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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **14VC2028** | **Duration** | **3hrs** |
| **Course Name** | **EDITING TECHNIQUES** | **Max. Marks** | **100** |

**ANSWER ALL QUESTIONS (5 X 20 = 100 Marks)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Q. No.** | **Sub Div.** | **Questions** | **CO/BL** | **Marks** |
| 1. | a. | Give a detailed explanation on stages of editing. | CO2/U | 15 |
| b. | Discuss the role of an editor. | CO1/An | 5 |
| **(OR)** | | | | |
| 2. | a. | Explain about editing tools bar available in FCP X. | CO2/R | 16 |
| b. | Elaborate on working with Key frames with example. | CO2/U | 4 |
|  |  |  |  |  |
| 3. |  | Discuss about the impact of video and audio effects on editing. | CO3/An | 20 |
| **(OR)** | | | | |
| 4. | a. | Explain the following:  i. Editor’s cut ii. Director’s cut iii. Final Cut | CO3/R | 15 |
| b. | Elaborate on importance Controlling Playback in editing software. | CO1/U | 5 |
|  |  |  |  |  |
| 5. | a. | Justify why analysis of shot by shot is important in editing. | CO3/E | 10 |
| b. | *“Discontinuity is rendered continuous”.* Justify the statement | CO3/E | 10 |
| **(OR)** | | | | |
| 6. |  | Elaborate on the types of transition used in editing. | CO2/U | 20 |
|  |  |  |  |  |
| 7. | a. | Explain compositing with an example. | CO1/R | 5 |
| b. | Explain the following:  i) Match Cuts ii) Cutaways iii) Cutting on Action | CO3/R | 15 |
| **(OR)** | | | | |
| 8. | a. | Justify the importance for continuity in editing. | CO3/R | 15 |
| b. | Mention any five video and audio Formats available in FCP X. | CO2/A | 5 |
|  | | **Compulsory**: |  |  |
| 9. | a. | Elaborate the Principles of editing with suitable examples. | CO2/E | 15 |
| b. | Write the difference between linear and nonlinear editing. | CO1/An | 5 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **COURSE OUTCOMES** | | | | | | | |
| CO1 | Student understanding will be increased in analysing of footage. | | | | | | | |
| CO2 | Student will know different techniques of editing. | | | | | | | |
| CO3 | Student will acquire the knowledge on sequencing the film | | | | | | | |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | | |
| **CO / BL** | | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | | 5 | 5 | - | 10 | - | - | 20 |
| CO2 | | 16 | 39 | 5 | - | 15 | - | 75 |
| CO3 | | 45 | - | - | 20 | 20 | - | 85 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **14VC2033** | **Duration** | **3hrs** |
| **Course Name** | **3D ANIMATION SOFTWARE** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Marks** |
| 1. |  | Illustrate and describe the 12 Principles of Animation with examples. | 20 |
|  |  | **(OR)** |  |
| 2. |  | Categorize the types of 3D animation and explain the production pipeline. | 20 |
|  |  |  |  |
| 3. |  | Discuss Splines and the usage of tessellations in Splines. | 20 |
|  |  | **(OR)** |  |
| 4. | a. | Explain the different types of modifying the polygonal surfaces. | 10 |
|  | b. | Compare polygon approximation and polygon reduction. | 10 |
|  |  |  |  |
| 5. |  | Discuss the common modelling techniques. | 20 |
|  |  | **(OR)** |  |
| 6. | a. | Illustrate and describe the following  1.Texture Mapping 2. Bump Mapping 3. UV Space 4. Lighting | 15 |
|  | b. | Illustrate the Rendering Pipeline. | 5 |
|  |  |  |  |
| 7. | a. | Illustrate the different types of hierarchies involved in a Humanoid figure. | 15 |
|  | b. | Compare polygon Tree model and DAG model. | 5 |
|  |  | **(OR)** |  |
| 8. |  | Illustrate and describe the usage of the camera and Lights in 3D modelling. | 20 |
|  |  | **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** |  |
| 9. | a. | Discuss the Pipeline in Keyframing and animation. | 10 |
|  | b. | Compare Forward Kinematics and Inverse Kinematics. | 5 |
|  | c. | Illustrate the different types of Camera Animation. | 5 |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Elucidate the history and evolution of Print media. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Exemplify the news values in detail with relevant news examples. | CO5 | An | 20 |
|  |  |  |  |  |  |
| 3. | a. | How various types of leads impact a news story? Deliberate with examples from current news stories. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Summarize the news gathering process followed in news agencies. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 5. | a. | Discuss the uniqueness of various types of headlines used in a newspaper. | CO1 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write a human interest story that turned out after a natural disaster. | CO6 | C | 20 |
|  |  |  |  |  |  |
| 7. | a. | Discuss the qualities and responsibilities of news reporters. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Design a pencil sketch of front page of a professional magazine in monochrome. | CO2 | C | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Share your views on the pitfalls and problems in reporting. | CO3 | U | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  | 20 |  |  | 40 |
| CO2 |  |  |  | 20 |  | 20 | 40 |
| CO3 |  | 20 |  |  |  |  | 20 |
| CO4 |  |  | 20 |  |  |  | 20 |
| CO5 |  |  |  | 20 |  |  | 20 |
| CO6 |  |  |  |  | 20 | 20 | 40 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **17MC2011** | **Duration** | **3hrs** |
| **Course Name** | **BASICS OF MULTIMEDIA** | **Max. Marks** | **100** |

