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| **Course Code** | **17MC2004** | **Duration** | **3hrs** |
| **Course Name** | **COMMUNICATION THEORIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | List the features of Berlo’s linear model of communication. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain uses of Gratification Theory. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss Magic Bullet Theory and Two Step Flow of Communication. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Write about linear and non-linear models of Communication. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Analyze Cultivation Analysis of Gerbner with suitable examples. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | . | Explain the importance of Aristotle’s Model of Communication | CO4 | A | 20 |
|  |  |  |  |  |  |
| 7. | . | Focus on the impact of Spiral of Silence Theory and its repercussions. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | . | Write about Diffusion of Innovation Theory with the example of mobile phone usage in rural areas. | CO6 | A | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Sketch the relationship between Theory of Technological Determinism and new media. | CO6 | A | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will describe evolution of communication. |
| CO2 | Students will identify the theoretical frameworks. |
| CO3 | Students will understand the importance of communication theories. |
| CO4 | Students will distinguish between models and theories. |
| CO5 | Students will analyze between models and theories. |
| CO6 | Students will develop critical theoretical analysis, leading to research orientation. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 |  |  |  |  |  | 20 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 |  | 20 |  |  |  |  | 20 |
| CO4 |  |  | 40 |  |  |  | 40 |
| CO5 |  |  |  | 40 |  |  | 40 |
| CO6 |  |  | 40 |  |  |  | 40 |
|  | | | | | | | **180** |

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| **Course Code** | **17MC2008** | **Duration** | **3hrs** |
| **Course Name** | **PRINT MEDIA** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Write a human interest story that turned out after a natural disaster. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss the qualities and responsibilities of news reporters. | CO6 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Illustrate the structure of a news room. | CO1 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | How various types of leads impact a news story? Deliberate with examples from current news stories. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Apply inverted pyramid style on a crime news including the headline. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Summarize the importance of sources in news gathering. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Discuss the qualities and responsibilities of news reporters. | CO6 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Illustrate the structure of a news room. | CO1 | C | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Share your views on the pitfalls and problems in reporting. | CO6 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Learn the basics of print journalism. |
| CO2 | Display their knowledge on newspaper and magazine structure of presenting news. |
| CO3 | Learn to know techniques of news values and placements. |
| CO4 | Demonstrate various types of reporting beats. |
| CO5 | Know to use various news formats for print journalism. |
| CO6 | Learn to develop skills as a reporter. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | - | - | - | - | - | 40 | 40 |
| CO2 | - | - | - | 20 | - | - | 20 |
| CO3 | - | - | - | - | - | - | - |
| CO4 | - | - | - | - | - | 20 | 20 |
| CO5 | - | - | 20 | - | - | - | 20 |
| CO6 | - | 20 | - | 40 | - | 20 | 80 |
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| **Course Code** | **17MC2012** | **Duration** | **3hrs** |
| **Course Name** | **VISUALIZATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | Explain the different types of thinking with suitable examples. | CO2 | | U | 20 |
|  | **(OR)** |  | |  |  |
| 2. | Write a story of your own including the story telling structure. | CO1 | | R | 20 |
|  |  |  | |  |  |
| 3. | Write the do’s and dont’s for finding inspiration for a story with suitable examples. | CO3 | | R | 20 |
|  | **(OR)** |  | |  |  |
| 4. | Explain different ways of communicating visually. | CO4 | | An | 20 |
|  |  |  | |  |  |
| 5. | Explain in detail the 4m’s in Visual thinking. | CO6 | | A | 20 |
|  | **(OR)** |  | |  |  |
| 6. | Justify visual thinking can also act as a way to ensure that  Misinterpretation is avoided. | CO4 | | An | 20 |
|  |  |  | |  |  |
| 7. | Determine the difference between an open film and a closed film  with suitable examples. | CO1 | | E | 20 |
|  | **(OR)** |  | |  |  |
| 8. | Explain different forms of thinking and provide a related example. | CO6 | | An | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | Explain Visualization and 5 basic steps of visualization with examples. | CO6 | | An | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Learn the art of multi-lateral thinking. |
| CO2 | Learn to use semiosis and its elements for creative thinking. |
| CO3 | Articulate ideas; both orally and in written form. |
| CO4 | Self-evaluate with increased self-confidence. |
| CO5 | Learn to employ creative matrix points for visual production. |
| CO6 | Demonstrate high levels of visual thinking forms. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | - | - | - | 20 | - | 40 |
| CO2 | - | - | - | 20 | - | - | 20 |
| CO3 | 20 | - | - | - | - | - | 20 |
| CO4 | - | - | - | 40 | - | - | 40 |
| CO5 | - | - | - | - | - | - | - |
| CO6 | - | - | 20 | 40 | - | - | 60 |
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| **Course Code** | **17MC2016/12VC220** | **Duration** | **3hrs** |
| **Course Name** | **AUDIO PRODUCTION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Elaborate on the types of Microphones. | CO1 | CR | 10 |
|  | b. | Recall the importance of Audio Mixer in Production. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline on the connectors and cables in Audio. | CO3 | U | 10 |
|  | b. | What is a DAW? Explain the interface of any one DAW. | CO1 | R | 10 |
|  |  |  |  |  |  |
| 3. | a. | Identify the Pickup Patterns on the Microphones in detail with diagrams. | CO3 | A | 10 |
|  | b. | Elaborate on Amplifier and Power amplifier. | CO4 | CR | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elaborate on the working of Human Ear. | CO4 | CR | 10 |
|  | b. | Summarize on Equalizer. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Examine on the types of Audio Consoles. | CO5 | AN | 15 |
|  | b. | Compare Full Range speaker and Crossover. | CO2 | E | 5 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on Loudspeakers and explain their working. | CO1 | CR | 15 |
|  | b. | Summarize on Low Frequency horns. | CO2 | U | 5 |
|  |  |  |  |  |  |
| 7. |  | Design a specification for a Sound System for 100 people with 4 Musicians and 2 Main Singers and 20 People Choir. Explain the equipment used. | CO6 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Determine LSR and illustrate the setup in Emmanuel auditorium. | CO5 | E | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the process of how Analog audio is made into Digital audio. | CO6 | U | 20 |

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| **Course Code** | **17MC2019/09VC227/12VC223** | **Duration** | **3hrs** |
| **Course Name** | **WEB DESIGNING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Outline the history of the internet from its early beginnings to the current state. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | List and explain the functions of Modem, Routers, file hosting services and internet service providers. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | What is HTML? Name any 10 HTML tags and explain their functions. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Compose the HTML code to generate the following table. | CO2 | C | 20 |
|  |  |  |  |  |  |
| 5. |  | List and Outline the feature sets of the various online and offline website building tools. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the process of creating an animated graphic for the web. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain human computer interaction and its importance in the current era of smart phones and UX design. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | List and outline the stages of creating a BLOG and hosting it. | CO1 | R | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain about Google analytics and AdSense and how they are used in the web. | CO3 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | The students will be able to explain the significance of having their own webpage/website as their identity in the world of Internet. |
| CO2 | The students will be able to construct a website using basic HTML and Web building tools driven by their creativity. |
| CO3 | The students will be able to host their own website or webpage and test the connectivity and record analytics of their site traffic. |
| CO4 | The students will be able to learn the basic and advanced features in web designing software. |
| CO5 | The students will be enabled to create interactive webpages. |
| CO6 | The students will learn aesthetics and creativity in web designing. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | 20 |  |  |  |  | 40 |
| CO2 | 20 |  |  |  |  | 20 | 40 |
| CO3 |  | 40 |  |  |  |  | 40 |
| CO4 | 20 |  |  |  |  |  | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  | 20 |  |  |  |  | 20 |
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| **Course Code** | **17MC2022** | **Duration** | **3hrs** |
| **Course Name** | **VISUAL EFFECTS** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the importance of scripting and storyboarding. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain Various Motion Graphics types. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain the process of image tracking and stabilization. | CO6 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Elaborate and define Compositing. | CO5 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | List the different types of Matte Painting. | CO5 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the process of Match moving. | CO5 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain and elaborate the process of character animation. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the different departments in VFX. | CO5 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Write a short story and draw storyboard for it. | CO1 | R | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Gain skills at advance level of designing. |
