

## **Using agile thinking as a teaching pedagogy for media studies in India a review paper**

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### **Abstract**

The development in technology is making critical changes in transforming media studies education in India. Traditional pedagogical approaches proved to fall short of equipping students with practical skills. The research paper explores the potential of agile methodology usage in media education. How it is creating a more dynamic, student-centric, and industry-aligned learning environment.

The research employs a qualitative method where the research papers are chosen 61 research papers from around the world. These papers are from last 10 years. The chosen papers belong to a category of Review papers, SLR, Imperial research and Case Study. This qualitative research finds out how these research papers shade light on agile thinking as a teaching learning pedagogy? How it can be used for media studies. This research will help us understand the better practices and understand the potential of agile thinking as a pedagogy. The chosen research papers will help understand the various factors they find influencing the adoption of agile methodologies and their impact on student learning outcomes.

Agile thinking has potential to significantly impact media studies in India. The study provides a guideline, and opportunities for integration of agile methodologies. Teachers can adopt new pedagogical practices, and institutional policies. Furthermore, the research can contribute to the development of a skilled workforce that can handle the challenges and opportunities of the digital age. Ultimately, this research aims to position India as a global leader in media education. This research may foster a dynamic, innovative, and industry-relevant learning environment.

**Keywords** – *Media Education, Pedagogy, Industry, Agile Thinking, Student, Teacher*

## **Introduction**

The use of agile thinking in academia has garnered significant attention worldwide. The technological development has generated a need of agile thinking. It is a methodology which primarily used in software development, production and even in education. This agile methodology is based on flexibility, iterative feedback, and collaboration. They have proven beneficial in educational settings. The academia need adaptability and continuous learning are paramount as elements (Poppendieck, 2003). The rise of agile thinking has further evolved into frameworks like Scrum and Kanban. It is used all over the world in educational institutes. It is mainly focus on collaborative learning, critical thinking, and real-world problem-solving. These method are normally important in fields such as media studies (Behrens, 2021).

Teaching learning in media schools require collaborative learning. This pedagogy helps them in skill development. Media studies are characterized by rapidly evolving content creation technologies, media consumption patterns, and new digital platforms. Hence it requires flexible and adaptive curriculum. Agile methodologies, through their emphasis on iterative learning and offer feedback loops. It aligns well with the dynamic nature of the media industry (Vijayalakshmi, 2024). Traditional teaching models focus on rigid, lecture-based instruction. They fall short of equipping students with practical, collaborative, and critical thinking skills. These skills are needed in media professions. Agile thinking encourages active student participation and adaptability. It creates an environment where students can learn by doing—integrating theory with practice in a hands-on way (Reeves, 2004).

## **Research Objectives**

1. To find the current state of Agile Thinking in Indian Media Studies.
2. To explore the suitable Agile Thinking framework for Media Studies
3. To study the Indian cases who used Agile Thinking

## **Research Methodology**

This research is based upon a qualitative approach. The research has chosen 61 Research papers from last 10 years. The research papers are selected from the category of SLR, Review Papers. Imperial Study and Cases studies. These categories provide the important input on how Agile thinking is used in academics. How it is used in India and outside India. How it can be used into media studies. The study of challenges and opportunities. This research paper is a synthesis of these selected studies. This method is well-suited to explore the complex and nuanced aspects of implementing Agile thinking in Indian media studies programs. By blending existing research, this study aims to identify key themes, challenges, and best practices related to this emerging pedagogical approach (Gaborov, 2024).

The focus on Indian media studies programs is justified by India's rapidly developing media landscape and the increasing demand for skilled media professionals. This context provides a fertile ground to examine the potential of Agile thinking in higher education. After using agile thinking in various fields the research proved its application, their use in media studies, particularly in the Indian context remains relatively less explored (Agrawal, 2015). By focusing on this specific area, this research contributes to a growing body of knowledge and provides valuable insights for educators and policymakers.

To ensure the rigor and relevance of this study, the researcher has selected sources that adhere to specific criteria. The sources must directly address the topic of Agile thinking or project-based learning in higher education, with a specific focus on media studies.