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| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | What are the diverse applications of multimedia in the realms of education, entertainment, and medicine, and how have these technological advancements transformed the way we learn, experience entertainment, and practice medicine in the modern age? | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain the following:   1. Internet Telephony 2. Web Streaming 3. Video Teleconferencing | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Summarize the following concepts:   1. Artificial Intelligence 2. Virtual Reality | CO4 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Interpret the characteristics and capabilities of authoring systems, providing specific examples to illustrate their functionality | CO3 | A | 20 |
|  |  |  |  |  |  |
| 5. | a. | Distinguish between 2D and 3D animation, providing appropriate examples to illustrate the dissimilarities between the two techniques. | CO5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write the various video and audio formats, along with their respective file extensions and practical applications. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 7. | a. | Describe the technological principles behind encoding and decoding, and provide an example to illustrate the process. | CO6 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Clarify the concepts of linear and non-linear editing, and support your explanation with suitable examples. | CO2 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Identify and provide examples of the key elements in multimedia content creation, illustrating their significance and applications | CO1 | R | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 40 |  |  |  |  |  | 40 |
| CO2 |  | 40 | 20 |  |  |  | 60 |
| CO3 |  |  | 20 |  |  |  | 20 |
| CO4 |  |  |  |  | 20 |  | 20 |
| CO5 |  |  |  |  | 20 |  | 20 |
| CO6 | 20 |  |  |  |  |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **17MC2012** | **Duration** | **3hrs** |
| **Course Name** | **VISUALIZATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Discuss the steps in Visualization in creating an advertisement. | CO5 | U | 10 |
|  | b. | Enumerate the features of Mind Mapping. | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Examine the association between language and thought process. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain the concept of developing a story for an advertisement, employing semiosis. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Discuss the association of the visual impact of advertising on body image and self esteem. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Trace the journey of a film from ideation to script and the silver screen. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Write an essay on portrayal of women in Indian Cinema. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Develop a design strategy for a Point of Purchase dangler for a brand of biscuits. | CO5 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Differentiate convergent and divergent thinking. | CO6 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Write notes on the relationship between creativity and business in advertising. | CO6 | A | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
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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 / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 10 |  |  |  |  |  | 10 |
| CO2 |  |  | 20 | 20 |  |  | 40 |
| CO3 |  |  | 40 |  |  |  | 40 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 |  | 10 |  |  |  | 20 | 30 |
| CO6 |  |  | 20 | 20 |  |  | 40 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **17MC2013 / 14VC2027** | **Duration** | **3hrs** |
| **Course Name** | **2D ANIMATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the different tools available in adobe flash. | CO1 | E | 20 |
|  |  | **(OR)** | | |  |
| 2. |  | List any ten steps involved in planning a flash animation and its application in the project. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss on action script tools used in flash with suitable examples. | CO3 | A | 20 |
|  |  | **(OR)** | | |  |
| 4. |  | Describe polygonal modeling and explain the importance of polygonal modeling in today’s animation industry. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the seven stages of 2D animation production. | CO1 | An | 20 |
|  |  | **(OR)** | | |  |
| 6. |  | Elaborate on setting of a new composition in after effects and give an example for action safe and title safe. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Identify and illustrate pros and cons on Tweening in flash. | CO2 | R | 20 |
|  |  | **(OR)** | | |  |
| 8. |  | Elaborate on character design in illustrator with examples. | CO2 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the 12 principles of animation. | CO1 | A | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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|  | **COURSE OUTCOMES** |
| CO1 | Gain hands on experience by undergoing different tools of 2D animation using Flash Software. |
| CO2 | Create a 2D cartoon animation at the end of the experiments. |
| CO3 | Gain the knowledge in computer graphics and animation. |
| CO4 | Trained in the area of character and concept designing in 2D animation. |
| CO5 | Enable students to gain an expertise in software tool and their interfaces. |
| CO6 | Enable students to work upon real time projects of professional quality. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / BL | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | - | - | 20 | 20 | 20 | - | 60 |
| CO2 | 40 | - | - | 40 | - | - | 80 |
| CO3 | - | - | 40 | - | - | - | 40 |
| CO4 | - | - | - | - | - | - | - |
| CO5 | - | - | - | - | - | - | - |
| CO6 | - | - | - | - | - | - | - |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **17MC2015** | **Duration** | **3hrs** |
| **Course Name** | **VIDEO PRODUCTION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Describe the working of a video camera with a neat labeled sketch. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Define Camera angle. Categorize the different types of camera angles used in video production. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 3. | a. | Discuss different types of lamps used in a video production studio. | CO2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Examine the working of a microphone. List the types of microphones used on a video camera. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 5. | a. | Assess the operations of a Camera Control Unit in sports video production. | CO4 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Develop a script and draw storyboard for promoting a product. | CO5 | C | 20 |
|  |  |  |  |  |  |
| 7. | a. | Elaborate the importance and the process of Brainstorming while developing a concept for a film production. | CO4 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Explain white balance. Summarize various white balance settings available in a camera with suitable examples. | CO3 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | |  | | --- | | Develop a concept and script to produce a PSA on mental health of youth. | | CO6 | An | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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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** | **R** | **U** | **A** | **An** | **E** | **C** | **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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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **17MC2016 / 12VC220** | **Duration** | **3hrs** |
| **Course Name** | **AUDIO PRODUCTION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Elaborate on the construction of different 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 the working of different types of filters in speaker drivers. | CO2 | U | 5 |
|  |  |  |  |  |  |
| 7. | a. | Design a specification for a Sound System for 200 people with 4 Musicians and 2 Main Singers and 20 People Choir. Explain the equipment used. | CO6 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Determine the list of equipment required in the LSR setup and also calculate the LSR setup with the two rows of delay setup with the distance of 50 ft from the FOH. Represent the entire setup with the help of Illustrations. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the process of conversion of Analog audio to 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 to demonstrate skills in designing digital audio production and editing |
| CO3 | Students will be able to evaluate the standard digital audio productions. |
| CO4 | Students will be able to explore the latest in sound reinforcements |
| CO5 | Students will be able to identify audio software. |
| CO6 | Students will be able to list trends and technologies in audio production |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **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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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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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** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the working of FTP and its types with suitable diagrams. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | List and explain the types of web hosting services with their pros and cons. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Describe the evolution of internet and different ways to access world wide web. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Research on the origin of web animation. Identify the advantages and disadvantages of using web animation. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Criticize the effectiveness of google analytics integration to measure user interactions with your business across various devices and environments. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Create a web page to display timetable using HTML <table> with an outline of the same. | CO2 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Design a homepage for any organization of your choice using HTML. | CO3 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Define modem. Summarize the functions and types of modem. | CO4 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Create a feedback form with a text-box, password box, text-area, radio button, checkbox, drop-down list, Submit and reset buttons with an outline of the same. | CO6 | C | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | The students will be able to explain the significance of having their own web page/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 web page 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 enables to create interactive web pages. |
| CO6 | The students will learn aesthetics and creativity in web designing. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **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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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **17MC2021** | **Duration** | **3hrs** |
| **Course Name** | **POST PRODUCTION TECHNIQUES** | **Max. Marks** | **100** |

|  |  |  |  |  |  |
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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Elaborate the process of shoot and output video with example. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain the history of film editing with appropriate example. | CO1 | An | 20 |
|  |  |  |  |  |  |
| 3. | a. | What is montage? List and explain the principles of montage with suitable examples. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elaborate the video compression and mixing with example. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Explain the cuts and video effects with appropriate example. | CO3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Explain the colour correction theory with appropriate example. | CO4 | R | 20 |
|  |  |  |  |  |  |
| 7. | a. | Elucidate the Transmission and reproduction of audio post production materials with example. | CO5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Describe the difference between the LCD and plasma moniters with example. | CO6 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Summarize the different types of film editing techniques with examples. | CO6 | An | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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|  | **COURSE OUTCOMES** |
| CO1 | Students will get thorough knowledge on the techniques of video and film editing. |
| CO2 | Students will be expert in editing with the editing techniques. |
| CO3 | Students will be able to analyse the video editing in a film. |
| CO4 | Students will be able expert in narration of the film. |
| CO5 | Students will be professionally sound knowledge editors would be created. |
| CO6 | Students will get updated till the recent trends and technology in editing. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  | 20 |  |  | 40 |
| CO2 | 20 |  |  |  |  |  | 20 |
| CO3 | 20 | 20 |  |  |  |  | 40 |
| CO4 | 20 |  |  |  |  |  | 20 |
| CO5 |  |  |  |  | 20 |  | 20 |
| CO6 |  |  |  | 20 | 20 |  | 40 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **17MC2023** | **Duration** | **3hrs** |
| **Course Name** | **FILM STUDIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain German Expressionism and its methods of film making with suitable examples. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline the styles of French Impressionism and Surrealism film making. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Develop a script and a storyboard for a 2 minute Public Service Announcement. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Examine the importance of casting in film production and its process with suitable examples. | CO5 | An | 20 |
|  |  |  |  |  |  |
| 5. | a. | What is mise-en-scene? List and explain the principles of mise-en-scene with suitable examples. | CO6 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Appraise the importance of sound in films with suitable examples. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 7. | a. | What is narrative film? Discuss the structure of a narrative film. | CO1 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Who is your favourite film maker? Demonstrate his/her style of film making with examples. | CO4 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | 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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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **17MC2027 / 14VC2024** | **Duration** | **3hrs** |
| **Course Name** | **TELEVISION PROGRAM PRODUCTION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | In what ways do different cultures influence the content and themes of television shows, shaping the medium as a whole? | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Analyze the impact of technology, such as computer-generated imagery (CGI) and advanced animation, on the visualization and portrayal of ideas on the small screen, considering the creative and technical processes involved. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Assess the technical obstacles and benefits linked to Electronic News Gathering (ENG) and Electronic Field Production (EFP), and analyze how journalists modify their reporting methods in response to these challenges and advantages. | CO4 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Examine the ways in which visual language strengthens the influence and authenticity of news reporting, and assess the significance of images and videos in communicating information to the audience, emphasizing the cognitive processes involved in perception and interpretation. | CO3 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain how cultural, social, and technological trends have shaped the evolution of TV genres over time, detailing the specific ways in which these influences have impacted the development and characteristics of various television genres. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Describe the distinctions in storytelling approaches and audience engagement strategies among drama series, telefilms, and soap operas. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Justify how specialized TV programs meet the specific requirements of professional organizations, farmers in the agriculture sector, and industrial workers. | CO4 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Summarize the ways in which television can serve as a catalyst for social change, tackling concerns like education, healthcare, gender equality, and environmental sustainability by delivering informative and impactful content. | CO6 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the process by which television producers conduct research to comprehend audience preferences, and elaborate on how this research is applied in the development of programs and creation of content. | CO1 | An | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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|  | **COURSE OUTCOMES** |
| CO1 | Students will learn to write scripts for TV Program Production. |
| CO2 | Students will learn creative ways to plan TV programs. |
| CO3 | Students will learn the economics behind new programme making. |
| CO4 | Students will learn to use camera, its technicalities while program production. |
| CO5 | Students will learn the art of program making. |
| CO6 | Students will demonstrate myriad TV production genres. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  |  | 20 |  |  | 40 |
| CO2 |  |  | 20 | 20 |  |  | 40 |
| CO3 | 20 |  |  |  |  |  | 20 |
| CO4 |  |  |  |  | 20 | 20 | 40 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  |  |  | 20 |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **17MC2029** | **Duration** | **3hrs** |
| **Course Name** | **BROADCAST JOURNALISM** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain any two types of news programs telecasted in broadcast media. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Analyze the function of lead in news writing. | CO5 | AN | 20 |
|  |  |  |  |  |  |
| 3. | a. | Examine journalist code of professional conduct. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Discuss the nature of online news. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Discuss on various sources of news where journalists embark on. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Illustrate the activities which will take place in Program Control Room (PCR) of a television broadcast media. | CO6 | A | 20 |
|  |  |  |  |  |  |
| 7. | a. | Examine the power and freedom enjoyed by a journalist. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Identify different shots used in Electronic News Gathering and discuss on its impact among audience. | CO4 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Examine the qualities needed for a broadcast journalist. | CO1 | R | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **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 / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 | - | 20 | 20 | - | - | 60 |
| CO2 | - | 20 | - | - | - | - | 20 |
| CO3 | - | 20 | - | - | - | - | 20 |
| CO4 | 20 | - | - | - | - | - | 20 |
| CO5 | - | 20 | - | 20 | - | - | 40 |
| CO6 | - | - | 20 | - | - | - | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Summarize the various types of characters based on roles in film making. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain the steps involved in writing a screenplay with suitable examples. | CO1 | An | 20 |
|  |  |  |  |  |  |
| 3. | a. | Discuss the importance of tension in a story with suitable examples. | CO3 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Outline the process involved in developing a story. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Develop a short story on the theme “Kindness” | CO2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Define and explain sequence, scene, shot with examples. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 7. | a. | Build a sample screenplay, label and explain its major elements. | CO2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Outline the importance of screenplay and explain the major elements of a screenplay. | CO1 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | What is a conflict? Elaborate on the types of conflict with suitable examples. | CO3 | C | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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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 | | | | | | | |
|  |  | | | | | | | |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | | |
| **CO / BL** | | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | | 20 | 20 |  | 20 |  |  | 60 |
| CO2 | | 40 |  |  |  |  | 40 | 80 |
| CO3 | |  |  |  |  |  | 40 | 40 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **17MC2033** | **Duration** | **3hrs** |
| **Course Name** | **MARKETING COMMUNICATION** | **Max. Marks** | **100** |