| CO2 | Expert in doing the Special Effects. |
| CO3 | Expert in latest animation/ multimedia software/ tools. |
| CO4 | Animation thereby making industry-ready professionals. |
| CO5 | Gain specialist knowledge in developing visual effects. |
| CO6 | Able to produce high-quality visual effects (VFX) for films, TV, advertisements & games. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | - | 20 | - | - | - | 40 |
| CO2 | - | - | - | - | - | - | - |
| CO3 | - | - | 20 | - | 20 | - | 40 |
| CO4 | - | - | - | - | - | - | - |
| CO5 | 20 | 20 | 20 | 20 | - | - | 80 |
| CO6 | - | - | 20 | - | - | - | 20 |
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| **Course Code** | **17MC2023** | **Duration** | **3hrs** |
| **Course Name** | **FILM STUDIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain German Expressionism and its methods of film making with suitable examples. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Outline the styles of French Impressionism and Surrealism film making. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Develop a script and a storyboard for a 2 minute Public Service Announcement. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Examine the importance of casting in film production and its process with suitable examples. | CO5 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | What is mise-en-scene? List and explain the principles of mise-en-scene with suitable examples. | CO6 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Appraise the importance of sound in films with suitable examples. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | What is narrative film? Discuss the structure of a narrative film. | CO1 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Who is your favourite film maker? Demonstrate his/her style of film making with examples. | CO4 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Categorize and explain the elements of cinematography with sample figures. | CO5 | An | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | The student will develop an overall understanding on the structure of film narration. |
| CO2 | The student will have a thorough knowledge on the narrative aspects of film. |
| CO3 | The students will be able to connect psychologically with the films. |
| CO4 | The students will be thorough with the art of appreciating and analysing films. |
| CO5 | The students will become good learners of films. |
| CO6 | The students will acquire high skill on knowing film theories and the art of watching films. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  |  |  |  | 20 | 20 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 |  | 20 |  |  | 20 |  | 40 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 |  |  |  | 40 |  |  | 40 |
| CO6 | 20 |  |  |  | 20 |  | 40 |
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| **Course Code** | **17MC2029** | **Duration** | **3hrs** |
| **Course Name** | **BROADCAST JOURNALISM** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Examine Journalist Code of Professional Conduct. | CO1 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss various elements of news story. | CO4 | C | 20 |
|  |  |  |  |  |  |
| 3. |  | Evaluate the process in compiling a report for media. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Examine the power and freedom enjoyed by a journalist. | CO1 | AN | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain interview and its types in broadcast media. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the activities which will take place in Program Control Room of a television broadcast media. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Identify the methods for responsible reporting. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Develop a script for television program with duration of ten minutes. | CO6 | C | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | List out the qualities required for an online journalist. | CO1 | R | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | To know about the concepts and basics of Journalism. |
| CO2 | To familiarize the operation of broadcast Industry. |
| CO3 | To learn about the Radio and Television News Programs styles. |
| CO4 | To learn the style, the activities & logistics involved in the process of Broadcast Journalism. |
| CO5 | To be able to assess the Broadcast News content. |
| CO6 | To familiarize with Broadcast program and evaluation methods. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 |  | 20 | 40 |  |  | 80 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  |  |  |  | 20 |  | 20 |
| CO4 |  |  |  |  |  | 20 | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  |  |  |  | 20 | 20 |
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| **Course Code** | **17MC2031** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA MANAGEMENT** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Illustrate Henri Fayol’s principles of management, as applied in a media organisation. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain in detail the important factors that influence media management with suitable examples. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Draw a diagram of a satellite television organisation chart and explain the functions of the each department with an example. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Compare the technology and administrative functions of a government owned channel with a private owned television channel. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Distinguish Social Commitment and Profit making media industry. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Examine the factors that contribute towards profit making in film production. | CO5 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Sketch different types of media ownership and their major differences in style of functioning. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Evaluate the marketing management strategy of Mc Donald’s. | CO6 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Examine the essential features of Scissors Dance Theory and its importance in media management. | CO6 | A | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | To know and learn the concepts and Principles of Management. |
| CO2 | To learn the style, methods of media Human Resource Management. |
| CO3 | To be able to assess the quality and efficiency of media management. |
| CO4 | To familiarize with media technology management. |
| CO5 | To learn to compare and evaluate media production management styles. |
| CO6 | To learn the marketing managerial skills through case studies. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  | 20 |  |  |  | 20 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 |  |  |  | 20 |  |  | 20 |
| CO4 |  |  |  | 20 |  |  | 20 |
| CO5 |  |  | 40 | 20 |  |  | 60 |
| CO6 |  |  | 20 | 20 |  |  | 40 |
|  | | | | | | | **180** |

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| **Course Code** | **17MC2032** | **Duration** | **3hrs** |
| **Course Name** | **SCREENPLAY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Define Characterization. Explain the different types of characterization and character traits. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain the 3 act plot structure for a short story with suitable examples. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Appraise the ellipsis in film production and its types with examples. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Categorize the steps involved in writing “setting” for a story. | CO3 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | What is a conflict? Elaborate on the types of conflict with suitable examples. | CO3 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Classify a short story into sequence, scene, shot and explain. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | What is a plot? Identify the 6 key plot points that every story needs. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Interpret the term Mise-en-scene and categorize its elements with suitable examples. | CO1 | E | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Construct a screenplay for a 5 minute public awareness short film. | CO3 | A | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will generate creative ideas for writing for films. |
| CO2 | Students can reconstruct the writing based on the demand of the script. |
| CO3 | Students can experiment writing for different genre of films. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  | 40 |  | 60 |
| CO2 | 20 | 20 |  |  |  |  | 40 |
| CO3 |  |  | 40 | 20 |  | 20 | 80 |
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| **Course Code** | **17MC2034** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA AGENCIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Summarize on Ad agency and its functions. | CO1 | U | 15 |
|  | b. | Theorize on Media execution by an advertising agency. | CO1 | CR | 5 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Summarize the different stages of Printing. | CO2 | U | 15 |
|  | b. | Illustrate the Organization structure of a printing agency. | CO3 | U | 5 |
|  |  |  |  |  |  |
| 3. | a. | Summarize the operational thinking of a graphical designer when he gets a job. | CO3 | U | 15 |
|  | b. | Theorize on Principles of Design. | CO1 | CR | 5 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Dissect the types of advertisement formats in Facebook. | CO5 | AN | 15 |
|  | b. | Summarize the different stages social media organization. | CO2 | U | 5 |
|  |  |  |  |  |  |
| 5. |  | Extend your learnings obtained from “Film Agencies” and discuss their structure. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Summarize hierarchical classification of a TV News Company. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Inspect Ad media planning and determine its uses with the help of an example. | CO | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Classify the different types of social media advertisement planning. | CO6 | AN | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Recall your learnings of the elements of the broadcasting industry. | CO6 | R | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will gain an insight into various forms of media organizations. |