## **Agile in Education**

Agile methodologies, originally designed for software development. They have a wide range of applications if to be used in educational contexts globally. The core principles of agile are iterative learning, flexibility, and collaboration. They can be aligned with modern pedagogical demands. Scrum and Kanban are two prominent frameworks derived from agile principles. They are increasingly being used to foster more responsive and student-centered learning environments. Scrum, a framework characterized by short, iterative cycles (sprints), daily stand-up meetings, and reviews, facilitates collaborative learning and continuous feedback (Daraojimba, 2024). This

structure enables educators to adapt their teaching in real time. This further ensures that lessons are responsive to students' evolving needs (Kišš, 2018). Likewise, Kanban focuses on visualizing tasks and managing workflows. It enhances the organization and clarity of the learning process, making it easier for students and teachers to track progress (S. Hyrynsalmi, 2023).

Agile thinking was introduced in software development through the Agile Manifesto in 2001. It emphasizes adaptability, iterative progress, collaboration, and flexibility. Over some time, agile methodologies such as Scrum, Kanban, and Lean have expanded into other areas as well. This includes education. It offers opportunities for personalized, student-centered learning. At the heart of agile is the principle of continual improvement. The feedback loops and regular iterations, learners are encouraged to adapt to changing demands and reflect upon their progress (Dingsøyr, 2012).

In media studies, where practical skills are just as important as theoretical knowledge. Agile methodologies have especially proved to be valuable in providing students with opportunities to engage in collaborative projects. The projects such as video production, content creation, and media analysis (Jain, 2024).

### **Agile Thinking Pedagogy in India**

In India, educational systems are traditionally more rigid. The curricula are often designed around theoretical knowledge and standardized examinations. The growing need for educational reform. Agile frameworks are gaining attention as potential tools for enhancing student engagement and preparing graduates for dynamic industries (Bhutoria, 2022). The integration of agile principles in Indian education has already seen some success. The research finds it in engineering and technology courses. They used it as project-based learning and industry simulations they used and it is crucial for developing practical skills (Abhinav, 2023). As the demand for creative professionals in media is growing. There is a persistent need to adopt more flexible, iterative, and industry-aligned approaches in media studies programs (Haleem A. J., 2022).

India's higher education system has always been critiqued for its rigid curricula, outdated teaching methods, and lack of alignment with industry needs (Wadia, 2020). It is often slow to adopt innovative pedagogies, partly due to institutional resistance and a heavy reliance on standardized,

lecture-based instruction (Dixit, 2024). This has led to a discrepancy between the skills imparted in classrooms and the skills required in media industries. Students need practical, hands-on experience and the ability to adapt quickly to new technologies (Haleem A. J., 2022).

The adoption of agile methodologies could help bridge this gap. The use of digital tools in the classroom and experiential learning makes agile frameworks an ideal situation. When agile education models integrated with technology have offered a more student-centered learning environment. Which encourages active engagement and critical thinking (Altuwaijri, 2022). Agile frameworks such as Scrum and Kanban are well-suited for fostering collaboration and communication among students, essential skills for the media industry (Jain, 2024). The iterative approach of agile aligns well with the fast-paced nature of India's media industry, where technological advancements and digital trends demand constant adaptation (Chahal, 2023).

The use and spread of agile thinking practices challenges (Balaban, 2021). The large class sizes, rigid administrative structures, and limited professional development opportunities for educators are some the basic issues in India. To overcome these challenges requires a systemic shift in how both faculty and students approach learning. Faculty members need extensive training in agile methods, and institutions must be willing to invest in resources and infrastructure to support this transition (Behera, 2024).

### **Focus on Media Studies**

Agile methodologies emphasize collaborative work and real-time feedback these characteristics are suited for media studies. Media studies require both theoretical knowledge and practical skills. In the age of digital media, it is necessary to engage students with the latest tools and technologies. This fosters critical thinking and creativity (Dhir, 2024). Agile frameworks support project-based learning. This is important to media education. By working in teams to produce media content—such as films, documentaries, advertisements, and social media campaigns. This way students can learn how to manage complex, interdisciplinary tasks and collaborate effectively. They can refine their work based on peer and instructor feedback (M, 2024).

In media education, agile methodologies offer real-world simulations. Students can handle tasks similar to those they will face in the industry. Like, in film production, students may adopt Scrum

to manage the stages of production. Right from scriptwriting, filming, and editing. They can review their progress, adjust their workflows, and produce high-quality content that meets industry standards (Dwivedi Y. K.-N.-D., 2022). This iterative process, designed by agile techniques, mirrors the actual work environment in media industries. Continuous feedback and continuous improvement are essential.