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| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Enumerate the idea of online advertising and search engine optimization. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe the key word based branding and communication in the field of marketing communication. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain the synchronous and asynchronous communication. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Infer on the following topics Facebook communication, online communities, Instagram and Whatsapp. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Summarize on email based advertising and marketing. | CO5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain micro blogging with examples. | CO3 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Elaborate about YouTube videos for organizational and business communication. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Express your thoughts on the selfie generation and selfie culture. | CO5 | U | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Describe social media communication and marketing. | CO6 | C | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Students will learn about latest trends in digital communication. |
| CO2 | Students will understand search engine optimization and social media optimization. |
| CO3 | Students will understand blogging as a tool of advertising and marketing. |
| CO4 | Students will learn about e-mail marketing communication. |
| CO5 | Students will identify the most effective online media for digital communication. |
| CO6 | Students will demonstrate ability to work on live projects. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / BL | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 |  |  |  |  |  | 20 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 |  | 20 |  |  |  | 20 | 40 |
| CO4 | 20 |  |  | 20 |  |  | 40 |
| CO5 |  | 20 |  |  | 20 |  | 40 |
| CO6 |  |  |  |  |  | 20 | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **17MC2034** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA AGENCIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Examine the basic approaches used in Visualizing as a graphic designer. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Describe the functioning of an advertising agency. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Analyze the steps involved in designing a Digital Magazine. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Distinguish between Advertising and Public relation with its characteristics. | CO4 | E | 20 |
|  |  |  |  |  |  |
| 5. | a. | Develop a social media strategy for marketing a short film targeting the youth. | CO5 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Discuss on the various job available in a print media organization. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Analyze the different activities involved in producing a program for the electronic medium Radio. | CO1 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Illustrate the structure of an Advertising agency and detail the functioning of various departments. | CO6 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Identify the functions of a production house along with their organizational Structure. | CO3 | R | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Students will gain an insight into varied forms of media organisations. |
| CO2 | Students will explore career opportunities in varied media. |
| CO3 | Students will be able to distinguish between workflow in varied organisations. |
| 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 / BL** | **R** | **U** | **A** | **AN** | **E** | **C** | **Total** |
| CO1 | - | 20 | - | 20 | - | - | 40 |
| CO2 | - | - | 20 | - | - | - | 20 |
| CO3 | 20 | 20 | - | - | - | - | 40 |
| CO4 | - | - | - | - | 20 | - | 20 |
| CO5 | - | - | - | 20 | - | 20 | 40 |
| CO6 | - | 20 | - | - | - | - | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **17MC3002** | **Duration** | **3hrs** |
| **Course Name** | **3D ANIMATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Critically analyze the importance of storyboarding in the pre-production phase of animation. Discuss how storyboards contribute to the overall quality of the final animation project. | CO1 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Present the concepts of Rigging and Animation. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 3. | a. | Discuss the step by step process of 3D character development with suitable examples. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Appraise the importance of matte painting in 3D animation and explain the types of matte painting. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 5. | a. | Present the importance of ball animation with comparison to 12 principles of animation. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elucidate the different types of lights available in Autodesk Maya software. Use suitable examples. | CO4 | R | 20 |
|  |  |  |  |  |  |
| 7. | a. | Explain the process of creating a rain using particle system. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Analyze the impact of different mapping techniques on the visual quality of a 3D model. | CO5 | An | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Illustrate the different types of 3D models used in game development. | CO6 | A | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

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

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  |  | 20 |  |  | 40 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  |  |  |  | 20 |  | 20 |
| CO4 | 20 |  | 20 |  |  |  | 40 |
| CO5 |  |  |  | 20 |  |  | 20 |
| CO6 |  | 20 | 20 |  |  |  | 40 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **17MC3010** | **Duration** | **3hrs** |
| **Course Name** | **ADVANCED ANIMATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Critically analyze the importance of storyboarding in the pre-production phase of animation. Discuss how storyboards contribute to the overall quality of the final animation project. | CO1 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Examine the role of mise-en-scene in creating a visually appealing animation. Provide examples from 3D animation films to illustrate your points. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Evaluate the importance of rigging in 3D character animation with examples. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Discuss the challenges faced by artists in creating realistic and detailed backgrounds for video games to illustrate successful background modeling and surfacing. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Describe the significance of texturing in the creation of realistic 3D characters in industry standard projects. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | List and summarize the various lights along with their basic parameters that can be used in 3D software to illuminate scenes. | CO4 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the process of creating a rain using particle system. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Examine the categories of 3D assets created for video games with suitable examples. | CO5 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Evaluate the techniques used in stylized character modeling for games with unique features. | CO5 | An | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
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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 projects. |
| CO6 | Students will gain expertise at least one animation software. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  | 20 |  |  | 40 |
| CO2 | 20 |  |  |  | 20 |  | 40 |
| CO3 |  | 20 |  |  |  |  | 20 |
| CO4 | 20 |  |  |  |  |  | 20 |
| CO5 |  |  | 20 | 20 |  |  | 40 |
| CO6 |  | 20 |  |  |  |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **17MC3015** | **Duration** | **3hrs** |
| **Course Name** | **SOCIAL MEDIA** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain the distinctions among websites, blogs, and microblogs in the context of social media. Supply instances of each and delve into their respective advantages and drawbacks. | CO 1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Elaborate on the core operational principles of social media platforms. How do they enable and foster communication and engagement between their users? | CO 2 | C | 20 |
|  |  |  |  |  |  |
| 3. | a. | In what ways have mobile applications altered the manner in which we obtain information and access services? Provide instances of inventive mobile apps and elucidate their practical uses. | CO 3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Discover the notion of influencer marketing and its effects on the realm of social networking. | CO 4 | An | 20 |
|  |  |  |  |  |  |
| 5. | a. | Define Over the Top (OTT) messaging platforms and offer illustrative instances. | CO 2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Outline the characteristics and objectives of blogs within the realm of social media. How do they empower both individuals and organizations to disseminate content, ideas, and information? | CO 1 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Explain the idea of USSD with real time examples | CO 3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Recall the growth of Voice over Internet Protocol (VoIP) and provide a summary of the concept along with illustrative examples. | CO 5 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Outline the features that differentiate social media from conventional media. How does the interactive element of social media make it unique? | CO 6 | U | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 40 |  |  |  |  | 40 |
| CO2 | 20 |  |  |  |  | 20 | 40 |
| CO3 | 20 |  |  |  | 20 |  | 40 |
| CO4 |  |  |  | 20 |  |  | 20 |
| CO5 | 20 |  |  |  |  |  | 20 |
| CO6 |  | 20 |  |  |  |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **17MC3018** | **Duration** | **3hrs** |
| **Course Name** | **DOCUMENTARY PRODUCTION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain on different shots which are widely used in documentary filming. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain how Documentaries differ from other types of film. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 3. | a. | Evaluate the impact of mockumentary television shows by analyzing Indian audience. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Examine Documentaries as a tool for addressing social and political issues with a case study. | CO1 | A | 20 |
|  |  |  |  |  |  |
| 5. | a. | Analyze the steps involved in identifying the subject and development of documentaries. | CO3 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Estimate the various sources of archival data used in documentary films. | CO3 | AN | 20 |
|  |  |  |  |  |  |
| 7. | a. | Evaluate the characteristics of experimental films in India. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Analyze the application of 3 act structure in documentary production by detailing it. | CO3 | AN | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Classify different genre of documentaries and explain its characteristics. | CO1 | U | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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|  | **COURSE OUTCOMES** |
| CO1 | The students understand and apply the various formats to 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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 | 20 | 20 | - | - | - | 60 |
| CO2 | - | 20 | - | - | - | - | 20 |
| CO3 | - | - | - | 60 | 40 | - | 100 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **17MC3019** | **Duration** | **3hrs** |
| **Course Name** | **VISUAL MERCHANDISING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Discuss the importance of Visual Merchandising. | CO1 | U | 10 |
|  | b. | Identify the elements of brand postioning of Tanishq jewellery brand. | CO3 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Trace the evolution of retail in India. | CO1 | U | 10 |
|  | b. | Explain the growth of shopping malls and online visual merchandising in India. | CO3 | A | 10 |
|  |  |  |  |  |  |
| 3. |  | Justify the colour scheme for a new retail outlet for electronic home appliances. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Examine worst and best colours for a showroom for a brand of children’s clothes. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 5 |  | Differentiate marquee, façade and window display. Explain the lighting for each. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Distinguish between ambient lighting, task lighting accent lighting and decorative lighting. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Develop an assortment strategy for a multiple brand retail outlet. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Design an effective logo for a jewellery showroom | CO5 | C | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain retail atmospherics with relevant examples. | CO5 | A | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  |  |  | 40 |  |  | 40 |
| CO3 | 10 |  | 10 |  |  |  | 20 |
| CO4 |  |  |  | 40 |  |  | 40 |
| CO5 |  |  | 20 |  |  | 20 | 40 |
| CO6 |  |  |  |  |  | 20 | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **17MC3020** | **Duration** | **3hrs** |
| **Course Name** | **DEVELOPMENT COMMUNICATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Outline Everett Rogers model and Wilbur Schramms model of communication. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Recall the role played by Industrialization in development communication. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. | a. | Explain Dependency theory and Development Communication. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Examine the role of SDG in bringing development at global level. | CO4 | AN | 20 |
|  |  |  |  |  |  |
| 5. | a. | Illustrate the characteristics of Alternative Media and evaluate how it is useful in the context of development. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Examine the role of theaters in development communication. | CO3 | AN | 20 |
|  |  |  |  |  |  |
| 7. | a. | Analyze the importance of social marketing as a tool for Development communication. | CO6 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Explain the role played by WTO and WHO in the process of development. | CO5 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Assess the role played by ICT in education with relevant examples in the Indian context. | CO2 | E | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | - | 40 | - | - | - | - | 40 |
| CO2 | 20 | - | - | - | 20 | - | 40 |
| CO3 | - | 20 | - | 20 | - | - | 40 |
| CO4 | - | - | - | 20 | - |  | 20 |
| CO5 | - | 20 | - | - | - | - | 20 |
| CO6 | - | - | - | 20 | - | - | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **19MT2015** | **Duration** | **3hrs** |
| **Course Name** | **FUNDAMENTALS OF ADVERTISING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | What was the role of advertising in early civilizations? | CO1 | R | 10 |
|  | b. | How has advertising evolved throughout history? | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | How the role of advertising agencies evolved over time has and what challenges have they faced in adapting to changes in the advertising industry? | CO3 | An | 20 |
|  |  |  |  |  |  |
| 3. | a. | Discuss the different types of online advertising, including search engine marketing, social media advertising and display advertising. Which type do you think is the most effective and why? | CO4 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | How can consumer protect themselves from unwanted advertising and ensure that their personal data is being used ethically? | CO5 | An | 20 |
|  |  |  |  |  |  |
| 5. | a. | Explain the significance of advertising industry in India and explain the changing world of advertising. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Explain what makes an Advertising campaign effective and describe the various types of advertising campaigns. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 7. | a. | What are some of the challenges that advertising agencies face in managing client relationship, and how do they work to overcome these challenges? | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Discuss the ethical issues that can arise in advertising, such as misleading claims, false advertising and use of subliminal messages. How can companies ensure that they are seeing transparent and honest in their advertising practices and what are the potential consequences for companies that engage in unethical advertising? | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Analyze the ways in which different types of advertising can be used to target different audience and achieve different marketing goals. Provide examples of successful campaigns that have utilized these various types of advertising and explain how they were able to achieve their objectives. | CO6 | An | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Students will be enabled to apply the advertising concepts practically. |
| CO2 | Students will understand the latest terminologies used in advertising industry. |
| CO3 | Students will be effective in conducting an PR Campaigns. |
| CO4 | Students will appreciate how advertisement is essential for market economy. |
| CO5 | Students will know how an advertising agency works and their creative contributions. |
| CO6 | Students will learn the procedure of running an advertisement campaign. |