| CO2 | Students will explore career opportunities in various media. |
| CO3 | Students will be able to distinguish between workflow in varied organizations. |
| CO4 | Students will analyze their aptitudes in the given area. |
| CO5 | Students will gain knowledge of all media agencies. |
| CO6 | Students will be better equipped to make career choices. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 15 |  |  |  | 10 | 25 |
| CO2 |  | 40 |  |  |  |  | 40 |
| CO3 |  | 20 | 20 |  |  |  | 40 |
| CO4 |  |  |  | 20 |  |  | 20 |
| CO5 |  |  |  | 15 |  |  | 15 |
| CO6 | 20 |  |  | 20 |  |  | 40 |
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| **Course Code** | **17MC2036 / 14VC2062** | **Duration** | **3hrs** |
| **Course Name** | **RADIO PROGRAMMING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Describe the growth of Radio in India from the British period to the 1980s. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Differentiate indoor and outdoor audio production. | CO2 | An | 20 |
| 3. |  | Explain the categories of microphones used in a studio for recording. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Distinguish Radio Talk Shows, Panel Discussions and News. | CO4 | E | 20 |
| 5. | a | Sketch the role of a Radio Jockey. | CO5 | A | 10 |
|  | b | Classify the qualities of a Radio Jockey. | CO5 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the development of FM Radio, Radio Jockeying and its reliance on Indian Music Industry. | CO5 | An | 20 |
| 7. |  | Examine Studio Acoustics and Recording Techniques. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Design a Radio Musical Program with script/lyrics. | CO6 | C | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Write about Pre Production and Production Planning in Radio. | CO6 | A | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | The learners will be taught the growth of radio industry in India and abroad. |
| CO2 | They will understand the various activities of creating and broadcasting a radio program. |
| CO3 | To know the elements of Radio program production. |
| CO4 | To know how to evaluate various Radio Programs. |
| CO5 | To become skilled in Radio Jockey. |
| CO6 | To learn about Radio studio program styles. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 |  |  |  |  |  | 20 |
| CO2 |  |  |  | 20 |  |  | 20 |
| CO3 |  |  | 40 |  |  |  | 40 |
| CO4 |  |  |  |  | 20 |  | 20 |
| CO5 |  |  | 10 | 30 |  |  | 40 |
| CO6 |  |  | 20 |  |  | 20 | 40 |
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| **Course Code** | **17MC2037/11VC211** | **Duration** | **3hrs** |
| **Course Name** | **CORPORATE COMMUNICATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Differentiate Marketing and Corporate Communication | CO1 | U | 10 |
|  | b. | Discuss the methods of communication. | CO1 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe the notions on Reputation Management. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain Corporate Advertising with examples. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Summarize your thoughts on Stakeholder Theory. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Summarize on New Media and Crisis Management. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Infer on the topic media relations. Explain them with any real time example. | CO3 | C | 20 |
|  |  |  |  |  |  |
| 7. | a. | Construct your views on Target Audiences. | CO2 | C | 10 |
|  | b. | Explain your views on the idea of Editorial Writing. | CO3 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 8. |  | List and explain the effective communication techniques. | CO4 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the following:   1. Internal Communication. 2. External Communication. 3. Written Communication. 4. Verbal Communication. 5. Visual Communication. | CO3 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students recognize and respond to the communication expectations of various corporate stakeholders. |
| CO2 | Students will be able to create and implement a strategic corporate communications plan. |
| CO3 | Students will learn to utilize a variety of communication tools and techniques. |
| CO4 | Students will apply the learning into a real workplace situation for image building of the organization during normal and crisis situations. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 | 20 |  |  |  | 20 | 10 | 50 |
| CO3 | 10 | 40 |  |  |  | 20 | 70 |
| CO4 | 20 | 20 |  |  |  |  | 40 |
| CO5 |  |  |  |  |  |  |  |
| CO6 |  |  |  |  |  |  |  |
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| **Course Code** | **17MC3001 / 12VC311 / 14VC3002** | **Duration** | **3hrs** |
| **Course Name** | **RESEARCH METHODOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Differentiate Qualitative and Quantitative Research. | CO1 | An | 10 |
|  | b. | List the importance of cultivation theory for Television viewers. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss the four stages of mass media Research. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Write the sampling technique to be used to reach terminally ill patients. | CO3 | A | 10 |
|  | b. | Examine the importance of Focus Group to discuss absenteeism in Higher Education. | CO3 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Develop open ended and closed ended questions to study the impact of OTT Platforms. | CO4 | C | 20 |
|  |  |  |  |  |  |
| 5. | a. | Create an interview schedule to understand social media habits of teenagers. | CO5 | C | 10 |
|  | b. | Explain the importance of literature review in the context of social media and youth. | CO5 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Sketch the importance of Action Research Methodology. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Write the stages of Media Research with special emphasis on Media Effects. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Analyze the impact of mobile phones on youth’s mental and psychological well being. | CO6 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Evaluate the Instagram Usage Habits of Youth in India and the USA. | CO6 | E | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will be able to gain an insight into research. |
| CO2 | Students will be able to analyze media related issues. |
| CO3 | Students will find solutions to social problems. |
| CO4 | Students will collaborate and work towards interdisciplinary research. |
| CO5 | Students will be able to visually analyze issues and lifestyles. |
| CO6 | Students will contribute to the growing body of research. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  |  | 10 |  |  | 10 |
| CO2 | 10 | 20 |  |  |  |  | 30 |
| CO3 |  |  | 20 |  |  |  | 20 |
| CO4 |  |  | 20 |  |  | 20 | 40 |
| CO5 |  |  | 30 |  |  | 10 | 40 |
| CO6 |  |  |  | 20 | 20 |  | 40 |
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| **Course Code** | **17MC3002** | **Duration** | **3hrs** |
| **Course Name** | **3D ANIMATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Illustrate and describe the 12 Principles of Animation with examples. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Categorize the types of 3D animation and explain the production pipeline. | CO2 | AN | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss Splines and the usage of tessellations in Splines. | CO3 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the different types of modifying the polygonal surfaces. | CO3 | CR | 10 |
|  | b. | Compare polygon approximation and polygon reduction. | CO1 | AN | 10 |
|  |  |  |  |  |  |
| 5. |  | Discuss the common modelling techniques. | CO3 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Illustrate and describe the following  1. Texture Mapping 2. Bump Mapping 3.UV Space 4. Lighting. | CO1 | U | 15 |
|  | b. | Illustrate the Rendering Pipeline. | CO2 | R | 5 |
|  |  |  |  |  |  |
| 7. | a. | Illustrate the different types of hierarchies involved in a Humanoid Figure. | CO 1 | R | 15 |
|  | b. | Compare polygon Tree model and DAG model. | CO 4 | AN | 5 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Illustrate and describe the usage of the camera and Lights in 3D  Modeling. | CO6 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Discuss the Pipeline in Keyframing and animation. | CO5 | CR | 10 |
|  | b. | Compare Forward Kinematics and Inverse Kinematics. | CO1 | AN | 5 |
|  | c. | Illustrate the different types of Camera Animation. | CO4 | R | 5 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will understand 3D animation. |
| CO2 | Students will be able to create their own concept in 3D animation. |
| CO3 | Students will be expert in doing all types and styles of animation. |
| CO4 | Students will demonstrate different techniques in animation. |
| CO5 | Students will demonstrate their skills in modeling 3D shapes and objects. |
| CO6 | Students will produce creative 3D projects. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 15 | 35 |  | 15 |  |  | 65 |
| CO2 | 5 |  |  | 20 |  |  | 25 |
| CO3 |  |  |  |  |  | 50 | 50 |
| CO4 | 5 |  |  | 5 |  |  | 10 |
| CO5 |  |  |  |  |  | 10 | 10 |
| CO6 |  | 20 |  |  |  |  | 20 |
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| **Course Code** | **17MC3004** | **Duration** | **3hrs** |
| **Course Name** | **ICT FOR DEVELOPMENT** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the concept of Digital Divide and discuss how it is visible in the Indian rural scenario. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Assess the impact of ICT and its application in making e-governance projects popular even at grassroots level. | CO2 | E | 20 |
|  |  |  |  |  |  |
| 3. |  | Evaluate the outcome of e-governance measures in the south Indian states with case studies. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Discuss the characteristics and limitations of ICT tools. | CO4 | C | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain how ICT revolutionized the field of health management sector. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Evaluate the statement “Mobile communication has revolutionized the world”. | CO2 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | Assess the role played by ICT in education with relevant examples in the Indian context. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Examine the role of SDG in bringing development at global level. | CO3 | AN | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Discuss the role of ICT in disease surveillance Diagnosis and treatment. | CO3 | C | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | The students will understand the application for novel mobile apps. |