The flexibility of agile frameworks also allows media studies programs to connect with the latest trends in digital media. The digital content creation, streaming platforms, and interactive media, demand that media education be constantly updated. Agile methodologies support flexibility by allowing educators to adjust course content and assignments based on emerging trends (Kraus S. D., 2021). The core media theories and technical skills are part of media studies. The framework of Agile thinking is directly applicable to the current media landscape (Puhka, 2023).

The collaboration is particularly valuable in media studies. Teamwork is essential in almost every aspect of media production. The ability to work effectively in teams, communicate ideas clearly, and take feedback constructively are critical skills. These are the major output of agile methodologies (Jain, 2024). Through the use of agile practices students of media studies can engage in more productive teamwork, fostering a deeper understanding of how collaborative processes work in media industries (Moe, 2009).

### **Case Studies from Indian Institutions that Have Integrated Agile Principles**

Although the formal use of agile in media studies in India is still emerging. There are several educational institutions have successfully integrated agile methodologies into other programs. They offer insights into its potential applications in media education. Institutions like the *Indian Institute of Technology (IIT)* and *Jawaharlal Nehru University (JNU)* have adopted agile principles in their engineering and technology courses. They focus on team collaboration, iterative feedback, and project-based learning (Agrawal, 2015). These examples highlight the benefits of agile for fostering skills such as problem-solving, creativity, and project management.

In media studies programs, examples of agile implementation are beginning to emerge. At *Symbiosis School of Media and Communication (SSMC)*. Students use agile principles in content creation courses, such as journalism, film production, and digital marketing. This process divides

their projects into agile sprints, students focus on specific aspects of production. Be it a research, writing, shooting, or editing, ensuring that they receive timely feedback and make improvements based on that feedback (Kumar R. S., 2022).

Similarly, the *Film and Television Institute of India (FTII)* has adopted agile principles for some of its courses. The nature of collaborative filmmaking courses, where students work in interdisciplinary teams to create films or digital media projects becomes the main focus. The use of Scrum in these courses has enhanced the efficiency of production processes, as students can track their progress and adapt their strategies based on iterative reviews from both peers and instructors (Gopalan, 2020).

At *Manipal University*, media students have also integrated agile into their film and media production courses. Students are tasked with creating short films and digital content in groups. Each group uses Scrum methods to manage their production process. The iterative nature of the agile framework helps students refine their work as they progress. The instructors provide feedback after each sprint. This has resulted in faster production cycles and higher-quality media content (SMU, 2017).

The implementation of agile thinking in Indian media studies programs represents a significant opportunity to transform the educational landscape. While integrating agile methodologies such as Scrum and Kanban, Indian media schools can align their curricula with industry practices, providing students with the flexibility, collaboration, and iterative learning that are necessary in today's rapidly changing media environment. Through project-based learning, real-world applications, and industry collaboration. Agile methodologies can help students develop crucial skills that are directly applicable to the media industry. The adoption of agile in media studies is still in its nascent stages in India. The emerging examples from institutions such as *Symbiosis School of Media and Communication* and *Manipal University* suggest that this approach has the potential. It revolutionizes media education in India, making it more responsive, adaptive, and industry-focused (SMU, 2017).

### Agile Thinking Framework for Indian Media Studies

**Faculty Training and Professional Development:** The effective implementation of agile in media studies. **Faculty training** is essential. This training should not only focus on the theoretical aspects of agile. It equip faculty members with the tools needed to apply these principles in their teaching. Programs could be introduced where experienced agile practitioners from the media industry mentor faculty members, guiding them in the practical application of agile frameworks (Malik, 2024).

**Curriculum Redesign:** The curriculum for media studies programs in India should be **revised** to incorporate agile methodologies. Media programs often focus on fixed or one-time assessments but if we use agile then it should be ongoing assessment. The task should be done throughout the semester. It is a learning process. After adopting iterative and project-based learning models, media studies curricula can become more dynamic. It exactly responsive to industry demands (Jeyaraj et al., 2021; Swafford & Patel, 2019). A student should be taught agile-specific tools, such as Scrum, Kanban, or Trello. These tools help them manage their projects, alongside digital media tools that mirror industry practices (Keller et al., 2020; Sankar et al., 2020).