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 10 | 20 |  |  |  |  | 30 |
| CO2 | 30 |  |  |  |  |  | 30 |
| CO3 |  |  |  | 20 |  |  | 20 |
| CO4 |  |  | 20 |  | 20 |  | 40 |
| CO5 |  |  |  | 20 | 20 |  | 40 |
| CO6 |  |  |  | 20 |  |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | List the characteristics of new media. Elaborate their features with examples. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Distinguish Intrapersonal, Interpersonal and Mass Communication. | CO4 | E | 20 |
|  |  |  |  |  |  |
| 3. |  | Write about characteristics of the mass medium newspaper. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Justify the statement ‘Radio in India has transformed into an entertainment avenue for youth.’ | CO6 | E | 20 |
|  |  |  |  |  |  |
| 5. |  | Write about proxemics, haptics and kinesics. | CO5 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Analyze the growth of Cinema in India. | CO3 | AN | 20 |
|  |  |  |  |  |  |
| 7. |  | Relate the concept of Global Village by McLuhan with the growth of new media. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Discuss the impact of Television advertisements on children. | CO4 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | List the advantages and disadvantages of social media. | CO1 | R | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
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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 / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **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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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Describe Inverted Pyramid. | CO1 | U | 10 |
|  | b. | Mention the characteristics of Print Medium. | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Mention the significance of 5Ws and 1 H in News Writing. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain the concept of Accuracy, Brevity and Clarity in writing an international blog. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Discuss the importance of Television for generating news | CO2 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Develop a sports feature on India-Australia World Cup Match 2023. | CO5 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Develop a news feature about the present situation in Ukraine in 250 words. | CO5 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Write a short paragraph on your first day at college. | CO6 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the importance of creative and academic writing. | CO6 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Differentiate writing style for Radio and Television. | CO4 | An | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **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 write effectively. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 30 | 10 |  |  |  |  | 40 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  |  | 20 |  |  |  | 20 |
| CO4 |  |  |  | 20 |  |  | 20 |
| CO5 |  |  |  |  |  | 40 | 40 |
| CO6 |  |  | 40 |  |  |  | 40 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **21VC2003** | **Duration** | **3hrs** |
| **Course Name** | **PHOTOGRAPHY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | “Simplicity is about clarifying your message by excluding useless details.” Justify. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Draw the emergence and advancement of photography with suitable examples. | CO1 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | What is Exposure? Examine the elements of exposure triangle with examples. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Categorize the different types of lamps used in studio lighting instruments. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Illustrate the structure of a black and white film with a neat diagram. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Discuss the uses of hand-held light meter in photography. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Identify the type of photography that creates an illusion of an object look farther or closer than it actually is and appraise the same. | CO5 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Share your views on the influence of mobile phone photography in the modern society. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Compare the parts and working of a TLR and SLR with suitable diagrams. | CO6 | E | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **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 Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  | 20 | 20 |  |  | 40 |
| CO2 |  |  | 20 | 20 |  |  | 40 |
| CO3 |  |  | 20 |  |  |  | 20 |
| CO4 |  | 20 |  |  |  |  | 40 |
| CO5 | 20 |  |  |  | 20 |  | 40 |
| CO6 |  |  |  |  | 20 |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain the types of advertisements with examples. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Recall the steps involved in conducting an Advertising Campaign and its effects on branding. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. | a. | Differentiate the idea of indoor and outdoor advertising. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Summarize on the topic “Creative visual elements in advertising” with examples. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Infer on social media advertising and its applications in the digital world. | CO5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | List out the roles and responsibilities of different creative departments in an Ad Agency | CO6 | C | 20 |
|  |  |  |  |  |  |
| 7. | a. | Describe about the contemporary trends in advertising with a case study. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Define about Advertising research and its need for marketing and branding. | CO3 | A | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Write in detail about Advertising media with examples. | CO2 | R | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | summarize professional knowledge on advertising |
| CO2 | illustrate the skills in designing advertising campaigns |
| CO3 | evaluate and judge Advertising programs |
| CO4 | explore evolution of advertising |
| CO5 | list and demonstrate ability to understand varied nuances of advertising |
| CO6 | demonstrate ability to transform into an advertising professional. |