| CO2 | The students will learn to prepare and evaluate different types of using Mobile Apps for various media environments. |
| CO3 | The students will know the fundamental elements of mobile app usage in daily lives. |
| CO4 | The students will be adapting with current market trends for mobile audio-video applications. |
| CO5 | The students will produce innovative script designs for app development. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  |  |  |  | 40 |  | 40 |
| CO3 |  |  |  | 20 | 40 | 20 | 80 |
| CO4 |  |  |  |  |  | 20 | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
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| **Course Code** | **17MC3005** | **Duration** | **3hrs** |
| **Course Name** | **REPORT WRITING AND PUBLICATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Compare hard news and soft news with a suitable example. | CO1 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Outline the importance of organizational communication reports. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Develop a report on Price hike on essential commodities like rice and pulses in inverted pyramid style for news daily. | CO3 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Compose a business proposal for starting an advertising agency. | CO4 | C | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the process of reviewing in research and its importance. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Interpret the steps involved in writing Synopsis. | CO6 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Compile a formal and informal report on the inaugural of Department Association. | CO2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Illustrate the components of a quantitative research design. | CO6 | U | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Analyze the function of lead in news writing and explain any two types of lead. | CO1 | AN | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will be able to gain an insight into report writing. |
| CO2 | Students will be able to write different kinds of reports. |
| CO3 | Students will distinguish between technical and non-technical reports. |
| CO4 | Students will gain insight into editing and writing techniques. |
| CO5 | Students will be able to write research abstracts. |
| CO6 | Students will be able to write research papers. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  |  | 40 |  |  | 40 |
| CO2 |  | 20 |  |  |  | 20 | 40 |
| CO3 |  |  |  |  |  | 20 | 20 |
| CO4 |  |  |  |  |  | 20 | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  | 40 |  |  |  |  | 40 |
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| **Course Code** | **17MC3010** | **Duration** | **3hrs** |
| **Course Name** | **ADVANCED ANIMATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Outline the evolution of animation from primitive cave paintings to the current state of the art Disney movies. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Compose a Script in proper format for a 3D animated short that is 5 minutes long targeting children below the age of 12. | CO1 | C | 20 |
|  |  |  |  |  |  |
| 3. | a. | Explain the general process of UV unwrapping a 3D mesh. | CO6 | U | 10 |
|  | b. | List the stages of applying an earth texture on a spherical mesh. | CO6 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Compare and contrast the old and the new ways of Matte Painting and background creation and how these paintings are tracked into film in VFX. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | List and summarize the various lights along with their basic parameters that can be used in 3D software to illuminate scenes. | CO6 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Outline the process of soft body simulations and its parameters with example applications. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the process of creating a Flower pot firecracker using particle system. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | List and explain the various 3D scanning techniques used to scan real world objects. | CO3 | R | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | With a diagram outline the overall Game development Process. | CO5 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will understand nuances of animation for films. |
| CO2 | Students will apply animation techniques in their projects. |
| CO3 | Students will demonstrate expertise in high end projects. |
| CO4 | Students will experiment with animation design for film aesthetics. |
| CO5 | Students will undertake projects in gaming. |
| CO6 | Students will gain expertise at least one animation software. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 | 20 | 40 |  |  |  |  | 60 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  | 40 |  |  |  |  | 40 |
|  | | | | | | | **180** |

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| **Course Code** | **17MC3013** | **Duration** | **3hrs** |
| **Course Name** | **DIRECTION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the 3 act plot structure for a short story with an example. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | What is Mise-en-scene? Elaborate its elements with suitable examples. | CO2 | C | 20 |
|  |  |  |  |  |  |
| 3. |  | Who is a director? Determine the roles and responsibilities of a director in film production. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Examine your favourite director’s style of film making with suitable examples. | CO3 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Estimate the importance of artistic identity of a director. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Inspect the effects of ethical film making with a case study. | CO1 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Discuss the importance of tension in a story with suitable examples. | CO3 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Estimate the different elements of film making that compliments the style of a director. | CO3 | C | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Develop a story for a 10 minute short film on the theme “FEAR”. | CO1 | C | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | The students will be able to understand the role and responsibility of direction. |
| CO2 | The students learn the skills and approaches of the direction as a profession. |
| CO3 | The students will be able to assess the various types of directors and their styles |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 |  |  | 20 |  | 20 | 60 |
| CO2 |  |  |  |  | 20 | 20 | 40 |
| CO3 |  |  |  | 20 | 20 | 40 | 80 |
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| **Course Code** | **17MC3015** | **Duration** | **3hrs** |
| **Course Name** | **SOCIAL MEDIA** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Describe your thoughts on the culture and social media. | CO 1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain the idea of USSD with examples. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Differentiate Social Media and OTT Platform. | CO 4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Discuss the concept of VoIP with illustrations. | CO 3 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Recall some social media terminologies and explain them in detail. | CO5 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Write the evolution of Social Media with examples. | CO 2 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Infer your views on Visuality in Social Media. | CO 6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Justify the statement “Social media is a bane and a boon”. | CO 1 | E | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Express the idea of User Generated Social Media Content. | CO 2 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will create and maintain a blog using a common blogging platform. |
| CO2 | Students will be able to compare and contrast the purpose and features of different types of social media, including: blogs, social networks, wikis, and photo and video sharing sites. |
| CO3 | Students can effectively utilize multiple forms of social media to publish real-time updates and engage with relevant communities. |
| CO4 | Students can create different social media templates for developmental communication |
| CO5 | Students will be able to frame new media concepts for creative ideas. |
| CO6 | Students will be able to effectively apply social media and produce contemporary convergent media platforms. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  | 20 |  | 40 |
| CO2 |  | 20 | 40 |  |  |  | 60 |
| CO3 |  | 20 |  |  |  |  | 20 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 | 20 |  |  |  |  |  | 20 |
| CO6 |  |  |  |  |  | 20 | 20 |
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| **Course Code** | **17MC3016** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA ANALYSIS** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Discuss on Narrative content analysis and how it is used in media analysis. | CO1 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Justify that media is playing a crucial role in forming and reflecting public opinion in social issues with Indian media context. | CO2 | E | 20 |
|  |  |  |  |  |  |
| 3. |  | Evaluate how media is playing a key role in cultural transmission. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Analyze the role of social media in marketing communication. | CO4 | AN | 20 |
|  |  |  |  |  |  |
| 5. |  | Identify the development witnessed in the Indian cinema industry in the last five years. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the concept of BIG DATA and why it’s important in analyzing new media. | CO6 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Examine the growth of media and entertainment industry in India. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Appraise the tool content analysis in the age of interactive media. | CO4 | E | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain how media is applying Gate Keeping theory in handling social issues. | CO1 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | To learn about elements of media constructs. |
| CO2 | To know and understand the concepts of media productions. |