When comparing agile methodologies with traditional teaching methods in media studies. It is clear that agile offers distinct advantages. Traditional education in media studies often focuses on theoretical learning, lectures, and examinations. The main emphasis is on the practical, hands-on skills that media professionals require. Students may learn about film theory, media history, or digital content creation in isolation. This is not possible without the opportunity to actively engage in projects and apply these concepts in real-world settings. In contrast, agile methodologies prioritize **project-based learning**, where students work on iterative, real-world projects and receive continuous feedback (Ramamurthy, 2023). This approach allows students to learn by doing. This is often more effective than passive, lecture-based instruction. Students in agile-based media studies programs gain practical experience in content creation, digital production, and project management. This directly mirrors the skills needed in the media industry.

The major key difference between agile and traditional methods is the emphasis on **collaboration**. Traditional media studies often focus on individual assignments and exams. Which students take



it independently. Some courses like media production are inherently collaborative and require teamwork across various roles. The role and work such as director, producer, editor, and content creator. Agile methodologies particularly Scrum, foster the habit of collaboration by encouraging students to work together in cross-functional teams. Each student is responsible for different aspects of a project. This collaborative approach aligns more closely with the media industry's demands. This method prepares students for professional environments where teamwork is essential (Mehta, 2024). Agile's iterative approach also fosters constant feedback. This facilitates students to revise and improve their work continuously. This is often missing in traditional models where feedback is provided only at the end of a project (Arora, 2024).

**Institutional Support and Resources:** Successful implementation of agile needs substantial investment in **infrastructure and resources**. Universities should offer access to students project management software, digital production tools, and collaborative workspaces that are essential for agile project workflows (Monett, 2021; Kumar & Gaurab, 2021). The culture of **collaboration** should be promoted by universities, Multi discipline students such as journalism, filmmaking, and graphic design can work together in agile teams. They can work on shared projects (Sankar & Bharadwaj, 2020; Swafford & Patel, 2019).

**Assessment and Evaluation:** Traditional forms of assessment like written exams, may not be effective in evaluating the progress of students working in an agile framework. It demands **continuous, formative assessment** methods. These practices should be employed and the focus should be on peer feedback, self-reflection, and iterative project evaluations (Almulla, 2020). Digital portfolios and progress-tracking tools can be used to assess students' growth throughout the semester. These tools provide a more comprehensive understanding of their capabilities (Wadia, 2020).

**Industry Partnerships and Internships** – Real world is the main implementation of the knowledge platform. Students should be exposed to **industry partnerships**. It is a crucial part but it is mandatory. Media institutions should collaborate with industry players. Because they use agile methods. This way by enabling students with internship opportunities where they can apply agile principles in real media production projects (Hidalgo, 2019). Collaboration with media companies

could also help universities to stay up-to-date with industry trends. The industry experts can suggest the inputs for designing the curriculum. (Kumar R. S., 2022).

**Policy Support and Government Incentives:** Government policies should encourage the integration of agile methodologies into higher education curricula. The **financial support** to universities adopting agile frameworks can facilitate the transition. These creates a possibility for innovation in teaching methods (Kamat, 2012). Policymakers can also create **accreditation standards** that recognize agile learning. This way educational institutes can ensure the standard of education. This way industry ready workforce can be created (Hidalgo, 2019).

**The feedback loop** in agile methods is another advantage. In traditional media education, students typically submit their final projects for grading. The feedback is provided at the end of the semester. In agile, feedback is continuous and iterative. This enables students to adjust and improve their work throughout the project lifecycle. This regular feedback fosters a growth mindset. The students view mistakes as learning opportunities and continuously strive to improve (Haleem A. J., 2022). This is particularly important in media studies. The unique part is trial and error are inherent to the creative process. In traditional models, students may complete a project and receive feedback only after it is finished. This way it limits the opportunity for improvement.

#### **Industry Relevance**

**industry relevance** is another critical area. In this area agile outshines traditional methods. As media industries increasingly adopt agile frameworks for project management, content production, and distribution. The media students who are familiar with agile methodologies are better prepared it. Traditional teaching methods often fail to reflect the realities of the modern media industry. Industry demands flexibility, efficiency, and collaboration. Agile, on the other hand, provides students with real-world skills that mirror industry practices. It makes them well-prepared for careers in the media sector (Altuwaijri, 2022). Agile's focus on digital production aligns with the growing demand of digital media, filmmaking, and online broadcasting, ensuring that students are ready for the future of media careers.