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
|  | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  |  |  |  |  | 20 |
| CO2 | 40 |  |  |  |  |  | 40 |
| CO3 |  |  | 20 |  | 20 |  | 40 |
| CO4 |  | 20 |  | 20 |  |  | 40 |
| CO5 |  |  |  |  | 20 |  | 20 |
| CO6 |  |  |  |  |  | 20 | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Identify the various elements used in multimedia by analyzing its advantages on audience. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Describe the technological principles behind encoding and decoding, and explain the steps involved in its process. | CO3 | R | 20 |
|  |  |  |  |  |  |
| 3. | a. | Explain the impact made by AR and VR in the entertainment industry. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Differentiate the technicalities in linear and non-linear editing. | CO6 | AN | 20 |
|  |  |  |  |  |  |
| 5. | a. | Analyze the revolution made by multimedia technology in the fields of education and entertainment. | CO1 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Interpret the characteristics and capabilities of authoring systems and its functionalities. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 7. | a. | Evaluate the efficacy of the software Adobe Premier Pro by explaining its tools and features. | CO4 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Distinguish between 2D and 3D animation and its various applications. | CO3 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Examine different types of video and audio formats, along with their file extensions and practical applications. | CO5 | A | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | - | - | - | 20 | - | - | 20 |
| CO2 | - | - | 20 | - | - | - | 20 |
| CO3 | 20 | - | - | - | 20 | - | 40 |
| CO4 | 20 |  | - | 20 | - | - | 40 |
| CO5 | - | 20 | 20 | - | - | - | 40 |
| CO6 | - | - | - | 20 | - | - | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **21VC2008** | **Duration** | **3hrs** |
| **Course Name** | **COMMUNICATION THEORIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Evaluate User and Gratification theory of communication in the context of visual media in India. | CO5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Examine the functions of communication in a society. | CO1 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Define the process of Communication with SMCR model of communication. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Analyze how TV shapes the concept of social reality with the help of cultivation theory. | CO5 | AN | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the effects of new media technologies at the grass root level in India. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the concept of Digital Divide and discuss how it is visible in the Indian rural scenario. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Evaluate the advantages and disadvantages of Mathematical model of communication. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Justify that the mass media disseminate the dominant ideology, the values of the class which owns and controls the media. | CO6 | C | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the concept of Diffusion of Innovation with its different stages. | CO4 | U | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **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 / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | - | - | 20 | - | - | - | 20 |
| CO2 | - | 20 | - | - | 20 | - | 40 |
| CO3 | - | 20 | - | - | - | - | 20 |
| CO4 | 40 | - | - | - | - | - | 40 |
| CO5 | - | - | - | 20 | 20 | - | 40 |
| CO6 | - | - | - | - | - | 20 | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **21VC2010** | **Duration** | **3hrs** |
| **Course Name** | **AUDIO PRODUCTION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **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 the working of Crossovers. | CO2 | U | 5 |
|  |  |  |  |  |  |
| 7. | a. | Design a specification for a Sound System for 200 people with 4 Musicians and 2 Main Singers and 20 People Choir. Explain the equipment used. | CO6 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Determine LSR and illustrate the setup in DGS Dhinakaran auditorium. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the process of how Analog audio is made into Digital audio. | CO6 | U | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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|  | **COURSE OUTCOMES** |
| CO1 | Students will be able to explore digital audio productions |
| CO2 | Students will be able to demonstrate skills in designing digital audio production and editing |
| CO3 | Students will be able to evaluate the standard digital audio productions. |
| CO4 | Students will be able to explore the latest in sound reinforcements |
| CO5 | Students will be able to identify audio software. |
| CO6 | Students will be able to list 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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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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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** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Compare and discuss how electricity standards affect the global television standards. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Articulate the working principle of a video camera with a neat labeled sketch. | CO1 | An | 20 |
|  |  |  |  |  |  |
| 3. | a. | Define and examine the uses of the below mentioned parts of a video camera:   1. Genlock 2. Gain 3. Iris 4. White balance | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Summarize the different controls to adjust focus and zoom in a video camera. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Define Shot. List and explain the meaning and purpose of different types of shots in video production. | CO3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Assess the operations of a Camera Control Unit in sports video production. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 7. | a. | Classify and explain the different types of camera mounts with their uses. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Appraise the importance of audio in a video production with suitable examples. | CO5 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Develop a concept and script for a 2 minute social awareness video. | CO6 | A | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  |  | 20 | 20 |  | 40 |
| CO2 |  | 20 | 20 |  |  |  | 40 |
| CO3 | 20 |  |  |  | 20 |  | 40 |
| CO4 |  |  |  | 20 |  |  | 20 |
| CO5 |  |  |  |  | 20 |  | 20 |
| CO6 |  |  | 20 |  |  |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Develop a Storyboard and explain its uses and types in detail. | CO2 | A | 15 |
|  | b. | List out the types of animation. | CO1 | R | 5 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain in detail about the Hierarchy in Animation. | CO1 | An | 12 |
|  | b. | Write about the history of Animation. | CO1 | A | 8 |
|  |  |  |  |  |  |
| 3. | a. | Write in detail about the Modeling in Animation. | CO3 | C | 20 |
|  |  |  |  |  |  |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Summarize Spline Modeling in 3D Animation. | CO3 | U | 14 |
|  | b. | List out Booleans in Animation. | CO3 | R | 6 |
|  |  |  |  |  |  |
| 5. | a. | Evaluate the uses of Lights in Animation and its types. | CO4 | E | 20 |
|  |  |  |  |  |  |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Justify the advantages of Virtual Camera and write about its controls. | CO3 | E | 15 |
|  | b. | Explain about Ray Tracing and its uses. | CO4 | U | 5 |
|  |  |  |  |  |  |
| 7. | a. | Discuss about Kinematics and its types in detail. | CO5 | U | 12 |
|  | b. | Explain about the Shape Deformation in 3D Animation. | CO5 | An | 8 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Write in detail about the Cloth Dynamics. | CO6 | A | 14 |
|  | b. | State Compositing and its uses. | CO5 | R | 6 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain in detail about Facial Animation and how it is made in 3D animation. | CO6 | An | 14 |
|  | b. | Explain the process of Editing for Animation | CO6 | U | 6 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
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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 / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 5 |  | 8 | 12 |  |  | 25 |
| CO2 |  |  | 15 |  |  |  | 15 |
| CO3 | 6 | 14 |  |  | 15 | 20 | 55 |
| CO4 | 5 |  |  |  | 20 |  | 25 |
| CO5 | 6 | 12 |  | 8 |  |  | 26 |
| CO6 | 6 |  | 14 | 14 |  |  | 34 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **21VC2013** | **Duration** | **3hrs** |
| **Course Name** | **FILM STUDIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Discuss the evolution of early Indian Cinema. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Identify the genres of Japanese Cinema and Italian Neo- Realism. | CO3 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Distinguish between shots, scenes, script and treatment. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Discuss the contribution of Satyajit Ray to Indian Cinema. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the key elements of the film “Citizen Kane.” | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Examine the aspects of Mise –en –scene and their relevance to a film. | CO5 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Analyse the genres in early Indian Cinema. | CO6 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Write short notes on Classical Hollywood Cinema. | CO6 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Differentiate a Documentary Film with a Feature Film. | CO5 | An | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | The student will develop an overall understanding on the structure of film narration. |
| CO2 | Students will have a thorough knowledge on the narrative aspects of film. |
| CO3 | Students will be able to connect psychologically with the films. |
| CO4 | Students will be thorough with the art of appreciating and analysing films. |
| CO5 | Students will become good learners of films. |
| CO6 | 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 / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  |  |  | 20 |  |  | 20 |
| CO3 | 20 |  |  |  |  |  | 20 |
| CO4 |  |  | 20 |  |  |  | 20 |
| CO5 |  | 20 |  | 40 |  |  | 60 |
| CO6 |  |  | 20 | 20 |  |  | 40 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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

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| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define the concept of a storyboard and elucidate its significance in the area of narrative development and the production of visual media. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Summarize on how does the rule of thirds influence the composition of photographs and artistic works, and what are effective methods for its application? | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Examine the significance of forced perspective in the realms of photography and filmmaking, and explore inventive methods to apply it in the context of storyboarding. | CO1 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Distinguish between thumbnail drawings and fully completed artworks, and how do these variances influence the overall creative procedure? | CO3 | An | 20 |
|  |  |  |  |  |  |
| 5. | a. | Explain the typical methods and color palettes employed to impart depth and dimension in cinematic visuals by using color and tonal elements? | CO4 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Outline the primary distinctions between storyboards and animatic and specify the situations in which it is more advantageous to utilize one rather than the other during the planning phase? | CO5 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | What is the role of frame-by-frame animation in enhancing the distinctiveness and smoothness of hand-drawn or traditional 2D animations? | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Interpret the idea of key frames and their role in the practice of tween animation. | CO4 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | How do storyboarding and animation complement each other in the creative process, and what are the key ways in which storyboards aid in the development and execution of animated projects? | CO6 | R | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Understand The Concept of Perspective. |
| CO2 | Work With The Tools And The Aspects of Sketching. |
| CO3 | Produce A Story Board For Their Project. |
| CO4 | Understand The Concept of 2D Animation. |
| CO5 | Work With Flash. |
| CO6 | Become Familiar With The Concept of Flash Animation And Special Effects. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  |  | 20 |  |  | 20 |
| CO2 | 20 | 20 |  |  |  |  | 40 |
| CO3 |  |  |  | 20 |  |  | 20 |
| CO4 | 20 | 20 |  |  | 20 |  | 60 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 | 20 |  |  |  |  |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **21VC2018** | **Duration** | **3hrs** |
| **Course Name** | **WEB DESIGNING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the TCP/IP Model with proper illustrations | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss the advantages and disadvantages of the Google Drive with suitable examples. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Write in detail about FTP. | CO4 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Differentiate the difference between Modem and Routers. | CO3 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Write about FTP client and server in detail. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Recall the concept of Client Server architecture with proper illustrations. | CO5 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | Compare the following   1. Google slides Vs. PowerPoint 2. Google sheet Vs. Excel 3. Google Docs Vs. Word | CO6 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the SMTP, HTTP, and FTP in detail. | CO2 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | List out any ten HTML tags and explain in detail. | CO1 | R | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **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 able 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 Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 40 |  |  |  |  |  | 40 |
| CO2 |  | 40 |  |  | 20 |  | 60 |
| CO3 |  |  |  | 20 |  |  | 20 |
| CO4 |  |  |  |  |  | 20 | 20 |
| CO5 | 20 |  |  |  |  |  | 20 |
| CO6 | 20 |  |  |  |  |  | 20 |
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**END SEMESTER EXAMINATION - APR/MAY - 2024**