| CO3 | To be able to assess the quality of media productions. |
| CO4 | To learn the style, methods used in media criticism. |
| CO5 | To learn to develop analytical skills in comparative studies on media. |
| CO6 | To learn about media development trends for assessment. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  | 20 | 40 |
| CO2 |  |  |  |  | 20 |  | 20 |
| CO3 |  |  |  |  | 20 |  | 20 |
| CO4 |  |  |  | 20 | 20 |  | 40 |
| CO5 |  |  |  | 40 |  |  | 40 |
| CO6 |  | 20 |  |  |  |  | 20 |
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| **Course Code** | **17MC3018** | **Duration** | **3hrs** |
| **Course Name** | **DOCUMENTARY PRODUCTION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Demonstrate the steps involved in writing script for a documentary production. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | What is a documentary film? Classify the different genres of documentaries with suitable examples. | CO1 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Summarize the process involved in documentary research. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Appraise the dramatic storytelling techniques in documentary production. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 5. |  | List the different types of characters in a story and explain with suitable examples. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Elaborate on the various sources of archival data used in documentary films. | CO3 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Survey on the characteristics of experimental films in India. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Estimate the impact of mockumentary television shows by analyzing Indian audience. | CO1 | C | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | What is docu-fiction? Interpret the narrative structure of docu-fiction with an example. | CO2 | E | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | The students understand and apply the various formats make Professional Documentary to create social impact. |
| CO2 | The students will be efficient in documentary production. |
| CO3 | The students will be enabled to evaluate documentary films. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  | 20 |  | 20 | 60 |
| CO2 | 20 | 20 |  | 20 | 20 |  | 80 |
| CO3 |  |  |  |  | 20 | 20 | 40 |
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| **Course Code** | **17MC3019** | **Duration** | **3hrs** |
| **Course Name** | **VISUAL MERCHANDISING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Discuss the importance of Visual Merchandising in the Indian Context. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Write the importance of display in store designing. Cite relevant examples. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. | . | Design a showroom façade and window display with appropriate lighting. | CO3 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Evaluate the impact of Colours on Consumers’ Purchase Behaviour. | CO4 | E | 20 |
|  |  |  |  |  |  |
| 5. |  | Classify the elements of design which aid visual merchandising. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain retail atmospherics to enhance customer’s visual perception of a store. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Assess the importance of colour psychology in designing retail showrooms. | CO4 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Evaluate the positioning of Tanishq as a retail brand. | CO6 | E | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Design a communication proposal with relevant data for a fast food brand. | CO6 | C | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will be able to understand importance of visual merchandising. |
| CO2 | Students will be able apply the concepts of store layout and lighting. |
| CO3 | Students will be able to take up practical assignments in Visual Merchandising. |
| CO4 | Students will apply techniques of color theory to visual merchandising. |
| CO5 | Students will apply techniques of design to visual merchandising. |
| CO6 | Students will be able to devise communication strategies in visual design. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  |  | 20 |  |  | 20 | 40 |
| CO3 |  |  | 20 |  |  |  | 20 |
| CO4 |  |  |  |  | 40 |  | 40 |
| CO5 |  |  |  | 20 |  |  | 20 |
| CO6 |  |  |  |  | 20 | 20 | 40 |
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| **Course Code** | **17MC3020** | **Duration** | **3hrs** |
| **Course Name** | **DEVELOPMENT COMMUNICATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain Dependency theory and Development Communication. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Assess the impact of ICT and its application for e-governance in the context of development communication. | CO2 | E | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain the concept of Digital Divide and discuss how it is visible in the Indian rural scenario. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Examine the role of SDG in bringing development at global level. | CO4 | AN | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the role played by WTO and WHO in the process of development. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Discuss on public service advertisement and how they are important in development communication process. | CO6 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Outline Everett Rogers model and Wilbur Schramms model of communication. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Assess the role played by ICT in education with relevant examples in the Indian context. | CO2 | E | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Examine the role of folk media in the process of development communication. | CO3 | AN | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | The students will be aware of development concepts. |
| CO2 | The students will be skilled in analyzing various developmental strategies. |
| CO3 | The students will gain knowledge on Traditional empowerment efforts. |
| CO4 | The Students will learn about Social marketing methods for Development. |
| CO5 | The students will be able to evaluate various developmental projects. |
| CO6 | The students will be able to apply campaign for Development. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 40 |  |  |  |  | 40 |
| CO2 |  |  |  |  | 40 |  | 40 |
| CO3 |  | 20 |  | 20 |  |  | 40 |
| CO4 |  |  |  | 20 |  |  | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  |  |  |  | 20 | 20 |
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| **Course Code** | **17MC3023** | **Duration** | **3hrs** |
| **Course Name** | **INTERNATIONAL COMMUNICATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Discuss the salient features of Mac Bride Commission. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Differentiate Free Press Theory and Authoritarian Theory. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | List the attributes of Transborder Communication. | CO3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Write about the impact of new media technologies on society | CO4 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the concept of Free Flow of Information. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Analyse the trend of Media Imperialism and its effect on global Media Consumption. | CO5 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Illustrate how brands like Coca Cola and Pepsi transformed into global entities. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Evaluate the role of global news agencies in International Communication. | CO6 | An | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Examine the role of United Nations Organisation and NWICO towards a better World Order. | CO6 | A | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | To know and learn the concepts and Principles of global media. |
| CO2 | To learn the style, methods of media functioning worldwide. |
| CO3 | To be able to assess the quality communication policies. |
| CO4 | To familiarize with global communication technologies. |
| CO5 | To learn to compare and evaluate the effects of global communication. |
| CO6 | To learn the role of global agencies in world communication. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  |  |  | 20 |  |  | 20 |
| CO3 | 20 |  |  |  |  |  | 20 |
| CO4 |  |  | 20 |  |  |  | 20 |
| CO5 |  |  | 40 | 20 |  |  | 60 |
| CO6 |  |  | 20 | 20 |  |  | 40 |
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| **Course Code** | **17MC3024** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA PSYCHOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain various research methods in media psychology. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Define Media Psychology. Explain the needs of Media Psychology Research. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Estimate the Pro-social effects of Media on youth with research evidences. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | List and explain the developmental issues in Media Psychology. | CO5 | U | 10 |
|  | b. | Demonstrate the violence influences of video games among children with suitable examples. | CO4 | A | 10 |
|  |  |  |  |  |  |
| 5. |  | Criticize the psychological influences of different types of media with suitable examples. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Discuss the importance of audience analysis and discuss the social aspects of Indian film audience. | CO2 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Categorize the various types of literary genres with suitable examples. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Discover the future of media psychology considering the growth and availability of media platforms over internet. | CO6 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Demonstrate a case study about impact of television violence on children. Discuss the role of parental mediation. | CO3 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | The students interested in pursuing research in the area of media will be highly benefited by the course content. |
| CO2 | The students can carry out pilot studies on media audience based on the knowledge imbibed from the subject. |
| CO3 | The subject will suffice the students in understanding the target audience and thereby prepare themselves to step in the media industry. |
| CO4 | The Students will learn differences in functioning of various media forms. |
| CO5 | The Students will know various psychological aspects behind social programs |