The integration of agile offer several advantages. To name a few like improved **adaptability**, **enhanced collaboration**, and better alignment with industry needs. At the same time there are

challenges of resource limitations, faculty training, and cultural adaptations remain significant. The discussed obstacles can be overcome with strategic planning and investment. Agile methodologies represent a promising pathway for preparing the next generation of media professionals. It equips them with the skills needed to succeed in an ever-changing industry. This way Indian media studies programs can provide students with hands-on learning experiences. They can adopt the realities of the media industry, fostering a more dynamic, adaptable, and skilled workforce (Kraus S. D., 2021).

### **Agile Thinking for Indian Media Studies**

Agile thinking has a transformative framework for reshaping Indian media studies. It helps develop the curriculum to evolve into a more dynamic, adaptable, and industry-aligned structure. The media landscape, particularly in digital media, is ever-changing. The traditional educational systems struggle to keep pace with technological advances and evolving industry demands. Agile, which focuses on flexibility, iterative learning, and collaboration, addresses these challenges effectively (Abhinav, 2023).

Agile principles encourage **collaborative, project-based learning**. This is highly relevant to media studies. Media students often work on group projects like film production, digital media campaigns, and content creation, which could benefit from the iterative, feedback-oriented processes embedded in agile methodologies (Batra, 2017). Agile allows students to work in batches. Students collaborate across disciplines and refine their work continuously through feedback cycles. Media students who are engaged in a digital content creation project can apply Agile's sprint planning to deliver short cycles of work. They receive feedback from peers and faculty, and make improvements in subsequent iterations (Chahal, 2023).

By embracing **industry-aligned learning**, agile encourages students to work on real-world projects. These projects reflect professional environments. This prepares them for careers in rapidly evolving sectors like media production, digital marketing, and interactive design (Sankar et al., 2020; Kumar & Gaurab, 2021). The **adaptability of agile** also allows the curriculum to continuously evolve. The developed curriculum is as per the requirements of emerging digital trends. These trends deal with social media marketing, mobile app production, or virtual reality

in media (Monett, 2013). As a result, students graduate with skills that are immediately applicable in the media industry. This makes them more competitive in the job market (Nussbaumer, 2021).

Agile frameworks like Scrum and Kanban are highly applicable to the **project-driven nature of media studies** (Bhavsar, 2020). Media studies programs can utilize these frameworks to structure projects, manage tasks, and foster team collaboration. While designing a media production course, agile project management tools like Jira or Trello could be used for managing production timelines, content creation phases, and feedback loops (Kraus S. D., 2021). Using real-world media production workflows inside the classroom or in pedagogy is an innovative approach. Students learn to manage projects from ideation to execution, closely mirroring industry practices (Jain, 2024).

Moreover, agile thinking allows for continuous **feedback and improvement**. Traditionally educational systems final exams and large assignments determine student performance. In agile it offers continuous feedback loops throughout the learning process. This approach is particularly beneficial in media studies. Students must continually refine their work to keep up with evolving industry standards (Kumar R. S., 2022). The focus on **self-assessment and peer review** in agile environments can further improve students' critical thinking and adaptability. These are the skills that are essential in media-related professions (Vijayalakshmi, 2024).

### **Proposed Agile Thinking Framework for Media Studies**

Agile thinking is reshaping Indian media studies and the key stakeholders including educators, administrators, and policymakers. This must play an active role in facilitating its integration.

**Educators** in Indian higher education need to be trained in agile methodologies to incorporate them into their teaching practices. In a country where traditional, lecture-based pedagogy dominates, adopting agile requires a significant shift in teaching practices. Teachers must embrace more student-centered approaches, such as group projects, collaborative problem-solving, and hands-on learning (Pillai, 2024). Professional development programs focused on agile. They are specifically designed for educators in media studies. They can help them acquire the skills necessary to implement agile principles effectively (Kumar A. K., 2021). Additionally, faculty

members should be encouraged to experiment with agile approaches in class. They need to adapt their courses based on feedback from students and industry stakeholders (Ramamurthy, 2023).