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| --- | --- | --- | --- |
| **Course Code** | **21VC2019** | **Duration** | **3hrs** |
| **Course Name** | **FUNDAMENTALS OF GAMING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Summarize the methods followed in the development of games. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Identify the Triangle of Weirdness in a Game and Justify it. | CO2 | An | 10 |
|  | b. | Devise the different rules that should be concentrated while designing a game. | CO1 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Devise the elements of Combat while designing a game. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Summarize the Three C’s involved in Game Production. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Examine the types of HUD and Icon Design used in Game production. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on “Enemies should be fought and not avoided”. | CO1 | C | 20 |
|  |  |  |  |  |  |
| 7. | a. | “Form Follows Function” - Elaborate on this statement concerning Game design. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Determine the Powerups in Game Design. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Articulate the genres of music and the process of how Music is made for Games. | CO6 | A | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Identify aspects of computer games, which benefit from artificial intelligence. |
| CO2 | Implement artificial intelligence and machine learning techniques for traditional and modern computer games. |
| CO3 | Define the importance of physics and collision in game creation. |
| CO4 | Create custom navigation using path-finding algorithms. |
| CO5 | Demonstrate their skills in handling game engines for AI tasks |
| CO6 | Demonstrate technical expertise |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 30 |  |  |  | 20 | 50 |
| CO2 |  |  |  | 10 |  |  | 10 |
| CO3 |  |  |  | 20 |  |  | 20 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 |  |  |  | 20 | 20 |  | 40 |
| CO6 |  |  | 20 |  |  | 20 | 40 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **21VC2020** | **Duration** | **3hrs** |
| **Course Name** | **DATA JOURNALISM & INFOGRAPHICS** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define Cyberspace and its limitations in the digital world. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain the concept of Investigative reporting with a case study. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Summarize the idea of infographics and its usage in data journalism with illustrations. | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Recall the principles of Data Journalism in detail. | CO1 | An | 20 |
|  |  |  |  |  |  |
| 5. | a. | Discuss the topic “Visual Ethnography” and explain the concept with proper examples | CO5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write in detail about Jupyter and its importance in data journalism. | CO6 | R | 20 |
|  |  |  |  |  |  |
| 7. | a. | Infer on the idea of Divergent Thinking vs. Convergent thinking with justification of its use in data journalism. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Explain the idea of Data journalism in the field of digital journalism and infographics. | CO3 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Why Data analysis is more important in the area of journalism and list out the benefits of the same. | CO4 | C | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Summarize the basics of Data Journalism |
| CO2 | Demonstrate visual story telling techniques |
| CO3 | Explore their visualisation skills |
| CO4 | Create analytical news stories |
| CO5 | Identify latest statistical tool sets |
| CO6 | Create live projects. |

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  |  | 20 |  |  | 20 |
| CO2 | 40 |  |  |  |  |  | 40 |
| CO3 |  | 40 |  |  |  |  | 40 |
| CO4 |  |  | 20 |  |  | 20 | 40 |
| CO5 |  |  |  |  | 20 |  | 20 |
| CO6 | 20 |  |  |  |  |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **21VC2021** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA LAW & ETHICS** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain Media censorship with a recent case study related to movie release. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Evaluate on how privacy and piracy regulated in the Indian context. | CO6 | E | 20 |
|  |  |  |  |  |  |
| 3. | a. | Explain the exceptions guaranteed by the constitution in terms of defamation. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Examine the salient features of Indian constitution. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 5. | a. | Examine on the statement ‘Media is the fourth pillar of our constitution’. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Discuss on the advantages and limitations related to RTI. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Discuss on the ethical aspects followed in mass media. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Evaluate on official secrets act of 1923 with a case study in the Indian media context. | CO1 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Discuss on the six freedoms guaranteed by the Indian Constitution. Give relevant examples. | CO2 | U | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | To enable students to define and relate to basics of Media Laws and Ethics. |
| CO2 | To enable students to apply varied aspects of Media Law and Ethics. |
| CO3 | Students will learn to analyze media research components. |
| CO4 | Students will identify kinds of cybercrimes. |
| CO5 | Students will be able to analyze IT act 2000. |
| CO6 | Students will identify Copyright Acts pertaining to their productions. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 | - | 20 | - | 20 | - | 60 |
| CO2 | - | 40 | - | - | - | - | 40 |
| CO3 | - | - | - | 20 | - | - | 20 |
| CO4 | - | 20 | - | - | - | - | 20 |
| CO5 | - | 20 | - | - | - | - | 20 |
| CO6 | - | - | - | - | 20 | - | 20 |
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**END SEMESTER EXAMINATION - APR/MAY - 2024**

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| **Course Code** | **21VC2022** | **Duration** | **3hrs** |
| **Course Name** | **VIRTUAL REALITY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Elaborate on AR/VR applications and their working. | CO1 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline the requirements and methods involved in AR tracking. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Identify the working of Apple Vision Pro and Google Glass and how they vary. | CO3 | A | 10 |
|  | b. | Elaborate on CAVE Technology. | CO4 | CR | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elaborate on the mechanics of feeling, sight and hearing and its relevance in different types of realities | CO1 | R | 20 |
|  |  |  |  |  |  |
| 5. | a. | Examine the Interaction design for Virtual reality. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on displays used for AR. | CO1 | CR | 20 |
|  |  |  |  |  |  |
| 7. | a. | Devise the requirements of Mixed reality, and illustrate their types of mapping with an explanation. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Describe the different types of Perception models. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the evolution of HMDs, and illustrate with examples based on their types. | CO2 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Understand the behaviour of VR environment |
| CO2 | Identify the style, the activities &amp; protocol involved in the process of Virtual Reality |
| CO3 | Assess the Virtual Reality Productions. |
| CO4 | Work in the latest virtual reality environments |
| CO5 | Conceive new features for advances in VR solutions |
| CO6 | Explore skills in producing need-based VR environments. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 |  |  |  |  | 20 | 40 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  | 20 | 10 |  |  |  | 30 |
| CO4 |  |  |  |  |  | 10 | 10 |
| CO5 |  |  |  | 20 | 20 |  | 40 |
| CO6 |  |  |  |  | 20 |  | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **21VC2026** | **Duration** | **3hrs** |
| **Course Name** | **MODELLING & TEXTURING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Define the Four Fundamentals of a Digital Model and explain each fundamental in detail. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Apply the steps of preparing for props modeling and explain how each step is relevant and contributes to the overall modeling process. | CO1 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Construct the use of digital modeling software by creating a simple 3D model, showcasing your understanding of the basic tools and techniques involved. | CO2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Analyze a 3D model created using polygon modeling techniques, identifying the specific tools and methods used to achieve certain details or effects. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Appraise the importance of texture mapping in digital sculpting, explaining how textures enhance the details of a 3D sculpted model. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Analyze the impact of different mapping techniques on the visual quality of a 3D model. | CO5 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Illustrate the different types of 3D models used in game development. | CO6 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Evaluate the impact of light sources on different materials (e.g., matte, glossy, translucent) in a 3D scene. | CO6 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Describe the purpose and functionality of material creation interfaces in popular 3D modeling and rendering software. | CO4 | R | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Students will be able to apply modeling techniques. |
| CO2 | Students will be able to understand the latest Modeling techniques will be known to students |
| CO3 | Students will be able to understand the Application of models to texturing will be clearly understood. |
| CO4 | Students will be able to apply the correct material and texturing |
| CO5 | Students will be able to create interfaces |
| CO6 | Students will be able to develop modeling and texturing techniques |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  | 20 |  |  |  | 40 |
| CO2 |  |  |  | 20 |  | 20 | 40 |
| CO3 |  |  |  |  | 20 |  | 20 |
| CO4 | 20 |  |  |  |  |  | 20 |
| CO5 |  |  |  | 20 |  |  | 20 |
| CO6 |  |  | 20 |  | 20 |  | 40 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **21VC2027** | **Duration** | **3hrs** |
| **Course Name** | **VISUAL EFFECTS** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Elaborate on the types of visual effects. | CO1 | C | 10 |
|  | b. | Recall the importance of Parameters of VFX in Production. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline on the following multisource operators (i) Add (ii) subtract (iii) Mix (iv) Over (V) Multiply. | CO3 | U | 10 |
|  | b. | What is Tracking? Explain the process involved in Image tracking and stabilization. | CO1 | R | 10 |
|  |  |  |  |  |  |
| 3. | a. | Identify the filters used in Image generation. | CO3 | A | 10 |
|  | b. | Elaborate on Geometric Transformations used in VFX. | CO4 | C | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elaborate on Image Generation and the techniques used. | CO4 | CR | 10 |
|  | b. | Summarize on Matte creation and manipulation. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Examine the types of Color Manipulations. | CO5 | An | 15 |
|  | b. | Compare Green screen Vs Blue screen. | CO2 | E | 5 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on “Judging Color, Brightness and Contrast”. | CO1 | C | 15 |
|  | b. | Summarize on Multi-Pass Rendering. | CO2 | U | 5 |
|  |  |  |  |  |  |
| 7. | a. | Elaborate on different Film Formats and Video formats used in Visual Effects. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Determine the Camera characteristics in VFX production. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the process of Digital Intermediate and Matched Cameras. | CO6 | U | 20 |