| CO6 | The Students will demonstrate good reasoning and analytical skills required for working in media. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | 20 |  |  |  |  | 40 |
| CO2 |  |  |  |  |  | 20 | 20 |
| CO3 |  | 20 |  |  | 20 |  | 40 |
| CO4 |  |  | 10 | 20 |  |  | 30 |
| CO5 |  | 10 |  |  |  |  | 10 |
| CO6 |  |  |  | 20 | 20 |  | 40 |
|  | | | | | | | **180** |

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| **Course Code** | **21VC2001** | **Duration** | **3hrs** |
| **Course Name** | **INTRODUCTION TO MEDIA** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Describe in detail about global media and with suitable examples. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Infer your thoughts on IPTV. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Determine the characteristics of visual media. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Explain internet advertising and future of media. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Distinguish the types of communication with examples. | CO4 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Write in detail about mobile communications | CO6 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Illustrate McLuhan’s Global village concept with examples. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Criticize your views on the latest new media platforms. | CO3 | An | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Express your thoughts on Elements of Communication. | CO4 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will be able to define and relate to basics of New Media. |
| CO2 | Students will be able to identify varied forms of New Media. |
| CO3 | Students will be able to recognize new media as a way of life. |
| CO4 | Students will be able to define and list elements of mass media. |
| CO5 | Students will be able to identify and define media convergence. |
| CO6 | Students will be able analyze the importance of traditional and new media communications. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 |  | 20 |  |  |  | 40 |
| CO2 |  |  |  | 20 |  |  | 20 |
| CO3 |  | 20 |  | 20 |  |  | 40 |
| CO4 |  | 20 |  |  | 20 |  | 40 |
| CO5 |  |  | 20 |  |  |  | 20 |
| CO6 |  |  |  |  |  | 20 | 20 |
|  | | | | | | | **180** |

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| **Course Code** | **21VC2002** | **Duration** | **3hrs** |
| **Course Name** | **WRITING FOR MEDIA** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Discuss on the statement ‘Radio in India has transformed into an entertainment avenue for youth.’ | CO2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss various elements of new story. | CO1 | C | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss the impact of Television on children in the new media age. | CO4 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Distinguish Feature Writing and News Writing. | CO3 | AN | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the importance of Inverted pyramid format in news writing. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | List out the roles of a copywriter in an advertising agency. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | Analyze the function of lead in news writing. | CO6 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Evaluate the process in compiling a report for entertainment media. | CO5 | E | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the nature and characteristics of Newspaper as a mass medium. | CO1 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | To understand the nature and characteristics of print media. |
| CO2 | To Analyze the characteristics of electronic media. |
| CO3 | To Analyze the global media content. |
| CO4 | To evaluate the basic characteristics of Radio and Television in content generation. |
| CO5 | To Create media content in the field of Education and Entertainment. |
| CO6 | To understand the nature and characteristics of writing for broadcast media. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | 40 |  |  |  | 20 | 80 |
| CO2 |  |  |  |  |  | 20 | 20 |
| CO3 |  |  |  | 20 |  |  | 20 |
| CO4 |  |  |  |  |  | 20 | 20 |
| CO5 |  |  |  |  | 20 |  | 20 |
| CO6 |  |  |  | 20 |  |  | 20 |
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| **Course Code** | **21VC2003** | **Duration** | **3hrs** |
| **Course Name** | **PHOTOGRAPHY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | | **Bloom’s Level** | | **Marks** | |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | | | | |
| 1. |  | Discuss the emergence and advancement of photography with suitable examples. | | CO1 | | U | | 20 |
|  |  | **(OR)** | |  | |  | |  |
| 2. |  | Draw and illustrate different types of shots and camera angle. | | CO2 | | An | | 20 |
|  |  |  | |  | |  | |  |
| 3. |  | Define lens. Categorize the types of lens with their uses. | | CO4 | | R | | 20 |
|  |  | **(OR)** | |  | |  | |  |
| 4. |  | Elaborate on various photography lighting techniques with suitable diagrams. | | CO5 | | U | | 20 |
|  |  |  | |  | |  | |  |
| 5. |  | Share your views on the influence of mobile phone photography in the modern society. | | CO6 | | An | | 20 |
|  |  | **(OR)** | |  | |  | |  |
| 6. |  | Identify the type of photography that uses colors and patterns to create an image and appraise the same. | | CO6 | | U | | 20 |
|  |  |  | |  | |  | |  |
| 7. |  | Determine the factors that affect depth of field with suitable examples. | | CO2 | | A | | 20 |
|  |  | **(OR)** | |  | |  | |  |
| 8. |  | Examine the metering techniques in digital photography. | | CO3 | | R | | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | | | |
| 9. |  | Appraise the scope of photo journalism. | | CO6 | | E | | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will identify the basics concept of photography. |
| CO2 | Students will learn the different kinds of camera techniques. |
| CO3 | Students will demonstrate camera handling techniques. |
| CO4 | Students will independently take outdoor and indoor shots. |
| CO5 | Students will experiment with different types of lighting. |
| CO6 | Students will learn product, industrial, fashion photography. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  |  | 20 | 20 |  |  | 40 |
| CO3 | 20 |  |  |  |  |  | 20 |
| CO4 | 20 |  |  |  |  |  | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  | 20 |  | 20 | 20 |  | 60 |
|  | | | | | | | **180** |

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| **Course Code** | **21VC2006** | **Duration** | **3hrs** |
| **Course Name** | **ADVERTISING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Construct and examine the consumer buying decision making process. | CO2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain advertising and its needs. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Summarize the steps involved in developing and implementing an ad campaign. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Compare indoor and outdoor advertising. | CO3 | AN | 20 |
|  |  |  |  |  |  |
| 5. |  | Classify the types of advertisement and explain each in detail with relevant examples. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 6. |  | Design a concept for an advertisement for the product of your choice. | CO6 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Justify the statement ‘Advertising is creativity’. | CO5 | E | 20 |
|  |  |  |  |  |  |
| 8. |  | Illustrate the importance of research in advertisement. | CO5 | U | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Compare commercials and public service advertising. | CO3 | E | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Student will gain professional knowledge on advertising. |
| CO2 | Student will use the skills in designing advertising campaigns. |
| CO3 | Student will evaluate and judge Advertising programs. |
| CO4 | Students will gain insight into evolution of advertising. |
| CO5 | Students will list and demonstrate ability to understand varied nuances of advertising |
| CO6 | Students will demonstrate ability to transform into a advertising professional. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  | 20 |  |  |  | 20 | 40 |
| CO3 |  |  |  | 20 | 20 |  | 40 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 |  | 20 |  |  | 20 |  | 40 |
| CO6 |  |  |  |  |  | 20 | 20 |
|  | | | | | | | **180** |

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| **Course Code** | **21VC2007** | **Duration** | **3hrs** |
| **Course Name** | **BASICS OF MULTIMEDIA** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Compile your views on the structure and components of multimedia. | CO2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Criticize on the multimedia authoring approaches. | CO4 | E | 20 |
|  |  |  |  |  |  |
| 3. |  | Differentiate 2D and 3D animation with suitable illustrations. | CO6 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Illustrate the idea of character animation with related examples. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Discuss on the idea of cross platform systems. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | List the applications of multimedia in the field of education, entertainment etc. | CO4 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | Summarize on the types of video formats with related examples. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Write your views on the different types of audio formats. | CO2 | A | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Infer on the elements of multimedia. | CO5 | An | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will be able to create, and apply appropriate design techniques. |
| CO2 | Students will be able to design creative ideas relevant for print medium. |
| CO3 | Students will be able to work on contemporary multimedia assignments to potential clients. |
| CO4 | Students will be able to Select and demonstrate general skill sets in the multimedia industry. |
| CO5 | Students will be able to select multimedia function in different media platforms. |
| CO6 | Students will be able to evaluate human-centric problems using multimedia |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  | 20 | 40 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 |  |  | 20 |  |  |  | 20 |
| CO4 | 20 |  |  |  | 20 |  | 40 |
| CO5 |  |  |  | 20 |  |  | 20 |
| CO6 |  |  |  | 20 | 20 |  | 40 |
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| **Course Code** | **21VC2008** | **Duration** | **3hrs** |