The most significant advantage of agile frameworks in education is their ability to foster collaboration among students. In media studies teamwork is essential. Students who are working on film production, digital content creation, or media campaigns get benefits out of it. Agile methodologies, particularly Scrum, emphasize the importance of team roles and collective responsibility. It allow students to engage in collaborative problem-solving and decision-making processes (Bhutoria, 2022). In media education demands projects that are often complex and require input from multiple disciplines (e.g., scriptwriting, video editing, sound design), agile provides a structured yet flexible approach to teamwork that can significantly enhance student learning outcomes (Nagpal, 2017).

**Administrators**, implementing agile in media studies requires rethinking existing structures and curricula. The traditional model of rigid course outlines and assessment formats must be replaced with a more flexible structure. The structure allows for iterative learning and industry collaboration (Monett, 2013). Administrators should invest in digital tools for project management and ensure that students have access to the software and platforms they may use in their professional careers (Dwivedi Y. K., 2020). It is the responsibility of administrators to encourage interdisciplinary collaboration. Agile often involves cross-functional teams working together on media projects. This bridges the gap between different aspects of media education such as journalism, production, and digital marketing (Srivastava, 2024).

**Policymakers** also have an important role to play in the adoption of agile thinking in media education. In India, higher education systems are popularly criticized for their rigid, and outdated. They respond slow to industry changes (Patel, 2024). Policymakers can help suggest innovation by creating frameworks that support agile methodologies in curricula. This could include encouraging universities to revise accreditation processes. Award for the recognition of the value of project-based, agile-style learning experiences (Poppendieck, 2003). The policymakers can offer incentives for institutions that successfully integrate agile practices. They achieve measurable improvements in student learning outcomes (Balaban, 2021).

The integration of agile thinking into Indian media studies programs offers numerous benefits, including greater alignment with industry needs, enhanced collaboration, and a more adaptable learning environment. The success depends on the collective efforts of educators, administrators, and policymakers. The industry stakeholders can help overcome challenges and facilitate the adoption of agile methodologies. Through faculty training, curriculum redesign, and strategic industry partnerships, agile thinking can be successful. Media education in India, preparing students for dynamic careers in an ever-evolving media landscape (Dixit, 2024).

## Conclusion

Agile thinking which is used into education largely in the domain of engineering, pharmacy and medical. It proved that the potential of Agile Thinking is further developed into the models like Scrum and Kanban. These models are used into the field of project management, software development and design.

Media studies which are flexible and technology oriented as they work for media industry. The growing media industry of India need the media graduates for various roles. The media graduate work in the industry of journalism, advertising, The integration of agile practices into media studies curricula offers several key advantages. The advantages of **collaborative learning**. This bring interdisciplinary students together for modern media production. It fosters **industry relevance** in production. It designs the real-world media production processes. Student learn flexibility and adaptability are essential to their success. The **iterative cycles** and continuous feedback built students for critical problem-solving and project management in the media sector. This approach helps them learn, excel and apply the knowledge on project.

To suggest Agile thinking framework for Media studies suggest the following stakeholders educators, administrators and policy makers are the main stakeholders. The case studies of SSMS, FTII suggest that how Agile thinking has applied for academics in to media studies. Today in the private domain of education the main concern of industry connect. Agile Thinking integration proves to be the main advantage.

The adaptation of Agile thinking for media studies will be more efficient and effective only after resource challenges, **faculty training** and **cultural challenge**. The research has limitations as this

is a review based upon a stipulated time. The same framework can be applicable to other educational domains. The researcher has analyzed the case studies which were related with media studies. The characteristics of Agile Thinking makes it more flexible for other studies as well.

The review papers did share the light upon how different organizations are using Agile thinking for their industry or academic purpose.

The case studies focus on the specific institutes and their sample size is limited. The studies which handled the challenges were very common which can be faced by any other educational organization into India. It is worth noticing how creatively they used Agile thinking aspects of team work, collaboration and iterative thinking.

The imperial study conducted on Agile thinking studied and compared the similar and some time the diverse sample. Their study was based upon the project work. How the team and the leadership worked on the project. It is proved that with the models of Scrum and Kanban helped

Systematic literature Reviews find out how Agile is used in industry, academia, or projects. They have studied the research method, outcomes, and suggestions. The systematic review highlights how the use of agile thinking is increasing in India. How the professionals are performing well who use Agile Thinking as a process. The positive effects of Agile thinking are also found in academics.

This study of research highlights how the integration of Agile Thinking in academics is growing. The use of feedback and industry connections are the components that are much needed for the sector of media studies. The growing media industry of India needs agile thinking to be integrated into media studies.

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