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / BL | **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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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **21VC2028** | **Duration** | **3hrs** |
| **Course Name** | **NEW MEDIA STUDIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Describe the characteristics of New Media with suitable examples. | CO1 | U | 10 |
|  | b. | Enumerate the characteristics of Mass Media. | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Differentiate early adopters and late majority. | CO2 | An | 10 |
|  | b. | Explain the importance of social media. | CO2 | A | 10 |
|  |  |  |  |  |  |
| 3. | a. | Explain the concept of Digital Divide. | CO3 | A | 10 |
|  | b. | Write brief notes on Information Society. | CO3 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Discuss about Digital Natives and Digital immigrants. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Identify the various categories of cyber crimes and suggest suitable remedial measures. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the features and importance of e-governance and G2C technological communication. | CO5 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Analyze the features of new media culture. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Write notes on Instagram and Linked In as social media platforms. | CO6 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the concept of Diffusion of Innovation. | CO6 | A | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | To remember policies pertaining to new media. |
| CO2 | To Create cross cultural invasion impacted by new media technologies |
| CO3 | To Understand new media theories. |
| CO4 | Apply Knowledge on cyber crimes and issues connected therewith in India. |
| CO5 | To Develop an idea about new age communication tools. |
| CO6 | Explore new media concepts and features. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 10 | 10 |  |  |  |  | 20 |
| CO2 |  |  | 10 | 10 |  |  | 20 |
| CO3 |  | 20 | 20 |  |  |  | 40 |
| CO4 | 20 |  |  |  |  |  | 20 |
| CO5 |  |  | 20 | 20 |  |  | 40 |
| CO6 |  |  | 40 |  |  |  | 40 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **21VC2029** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA RESEARCH & TECHNIQUES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Identify various data collection methods used in mass media research. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Recall different types of research with suitable examples. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 3. | a. | Articulate why review of existing literature is important and detail on various sources for review of literature for mass communication research. | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the significance of a research report and narrate the various steps involved in writing such a report. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 5. | a. | Explain the usage of Chi square test and ANNOVA in mass media research. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Evaluate the concept, nature and objectives of mass media research. | CO2 | E | 20 |
|  |  |  |  |  |  |
| 7. | a. | Explain on the statement ‘data analysis is the heart of quantitative research’. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Describe different types of sampling methods used in social science research. | CO4 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the various processes involved in research. | CO2 | U | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Students will be able to get an insight in 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 / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 | - | - | - | - | - | 20 |
| CO2 | - | 20 | - | - | 20 | - | 40 |
| CO3 | - | 20 | 20 | - | - | - | 40 |
| CO4 | 20 | - | 20 | - | - | - | 40 |
| CO5 | - | - | 20 | - | - | - | 20 |
| CO6 | - | 20 | - | - | - | - | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **21VC2033** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA AGENCIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Illustrate the Organization structure of a newspaper organization along with the diagram. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Evaluate the types of advertisement and its formats in Facebook as a social media marketing tool. | CO5 | AN | 20 |
|  |  |  |  |  |  |
| 3. | a. | Examine on how Magazine agency works and explain how these mediums are influencing the audience in the digital era. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the Principles in Magazine design and discuss how it is applied while designing for special magazines target for focused groups. | CO4 | C | 20 |
|  |  |  |  |  |  |
| 5. | a. | Summarize the job role and requirements for being a Broadcast Journalist in News Production. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Examine Ad media planning and determine its uses with the help of an example. | CO5 | A | 20 |
|  |  |  |  |  |  |
| 7. | a. | Classify the different types of social media advertisement planning. | CO6 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Describe the nature of work in different types of broadcasting industry. | CO6 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Summarize the operational thinking of a graphical designer when he gets a job. | CO3 | U | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Students will gain an insight into varied forms of media organisations. |
| CO2 | Students will explore career opportunities in varied media. |
| CO3 | Students will be able to distinguish between workflow in varied organisations. |
| 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 / BL** | **R** | **U** | **A** | **AN** | **E** | **C** | **Total** |
| CO1 | - | - | 20 | - | - | - | 20 |
| CO2 | - | 20 | - | - | - | - | 20 |
| CO3 | - | 40 | - | - | - |  | 40 |
| CO4 | - | - | - | - |  | 20 | 20 |
| CO5 | - | - | 20 | 20 | - | - | 40 |
| CO6 | 20 | - | - | 20 | - | - | 40 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **23MP2001** | **Duration** | **3hrs** |
| **Course Name** | **FOUNDATION OF MEDIA STUDIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Distinguish types and sources for developing story. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Justify the statement ‘OTT platforms have brought a revolutionary change in the Television Industry’. | CO2 | C | 20 |
|  |  |  |  |  |  |
| 3. | a. | Examine different types of mass media and their characteristics. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the characteristics of computer mediated communication. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Discuss on the scope and limitations of media research. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Distinguish the major differences between Advertising and Public relation with an example. | CO5 | AN | 20 |
|  |  |  |  |  |  |
| 7. | a. | Discuss the characteristics of New Media with relevant examples. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Develop a concept and script for a product advertisement of your choice. | CO5 | C | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Analyze the different stages involved in production for a broadcast media. | CO3 | AN | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Identify sources for learning perspectives and developing stories. |
| CO2 | Categorize different forms of mass media based on trends. |
| CO3 | Analyze the nature and characteristics of media production. |
| CO4 | Evaluate the latest development in media related research and practice. |
| CO5 | Explore the fundamentals of marketing in the digital era. |
| CO6 | Examine the importance of research in a new media environment. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **AN** | **E** | **C** | **Total** |
| CO1 | - | - | - | - | 20 | - | 20 |
| CO2 | - | 20 | - | - | - | 20 | 40 |
| CO3 | - | - | 20 | 20 | - | - | 40 |
| CO4 | - | 20 | - | - | - | - | 20 |
| CO5 | - | - | - | 20 | - | 20 | 40 |
| CO6 | - | 20 | - | - | - | - | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **23MP2002** | **Duration** | **3hrs** |
| **Course Name** | **VISUALIZATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | | **BL** | | **Marks** | |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | | | | |
| 1. |  | Examine the importance of prototyping in the process of visualization. | | CO5 | | A | | 20 |
|  |  | **(OR)** | |  | |  | |  |
| 2. |  | Analyze the importance of user’s feedback in designing. | | CO2 | | An | | 20 |
|  |  |  | |  | |  | |  |
| 3. |  | Explain in detail various phases in the visualization process. | | CO1 | | U | | 20 |
|  |  | **(OR)** | |  | |  | |  |
| 4. |  | Discuss on to what extent creative visualization helps in new thinking and continuous revelation. Exemplify your ideas. | | CO3 | | U | | 20 |
|  |  |  | |  | |  | |  |
| 5. |  | Create a mood board for textile shop with a specific theme be natural. | | CO3 | | C | | 20 |
|  |  | **(OR)** | |  | |  | |  |
| 6. |  | Name any four AI tools used for visualization and detail its features. | | CO4 | | R | | 20 |
|  |  |  | |  | |  | |  |
| 7. |  | Justify that while sketching an object; it is important to pay attention towards light and shades. | | CO1 | | E | | 20 |
|  |  | **(OR)** | |  | |  | |  |
| 8. |  | Explain how mood boards can be helpful in the creative process. | | CO5 | | U | | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | | | |
| 9. |  | Evaluate the role of AI in integrating design for visualization. | | CO6 | | E | | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Design visualizations that effectively convey complex insights with clarity and simplicity. |
| CO2 | Evaluate and improve existing visualizations to align with best practices in visualization design. |
| CO3 | Apply colour theory principles to create visually appealing visualizations that convey meaning and aid comprehension. |
| CO4 | Import, clean, and prepare data for visualization purposes using relevant software tools. |
| CO5 | Design visualizations with balanced and effective layouts to guide the audience's attention and optimize information absorption. |
| CO6 | Apply appropriate software functionalities and features to customize and enhance visualizations. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | - | 20 | - | - | 20 | - | 40 |
| CO2 | - |  | - | 20 | - | - | 20 |
| CO3 | - | 20 |  |  | - | 20 | 40 |
| CO4 | 20 |  | - | - | - | - | 20 |
| CO5 | - | 20 | 20 | - | - | - | 40 |
| CO6 | - | - | - | - | 20 | - | 20 |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **23MP2003** | **Duration** | **3hrs** |
| **Course Name** | **CREATIVE WRITING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Elaborate creative writing in visual media. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Discuss the idea of Copywriting in a webpage design. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Differentiate divergent thinking vs. convergent thinking. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Write the steps to be followed in creating a shooting script. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Summarize the idea of identifying the problem in writing a script. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Visualize the idea of writing script for an advertisement with examples. | CO2 | C | 20 |
|  |  |  |  |  |  |
| 7. | a. | List out some AI writing tools and its benefits in writing the script for creative writing. | CO4 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Summarize the SCAMPER technique in detail with examples. | CO1 | An | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the Three Act Structure in detail. | CO3 | R | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Gain comprehensive skills in the process of ideating. |
| CO2 | Apply appropriate background research. |
| CO3 | Understand ethical implications of AI tools. |
| CO4 | Write advertising copy online and offline |
| CO5 | Develop script for television and films. |
| CO6 | Work on industry ready projects for appropriate audiences. |