| **Course Name** | **COMMUNICATION THEORIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Differentiate three types of Noise with relevant examples. | CO1 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain Berlo’s model of Communication. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Write about the Shannon and Weaver Model in detail. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Distinguish Mathematical Model of Communication and Aristotle’s model. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain about Gestalt Theories of Communication, with reference to visual perception. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Give examples of two linear models of communication with a suitable explanation. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Differentiate Gate keeping and Agenda Setting Theories. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Interpret the Spiral of Silence Theory with relevant examples. | CO6 | A | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain Diffusion of Innovation Theory and its impact on new media. | CO6 | A | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will describe evolution of communication. |
| CO2 | Students will identify the theoretical frameworks. |
| CO3 | Students will understand the importance of communication theories. |
| CO4 | Students will distinguish between models and theories |
| CO5 | Students will analyze between models and theories. |
| CO6 | Students will develop critical theoretical analysis, leading to research orientation. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  |  | 20 |  |  | 20 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 |  |  | 20 |  |  |  | 20 |
| CO4 |  | 40 |  |  |  |  | 40 |
| CO5 |  |  | 20 | 20 |  |  | 40 |
| CO6 |  |  | 40 |  |  |  | 40 |
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| **Course Code** | **21VC2010** | **Duration** | **3hrs** |
| **Course Name** | **AUDIO PRODUCTION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Elaborate on the types of Microphones. | CO1 | CR | 10 |
|  | b. | Recall the importance of Audio Mixer in Production. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline on the connectors and cables in Audio. | CO3 | U | 10 |
|  | b. | What is a DAW? Explain the Interface of any one DAW. | CO1 | R | 10 |
|  |  |  |  |  |  |
| 3. | a. | Identify the Pickup Patterns on the Microphones in detail with diagrams. | CO3 | A | 10 |
|  | b. | Elaborate Amplifier and Power amplifier. | CO4 | CR | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elaborate the working of Human Ear. | CO4 | CR | 10 |
|  | b. | Summarize on Equalizer. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Examine the types of Audio Consoles. | CO5 | AN | 15 |
|  | b. | Compare Full Range speaker and Crossover. | CO2 | E | 5 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate Loudspeakers and explain their working. | CO1 | CR | 15 |
|  | b. | Summarize Low Frequency horns. | CO2 | U | 5 |
|  |  |  |  |  |  |
| 7. |  | Design a specification for a Sound System for 100 people with 4 Musicians and 2 Main Singers and 20 People Choir. Explain the equipment used. | CO6 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Determine LSR and illustrate the setup in Emmanuel auditorium. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the process of how Analog audio is made into Digital audio. | CO6 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will be able to explore digital audio productions. |
| CO2 | Students will be able todemonstrate skills in designing digital audio production and editing. |
| CO3 | Students will be able toevaluate the standard digital audio productions. |
| CO4 | Students will be able toexplore the latest in sound reinforcements. |
| CO5 | Students will be able toidentify audio software. |
| CO6 | Students will be able tolist trends and technologies in audio production. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 10 |  |  |  |  | 10 | 20 |
| CO2 | 10 |  |  |  | 5 |  | 15 |
| CO3 |  | 10 | 10 |  |  |  | 20 |
| CO4 |  |  |  |  |  | 20 | 20 |
| CO5 |  |  |  | 15 | 20 |  | 35 |
| CO6 | 10 | 20 |  |  |  | 20 | 50 |
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| **Course Code** | **21VC2011** | **Duration** | **3hrs** |
| **Course Name** | **VIDEO & POST PRODUCTION TECHNIQUES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain with simple diagrams the workings of the phenakistiscope, zoetrope and praxinoscope. | CO3 | U | 12 |
|  | b. | Name and explain the principles of human vision that the above devices exploited to work. | CO3 | U | 8 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline the arrangement and inner workings of a camera lens. | CO2 | U | 10 |
|  | b. | Name and summarize each type of camera lens with example scenarios where they are used. | CO1 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Recall the various types of Camera Shutters. Outline how they work with diagrams. | CO3 | R | 10 |
|  | b. | How does one achieve the different Depth of Field effects? List the gear and settings required to achieve them. | CO4 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 4. |  | With a diagram, name the parts and explain their functions in an ENG Video Camera. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Outline how the various types of scopes are used in television production. | CO6 | U | 12 |
|  | b. | What are LUT’s? Where are they used? | CO6 | R | 8 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Recall the various Camera Rigs and explain the various possible camera moves with example scenarios for using them. | CO4 | R | 14 |
|  | b. | List all the various audio and video connectors used to connect professional equipment. | CO5 | R | 6 |
|  |  |  |  |  |  |
| 7. |  | With simple diagrams, explain the various shots and angles and the psychological reasons for using them. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | List and outline the working of the various display and projection technologies. | CO6 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Name and explain the rules of creating interesting and meaningful Frame Compositions in video production. | CO1 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | The students will master the time tested concept of applying cinematography in their production techniques. |
| CO2 | The students will get trained to industry standards. |
| CO3 | The students can be able to understand basic elements of video production. |
| CO4 | The students will exhibit creative ways of camera handling. |
| CO5 | The students will produce video with aesthetics and semiotic understanding. |
| CO6 | The students will know the latest in video making process. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 50 |  |  |  |  | 50 |
| CO2 |  | 10 |  |  |  |  | 10 |
| CO3 | 10 | 20 |  |  |  |  | 30 |
| CO4 | 14,10 |  |  |  |  |  | 24 |
| CO5 | 6 | 20 |  |  |  |  | 26 |
| CO6 | 8 | 32 |  |  |  |  | 40 |
|  | | | | | | | **180** |

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| **Course Code** | **21VC2012** | **Duration** | **3hrs** |
| **Course Name** | **2D & 3D ANIMATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | List out the different types of primitive shapes in Autodesk Maya. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Elaborate the 12 principles of animation. | CO6 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Elaborate the differences between the two types of Kinematics. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Explain in detail the interface of Autodesk Maya. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain various lights in Autodesk Maya. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the attributes of 3D objects. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Elaborate the process of character animation using After Effects. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the difference between 2D & 3D animation. | CO5 | U | 20 |
| **PART – B (1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Write a short story and draw storyboard for it. | CO2 | C | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | List the different methods of animation techniques used until date. |
| CO2 | Set-up their own animation story and represent it using storyboards. |
| CO3 | Create animation characters in 2D and bring them to life using animation. |
| CO4 | Illustrate varied animation techniques. |
| CO5 | Develop frame by frame animation. |
| CO6 | Create animation special effects. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | - | - | 20 | - | - | - | 20 |
| CO2 | - | - | - | - | - | 20 | 20 |
| CO3 | - | - | 20 | - | - | - | 20 |
| CO4 | 40 | - | 40 | - | - | - | 80 |
| CO5 | - | 20 | - | - | - | - | 20 |
| CO6 | 20 | - | - | - | - | - | 20 |
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| **Course Code** | **21VC2013** | **Duration** | **3hrs** |
| **Course Name** | **FILM STUDIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Sketch the technological developments in contemporary cinema. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | . | Give examples of narrative and non-narrative films with their characteristics. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Describe the psychological effect of sound in films. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | . | Explain the growth of World Cinema after the Second World War with suitable examples. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Examine the various stages of film production. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | . | Define the term mise-en-scene and elaborate the important elements related to it . | CO4 | R | 20 |
|  |  |  |  |  |  |
| 7. | . | Write about space and time, montage, long take and framing. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | A good story is crucial for a film’s success. Justify. | CO6 | C | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | . | Analyze Surrealism and French New Wave (Godard) with examples. | CO6 | An | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | The student will develop an overall understanding on the structure of film narration. |
| CO2 | The student will have a thorough knowledge on the narrative aspects of film. |
| CO3 | The students will be able to connect psychologically with the films. |
| CO4 | The students will be thorough with the art of appreciating and analysing films. |
| CO5 | The students will become good learners of films. |
