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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. |  | Define News and analyze its elements. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Appraise the uniqueness of various types of headlines used in a newspaper. | CO1 | E | 20 |
|  |  |  |  |  |  |
| 3. |  | Examine the risk involved in reporting a news information. | CO6 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Describe the impact of leads in a news story? Deliberate with examples from current news stories. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Write a human interest story that turned out after a COVID 19. | CO3 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Good writing is still the cornerstone for all media, but line between print and broadcast news are blurring. Discuss. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Apply inverted pyramid style on a crime news including the headline and lead. | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Design using pencil a front page of a professional magazine in monochrome. | CO2 | C | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Discover the history and evolution of Print media. | CO1 | U | 20 |

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

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|  | **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 / 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 |
|  | | | | | | | **180** |



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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. |  | Discuss on the applications of Multimedia. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain in detail the Virtual Reality and Artificial Intelligence with examples. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Summarize the idea of streaming with proper examples. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Write in detail the Multimedia Authoring tools with suitable examples and illustrations. | CO 3 | C | 20 |
|  |  |  |  |  |  |
| 5. | a. | Differentiate 2D and 3D animation. | CO 4 | An | 10 |
|  | b. | Establish the idea of key frame animation. | CO 3 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Extend your views on the idea of Adobe Premiere Pro and its usage. | CO 2 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Identify the different types of video formats and its use with respect the current digital interfaces. | CO 5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Infer on the audio formats with suitable examples. | CO 6 | C | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Write in detail the elements of Multimedia with examples. | CO 1 | C | 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 / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 20 |  |  |  | 20 | 40 |
| CO2 |  | 20 | 20 |  |  |  | 40 |
| CO3 |  |  | 10 |  | 20 | 20 | 50 |
| CO4 |  |  |  | 10 |  |  | 10 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  |  |  |  | 20 | 20 |
|  | | | | | | | **180** |



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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. |  | Define Dreaming in different tongues with suitable examples. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Summarize the domination thoughts and feelings with examples. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain the mapping of thoughts with respect to visualization. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Identify the alternative processes, practices and forms involved in dreaming. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Discuss the Looking Glass Self Theory with examples. | CO5 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Classify the non-traditional art forms with examples. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Differentiate open and closed film with illustrations. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Justify the idea of Collecting and documenting, images and objects for visualization in terms of mapping of thoughts. | CO1 | C | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | “Lucid Dreaming” – Explain the idea and its effects on creative minds. | CO2 | An | 20 |

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

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

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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 | 40 |  |  |  |  | 60 |
| CO3 |  |  | 20 |  |  |  | 20 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 |  |  |  |  |  | 20 | 20 |
| CO6 |  | 20 |  |  |  |  | 20 |
|  | | | | | | | **180** |



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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** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | List the various lighting equipment used for out-door video production and their utility. | CO6 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Interpret the relationship between Colour Temperature and White Balance in Video Production. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss the function of different types of lenses. | CO3 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Distinguish PAL from NTSC television formats. | CO2 | AN | 20 |
|  |  |  |  |  |  |
| 5. |  | Evaluate the role of a director in a video production. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Argue why pre planning for post-production is important. | CO2 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | Illustrate at least two methods of creative content development. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the latest technology in video content delivery. | CO6 | U | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | List out few special application cameras. Elaborate in detail on their working. | CO3 | U | 10 |
|  | b. | Every camera is accompanied by a special lens for the creative point of cinematography - Substantiate. | CO3 | U | 10 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | Master the time tested concept of applying cinematography in their production techniques. |
| CO2 | Get trained to industry standards. |
| CO3 | Able to understand basic elements of video production. |
| CO4 | Exhibit creative ways of camera handling. |
| CO5 | Produce video with aesthetics and semiotic understanding. |
| CO6 | Know the latest in video making process. |

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

Graphical user interface, application

Description automatically generated with medium confidence

**END SEMESTER EXAMINATION APR/ MAY 2023**

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| **Course Code** | **17MC2016 /12VC220** | **Duration** | **3hrs** |
| **Course Name** | **AUDIO PRODUCTION / AUDIO ENGINEERING** | **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 input transducers. | CO1 | CR | 10 |
|  | b. | Recall the importance of the Audio Mixer in Production. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline the accessories used in the complete signal flow of Audio production. | CO3 | U | 10 |
|  | b. | What is a DAW? Explain the Interface of anyone 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 the human ear with illustration. | CO4 | CR | 10 |
|  | b. | Summarize on frequency classification filter used in Audio. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Examine the types of Audio Consoles. | CO5 | AN | 15 |
|  | b. | Compare Full Range speaker and Crossover. | CO2 | E | 5 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on Loudspeakers and explain their working. | CO1 | CR | 15 |
|  | b. | Summarize on Low-Frequency horns. | CO2 | U | 5 |
|  |  |  |  |  |  |
| 7. |  | Design a specification for a Sound System for 1000 people with 4 Musicians and 2 Main Singers and 20 People Choir. List out the equipment used and explain their uses. | CO6 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Determine LSR and illustrate the setup in DGS Dhinakaran auditorium. | CO5 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **(COMPULSORY QUESTION)** | | | | | |
| 9. |  | Explain the process of how Analog audio is made into Digital audio. | CO6 | U | 20 |