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  |  | 20 |  |  | 40 |
| CO2 |  | 20 |  |  |  | 20 | 40 |
| CO3 | 20 |  | 20 |  |  |  | 40 |
| CO4 |  | 20 |  |  | 20 |  | 40 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  |  |  |  |  |  |
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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| --- | --- | --- | --- |
| **Course Code** | **23MP2008** | **Duration** | **3hrs** |
| **Course Name** | **DIGITAL PHOTOGRAPHY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Describe depth of field. Elaborate on the factors that affect depth of field. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Define lens. Categorize the types of lens with their uses. | CO1 | An | 20 |
|  |  |  |  |  |  |
| 3. | a. | Discuss about the different types of lighting instruments used in studios. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Appraise the metering techniques used to measure light in digital cameras. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Illustrate the types of shots used in photography production with suitable diagrams. | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write the scope of photo documentary with examples. | CO4 | C | 20 |
|  |  |  |  |  |  |
| 7. | a. | Criticize the emergence of AI image generation tools and their impact with suitable examples. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Examine the effects of photo manipulation in digital era. | CO6 | A | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Assess the following for Product photography.   1. Lighting 2. Depth of Field 3. Framing 4. Lens | CO5 | E | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
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|  | **COURSE OUTCOMES** |
| CO1 | Identify the basics concept of photography. |
| CO2 | Learn the different kinds of camera techniques. |
| CO3 | Demonstrate camera handling techniques. |
| CO4 | Independently handle AI integrated cameras. |
| CO5 | Learn the basic concepts of image editing. |
| CO6 | Experiment with different AI based software for post processing of photographs. |

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 | 20 |  |  |  |  | 40 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  | 20 |  |  |  |  | 20 |
| CO4 |  |  | 20 |  |  | 20 | 40 |
| CO5 |  |  |  |  | 20 |  | 20 |
| CO6 |  |  | 20 |  | 20 |  | 40 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **23MP2021** | **Duration** | **3hrs** |
| **Course Name** | **INTRODUCTION TO PROGRAMMING AND DATA STRUCTURES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Design a flowchart that accepts three distinct numbers and determines the smallest among them as the output. | CO1 | U | 10 |
|  | b. | Explain the different types of Iterative structures used in programming. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Determine the minimum value in a list using an algorithm and create a corresponding flowchart. | CO1 | R | 10 |
|  | b. | Identify the building blocks used to develop an algorithm and summarize the steps involved to create an algorithm. | CO2 | R | 10 |
|  |  |  |  |  |  |
| 3. | a. | Explain recursion and define a function in Python to find the sum of the first 10 natural numbers. | CO3 | A | 10 |
|  | b. | Demonstrate string slicing operations in Python with suitable examples. | CO5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the syntax and structure of conditional statements used in Python. | CO4 | R | 10 |
|  | b. | Discuss and differentiate between global and local variables. | CO3 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Outline the algorithm to print the first 10 odd numbers and design a corresponding flowchart. | CO4 | U | 10 |
|  | b. | Interpret the use of algorithms in programming and list out the characteristics of a good algorithm. | CO3 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Design and write programs to implement the following operations in python   1. Adding an item to a dictionary 2. Modifying an item in a dictionary | CO6 | U | 10 |
|  | b. | Explain with an example the need of break and continue statements in a while loop. | CO4 | R | 10 |
|  |  |  |  |  |  |
| 7. | a. | Identify the error for the code given below and categorize the types of error that arises during programming  i = 1 while true i < 6   print(i)   if i == 3     break   i += 1 | CO1 | U | 10 |
|  | b. | Illustrate the use of decision control statements and design a flowchart to determine whether a number is odd or even? | CO2 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Demonstrate the basic techniques used for image manipulations in Python. | CO6 | R | 10 |
|  | b. | Sketch the structures of interpreter and compiler and detail the difference between them. | CO5 | R | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Discuss about the various libraries and frameworks used in python for image processing. | CO5 | R | 10 |
|  | b. | Differentiate between lists and dictionaries in Python along with suitable examples. | CO6 | R | 10 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL

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|  | **COURSE OUTCOMES** |
| CO1 | Solve problems with a systematic algorithmic approach. |
| CO2 | Develop simple programs using simple programming constructs. |
| CO3 | Demonstrate the need for modular programming. |
| CO4 | Implementing modular programming to create solutions for real-time problems. |
| CO5 | Illustrate string manipulations using string operations. |
| CO6 | Apply data structures for effective handling of data. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 10 | 20 |  |  |  |  | 30 |
| CO2 | 20 | 10 |  |  |  |  | 30 |
| CO3 | 20 |  | 10 |  |  |  | 30 |
| CO4 | 20 | 10 |  |  |  |  | 30 |
| CO5 | 20 | 10 |  |  |  |  | 30 |
| CO6 | 20 | 10 |  |  |  |  | 30 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – APRIL / MAY 2024**

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| **Course Code** | **23MP2022** | **Duration** | **3hrs** |
| **Course Name** | **OBJECT ORIENTED PROGRAMMING** | **Max. Marks** | **100** |

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| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain in detail the datatypes in C++. | CO1 | U | 10 |
|  | b. | Describe a basic C++ program construction. | CO1 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Write a C++ program to overload the area() function to calculate the area of  shapes like triangle, square, and circle. | CO4 | A | 10 |
|  | b. | Demonstrate a switch case with a suitable example. | CO2 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | State any two forms of inheritance. Give an example of each. | CO5 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the use of the friend function with the help of a suitable example. | CO6 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Explain different access specifiers used in C++ with suitable examples. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Explain the syntax of any two string manipulation functions. | CO3 | U | 10 |
|  | b. | Differentiate do..while and while loops based on syntax. | CO2 | An | 10 |
|  |  |  |  |  |  |
| 7. | a. | Explain with a suitable example, the syntax of for loop in C++. | CO2 | U | 10 |
|  | b. | Illustrate the state machine diagram with a suitable example. | CO3 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Explain the Class diagram with a suitable example. | CO4 | U | 10 |
|  | b. | Write a C++ program to find the area of a rectangle. | CO1 | A | 10 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Describe various places at which member functions can be defined using suitable examples. | CO6 | U | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S LEVEL **M** – MARKS ALLOTTED

|  |  |
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|  | **COURSE OUTCOMES** |
| CO1 | Recall the basic principles of programming to develop simple programs. |
| CO2 | Illustrate the importance of modular programming and data structures in problem solving. |
| CO3 | Identify the use of user-defined data types and pointers in programming. |
| CO4 | Implement object-oriented design principles to develop programs. |
| CO5 | Develop programs using object-oriented techniques. |
| CO6 | Illustrate the advanced concepts of object-oriented programming. |

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 | 10 |  |  |  | 30 |
| CO2 |  | 20 |  | 10 |  |  | 30 |
| CO3 |  | 20 |  |  |  |  | 20 |
| CO4 |  | 10 | 10 |  |  |  | 20 |
| CO5 |  | 40 |  |  |  |  | 40 |
| CO6 |  | 40 |  |  |  |  | 40 |
|  | | | | | | | **180** |