| CO6 | The students will acquire high skill on knowing film theories and the art of watching films. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  | 20 |  |  |  | 20 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  | 20 |  |  |  |  | 20 |
| CO4 | 20 |  | 20 |  |  |  | 40 |
| CO5 |  |  | 40 |  |  |  | 40 |
| CO6 |  |  |  | 20 |  | 20 | 40 |
|  | | | | | | | **180** |

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| **Course Code** | **21VC2014** | **Duration** | **3hrs** |
| **Course Name** | **STORYBOARDING & ANIMATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Describe Animation Storyboard. | CO1 | R | 10 |
|  | b. | Discuss the importance of animation storyboards. | CO 1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | List the storyboard terminologies and explain them in detail. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss the idea of Forced Perspective with examples. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Create a Story board based on your imagination for any movie scene depicting the technical details with a minimum of 15 Shots. | CO4 | C | 20 |
|  |  |  |  |  |  |
| 5. |  | Compare different Camera angles with each other and explain the working with illustrations. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Interpret the idea of Storyboarding working with dialogues. | CO 3 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the Principles of Animation with illustrations. | CO 4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Differentiate 2D and 3D animation with examples. | CO6 | An | 20 |
| **PART – B (1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the types of camera shots and movements. | CO 1 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students understand the concept of perspective. |
| CO2 | Students work with the tools and the aspects of sketching. |
| CO3 | Students produce a story board for their project. |
| CO4 | Students understand the concept of 2D animation. |
| CO5 | Students work with Flash. |
| CO6 | Students become familiar with the concept of Flash animation and special effects. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | 20 |  |  |  |  | 40 |
| CO2 | 20 |  |  |  |  |  | 20 |
| CO3 |  | 20 | 20 |  |  |  | 40 |
| CO4 |  | 20 |  |  |  | 20 | 40 |
| CO5 |  |  |  | 20 |  |  | 20 |
| CO6 |  |  |  | 20 |  |  | 20 |
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| **Course Code** | **22VC3001** | **Duration** | **3hrs** |
| **Course Name** | **GENDER STUDIES: A MEDIA PERSPECTIVE** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | | |
| 1. | |  | Enumerate the discrimination faced by women in India in contemporary times. | CO1 | R | 20 |
|  | |  | **(OR)** |  |  |  |
| 2. | |  | Differentiate between radical and liberal feminism. | CO2 | An | 20 |
|  | |  |  |  |  |  |
| 3. | |  | Analyse the online self presentation of women with special reference to whatsapp communication. | CO3 | An | 20 |
|  | |  | **(OR)** |  |  |  |
| 4. | |  | Discuss the stereotypical representation of men and women in films. | CO4 | U | 20 |
|  | |  |  |  |  |  |
| 5. | | . | Write about mobile phone usage among women of marginalized and lower socio-economic criteria. | CO5 | A | 20 |
|  | |  | **(OR)** |  |  |  |
| 6. | |  | Employ Uses and Gratification Theory to highlight mobile usage among young women between 18-25 years of age. | CO6 | A | 20 |
|  | |  |  |  |  |  |
| 7. | |  | Trace the importance of ICTs for women empowerment. | CO5 | U | 20 |
|  | |  | **(OR)** |  |  |  |
| 8. | |  | Analyse the films English Vinglish and Queen and their portrayal of women. | CO4 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | |
| 9. | |  | Write about women centric themes in contemporary Indian Cinema. | CO6 | A | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | To gain knowledge about women’s movement in India. |
| CO2 | To understand theories of feminism and media |
| CO3 | To analyse gender stereotypes and portrayal of women in Media |
| CO4 | To present case studies on women and media. |
| CO5 | To compile a body of relevant contemporary review of related studies. |
| CO6 | To create and work on research paper on women and media |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 |  |  |  |  |  | 20 |
| CO2 |  |  |  | 20 |  |  | 20 |
| CO3 |  |  |  | 20 |  |  | 20 |
| CO4 |  | 20 |  | 20 |  |  | 40 |
| CO5 |  | 20 | 20 |  |  |  | 40 |
| CO6 |  |  | 40 |  |  |  | 40 |
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| **Course Code** | **21VC2001** | **Duration** | **3hrs** |
| **Course Name** | **INTRODUCTION TO MEDIA** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Discuss on television as an audio visual medium which makes it more popular as a mass medium. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Examine different new media platforms and its characteristics. | CO1 | AN | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss on computer mediated communication in the new media age. | CO2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Define Media and distinguish between Mass Media, Folk Media and New Media. | CO3 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Identify media convergence and its importance in modern era. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Examine the impact of Television operas on women audience in India. | CO3 | AN | 20 |
|  |  |  |  |  |  |
| 7. |  | Compare different types of communication and its characteristics. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain on the medium Film as a mass communication tool. | CO4 | U | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Examine different types of mass media and their characteristics. | CO4 | AN | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will learn to define and relate to basics of New Media. |
| CO2 | Students will identify varied forms of New Media. |
| CO3 | Students will recognize new media as a way of life. |
| CO4 | Students will be able to define and list elements of mass media. |
| CO5 | Students will identify and define media convergence. |
| CO6 | Students will analyze the importance of traditional and new media communications. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  |  | 20 | 20 |  | 40 |
| CO2 |  |  |  |  |  | 20 | 20 |
| CO3 | 20 |  |  | 20 |  |  | 40 |
| CO4 |  | 20 |  | 20 |  |  | 40 |
| CO5 |  |  | 20 |  |  |  | 20 |
| CO6 |  |  |  |  |  | 20 | 20 |
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| **Course Code** | **21VC2002** | **Duration** | **3hrs** |
| **Course Name** | **WRITING FOR MEDIA** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Discuss the importance of Lead and explain various types of leads. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain the characteristics of Television as a mass medium. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Examine the importance of writing for a media professional. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | . | State the important features of writing for radio. | CO4 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Write about the most unforgettable moment of your lives. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Analyze a television advertisement you have seen with reference to concept, visual and message. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 7. | a. | Discuss the importance of sub editor and reporter in a newspaper organisation. | CO1 | U | 10 |
|  | b. | Write a paragraph (minimum 150 words) about the importance of education. | CO5 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Differentiate between writing a radio jingle and writing radio news. | CO6 | A | 10 |
|  | b. | Develop a headline and a lead, describing fresher’s day in an institution. | CO6 | C | 10 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Develop a copy and design an advertisement for a brand of soap as suited for the online medium. | CO6 | C | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | To understand the nature and characteristics of print media. |
| CO2 | To Analyze the characteristics of electronic media. |
| CO3 | To Analyze the global media content. |
| CO4 | To evaluate the basic characteristics of Radio and Television in content generation. |
| CO5 | To Create media content in the field of Education and Entertainment. |
| CO6 | To be able to write for selected media. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 30 |  |  |  |  | 30 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 |  |  | 20 |  |  |  | 20 |
| CO4 |  | 20 |  | 20 |  |  | 40 |
| CO5 |  |  | 30 |  |  |  | 30 |
| CO6 |  |  | 10 |  |  | 30 | 40 |
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| **Course Code** | **21VC2003** | **Duration** | **3hrs** |
| **Course Name** | **PHOTOGRAPHY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1 |  | Compare the parts and working of a TLR and SLR with suitable diagrams. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Define depth of field. Elaborate on the factors that affect depth of field. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Define lens. Categorize the types of lens with their uses. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | What is Exposure? Examine the elements of exposure triangle with examples. | CO1 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Discuss about the different types of lighting instruments used in studios. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Discuss about the metering techniques in digital photography. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Illustrate the structure of a black and white film with a neat diagram. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Categorize the different types of lamps used in studio lighting instruments. | CO5 | An | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Share your views on the influence of mobile phone photography in the modern society. | CO6 | E | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will identify the basics concept of photography. |
| CO2 | Students will learn the different kinds of camera techniques. |
| CO3 | Students will demonstrate camera handling techniques. |
| CO4 | Students will independently take outdoor and indoor shots. |
| CO5 | Students will experiment with different types of lighting. |
| CO6 | Students will learn product, industrial, fashion photography. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 | 20 |  |  |  | 40 |
| CO2 | 20 |  |  |  |  |  | 20 |
| CO3 |  | 20 | 20 |  |  |  | 40 |
| CO4 |  |  |  | 20 |  |  | 20 |
| CO5 |  | 20 |  | 20 |  |  | 40 |
| CO6 |  |  |  |  | 20 |  | 20 |
|  | | | | | | | **180** |