production and sustainability. We made a deliberate effort to reduce our environmental impact while maintaining the quality of our content. One of the innovative things we accomplished was to employ digital tools for all of our pre-production and post-production duties. We chose digital alternatives to printing scripts, storyboards, and production plans. This transition not only enabled us to conserve paper but also increased the ease of online collaboration, thereby reducing our carbon footprint and reducing the need for transportation. Additionally, we prioritized the utilization of energy-efficient instruments and workflows during the filming and editing processes. By employing intelligent illumination and camera strategies, we mitigated superfluous energy consumption. Additionally, we incorporated eco-friendly materials and rechargeable batteries, which demonstrate our dedication to waste reduction. These practices exemplify the potential for media production to be in harmony with sustainability. They not only contribute to the environment but also serve as a model for other institutions and industries. This serves as evidence that it is feasible to attain exceptional professional standards without jeopardizing the planet's well-being.

In summary, my apprenticeship was not solely focused on the production of impactful content; it also involved the adoption of an environmentally conscious approach to media production. We contributed to the global initiative to safeguard resources and reduce our environmental impact by incorporating sustainable practices, thereby establishing the foundation for future initiatives.

## **5.3 Ethical Aspects**

My internship's success was significantly influenced by ethical considerations, which ensured that all actions were consistent with professional standards and treated all stakeholders with respect. We adhered to ethical standards that prioritized integrity, impartiality, and social responsibility throughout the entire process, from the initial concept to the final product.

One of our most fundamental ethical principles was to guarantee accurate representation. The promotional videos we produced precisely illustrated the campus life, student experiences, and

accomplishments of Daffodil International University. In an effort to preserve transparency and foster trust with our audience, we endeavored to refrain from exaggeration or the manipulation of facts. Privacy and consent were the primary concerns throughout the production process. Before filming, we obtained the consent of all individuals who appeared in our videos, including students, faculty, and staff, by informing them of the purpose of the content. This guaranteed that their participation was voluntary and respectful of their rights. The university's dedication to valuing all individuals, regardless of their origin, was also reflected in our emphasis on inclusivity and diversity. We made a concerted effort to prevent biases from influencing our narrative, with the objective of presenting a diverse array of perspectives and experiences that accurately reflect the university community. Additionally, our ethical obligation to environmental stewardship was demonstrated through the implementation of sustainable practices in our media production. We endeavored to minimize energy consumption and pollution, which not only mitigated our environmental impact but also served as a model for responsible media production.

In conclusion, the ethical framework of my internship prioritized sustainability, inclusivity, respect, and integrity. This method guaranteed that our work maintained the highest professional standards and positively impacted the university's branding.

#### **5.4 Sustainability Plan**

The sustainability strategy for the work completed during this internship is dedicated to the establishment of a sustainable and environmentally conscious framework for future initiatives at the Branding and Communications Office of Daffodil International University. The plan guarantees that future content creation is consistent with global sustainability objectives and institutional values by implementing sustainable practices and advocating for responsible production techniques. Initially, the reduction of resource consumption necessitates the incorporation of digital workflows. In order to eliminate the necessity for printed materials, pre-production activities, including scriptwriting, planning, and storyboarding, should continue to utilize digital tools. The environmental impact of physical transportation will be reduced by facilitating collaboration and file sharing through cloud platforms. Another critical component of the sustainability strategy is energy efficiency. Energy consumption can be substantially diminished by implementing energy-efficient lighting equipment, optimizing filming schedules,

and implementing environmentally friendly editing practices. The utilization of reusable materials and rechargeable batteries during the manufacturing process will further reduce waste generation. Furthermore, it is suggested that a digital content repository be established in order to optimize the utility of the materials that have been generated. The office can reduce the necessity for recurrent resource use by repurposing videos for multiple projects by archiving footage and reusable content.

The university may also wish to consider providing sustainability training to its branding and communications team, which would provide members with an understanding of environmentally responsible media production practices. A collective commitment to responsible practices will be fostered by increasing awareness of the significance of sustainability among students, staff, and collaborators. Lastly, positioning DIU as a leader in sustainable branding and enhancing the positive environmental impact can be achieved by aligning future initiatives with the <sup>[11]</sup> United Nations Sustainable Development Goals (SDGs). The internship's efforts can establish a foundation for a media production process that is both environmentally and socially responsible, thereby guaranteeing its sustainability for years to come.

# Chapter 6

## Conclusion

### 6.1 Summary of the Study

This investigation offers a comprehensive examination of my apprenticeship as a cinematographer at the Branding and Communications Office of Daffodil International University. The primary objective was to create promotional videos that effectively emphasize the university's academic accomplishments, student life, and institutional milestones. During the apprenticeship, I participated in a variety of production processes, such as planning, filming, editing, and post-production, by employing industry-standard tools and techniques to produce high-quality visual content.

The study commenced with a comprehensive examination of the internship's objectives and scope, underscoring its significance in connecting academic learning with practical application. It elaborated on the methodologies and strategies used to manage initiatives, such as resource allocation, team collaboration, and inventive problem-solving. Innovative and practical solutions were implemented to address the primary obstacles encountered during the apprenticeship, including technical difficulties, time constraints, and the preservation of content quality. The internship's substantial influence on society, the environment, and ethical practices was also underscored by the analysis. The initiative made a positive impact on societal awareness by promoting educational opportunities and nurturing community engagement. In order to mitigate the environmental impact, sustainable practices, including energy optimization and waste reduction, were integrated into the production workflow. Throughout the apprenticeship, ethical considerations were maintained, such as truthful representation, inclusivity, and consent. Ultimately, this investigation illustrates how the integration of strategic planning, creative expertise, and a dedication to ethical and sustainable practices can lead to meaningful media production. It emphasizes the importance of apprenticeships in preparing individuals for professional excellence and providing hands-on experience, all while making a meaningful contribution to societal development and institutional objectives.

## **6.2 Conclusions**

The apprenticeship as a cinematographer at the Branding and Communications Office of Daffodil International University was a transformative experience that connected theoretical knowledge with practical application. I was able to contribute to the university's branding and communication objectives while acquiring a comprehensive understanding of media production processes, from conceptualization to delivery, as a result of this opportunity. The university's visibility and engagement were significantly improved through the production of promotional videos, which effectively demonstrated its academic and extracurricular accomplishments to a broader audience. I was able to generate high-quality content that was consistent with the university's vision by utilizing industry-standard equipment and innovative techniques. This experience refined my technical abilities in videography and editing, as well as my ability to develop essential soft skills, including problem-solving, time management, and collaboration.

The significance of sustainable and ethical practices in media production is underscored by the research. It was essential to uphold integrity and establish trust with the audience by ensuring inclusivity, consent, and truthful representation. Furthermore, the implementation of environmentally favorable practices in production workflows reduced the environmental impact and established a standard for responsible media production. This apprenticeship not only offered a platform for professional development but also illustrated the potential of creative narrative to motivate societal change and promote community involvement. It reaffirmed my conviction that personal success and meaningful contributions are the result of pursuing one's passion, combined with dedication and innovation. In summary, this apprenticeship has been a critical milestone in my development as a filmmaker, providing me with the requisite knowledge, skills, and values to succeed in the media industry. It illustrates the potential for practical experience to have an enduring impact on both personal and institutional levels when it is governed by ethical and sustainable principles.

## **6.3 Implication for Further Study**

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