CO – COURSE OUTCOME BL – BLOOMS’ 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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| **Course Code** | **17MC2019/09VC227/12VC223** | **Duration** | **3hrs** |
| **Course Name** | **WEB DESIGNING/PRINCIPLES OF WEB DESIGNING** | **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 Html page for the following:  Set an image as a link. | CO5 | C | 3 |
|  | b. | Describe any five frequently used HTML tags. | CO2 | U | 5 |
|  | c. | Explain 6 attributes that are used in creating a table. | CO4 | An | 12 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe the evolution of Internet and different ways to access world wide web. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Summarize the different types of graphics for web and summarize with examples. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the structure of a HTML program with suitable examples. | CO1 | C | 8 |
|  | b. | What are the different types of lists used in a web page? Give an example and a layout of the output. | CO4 | C | 12 |
|  |  |  |  |  |  |
| 5. | a. | Compare top level and second level domains with an example. | CO4 | E | 10 |
|  | b. | Identify the strategies involved in link maps. | CO5 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Define Modem? Summarize the functions and types of Modem. | CO3 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | Design an educational web page using HTML. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain in detail on different types of web hosting and services with suitable examples. | CO3 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Design 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. | CO5 | C | 20 |

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

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|  | **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 / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  |  | 20 | 8 | 48 |
| CO2 |  | 5 |  |  |  |  | 5 |
| CO3 | 20 |  | 20 |  |  |  | 40 |
| CO4 |  |  |  | 12 | 10 | 12 | 34 |
| CO5 | 10 |  |  |  |  | 23 | 33 |
| CO6 |  |  |  |  |  | 20 | 20 |
|  | | | | | | | **180** |



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| **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. |  | Elaborate the process of shoot and output video with example. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Elucidate the digital audio work station and studio set up with appropriate example. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain the online and offline editing with appropriate example. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Argue why pre planning for post-production is important. | CO2 | E | 20 |
|  |  |  |  |  |  |
| 5. |  | Present various types of mics used in audio production. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Elaborate the audio compression and mixing with example. | CO6 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the history of film editing with appropriate example. | CO5 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the cuts and video effects with appropriate example. | CO6 | A | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Elucidate the transmission and reproduction of audio post production materials with example. | CO4 | An | 20 |

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

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

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



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| **Course Code** | **17MC2022** | **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. |  | Elaborate the process of image tracking and stabilization using Adobe After Effects. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain the importance of scripting and storyboarding. | CO1 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Write a short story, dual column script and draw a storyboard for it. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Elaborate the process of Compositing. | CO6 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Elaborate the importance of Rotoscope. | CO5 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the process of 3D Camera Tracking. | CO5 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain and elaborate the process of Greenscreen Removal. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the digital representation of visual information. | CO6 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain and elaborate the various motion graphics types. | CO3 | E | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | - | 20 | - | - | - | 40 |
| CO2 | - | - | - | - | - | - | - |
| CO3 | - | - | - | - | 20 | - | 20 |
| CO4 | - | - | - | - | - | - | - |
| CO5 | 20 | \* | 60 | - | - | - | 80 |
| CO6 | - | 20 | 20 | - | - | - | 40 |
|  | | | | | | | **180** |



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| **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. |  | Explain Soviet Montage and its methods of film making with suitable examples. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Outline the styles of classical Hollywood film making. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Elaborate on film budgeting for the cast and crew at different levels in film production. | CO5 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Examine the importance of location scouting in the pre-production phase of film making. | CO1 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Demonstrate the importance of sound in films with suitable examples. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | What is mise-en-scene? List and explain the elements of mise-en-scene with suitable examples. | CO6 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | Who is your favourite film maker? Demonstrate his/her style of film making with examples. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Summarize the different types of film editing techniques with examples. | CO4 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Develop a concept and script for a 2 minute social awareness video. | CO2 | A | 20 |

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

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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 |  | 40 |  |  |  |  | 40 |
| CO4 | 20 | 20 |  |  |  |  | 40 |
| CO5 |  |  |  |  |  | 20 | 20 |
| CO6 | 20 |  |  |  | 20 |  | 40 |
|  | | | | | | | **180** |



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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. |  | Analyze and explain the effects of Television on the people of India. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Draw the template of a Storyboard and explain its parts and their functions. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | List and explain the parts of a news presentation. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | List the guidelines for writing News Scripts. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Recall the various Program formats and Genres in Indian Television Industry. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Name the skills required to make a soap opera. | CO5 | R | 8 |
|  | b. | Recall the stages involved in creating a soap Opera. | CO2 | R | 12 |
|  |  |  |  |  |  |
| 7. |  | With examples, outline the making of Culture and Social Development television programs. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | With examples outline the making of Science and Technology television programs. | CO5 | U | 20 |
| **PART – B(1 X 20= 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Analyze 4 popular television shows inIndia and Explain the reasons for their fame. | CO2 | 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 / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 |  |  |  |  |  | 20 |
| CO2 | 32 | 20 |  | 20 |  |  | 72 |
| CO3 |  |  |  | 20 |  |  | 20 |
| CO4 |  |  |  |  |  |  |  |
| CO5 | 8 | 60 |  |  |  |  | 68 |
| CO6 |  |  |  |  |  |  |  |
|  | | | | | | | **180** |



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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. |  | Identify different shots used in Electronic News Gathering and discuss on its impact among audience. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss on various elements of new story in the context of inverted pyramid format. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Analyze various types of news Interviews which is used in broadcast media. | CO3 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Analyze the function of lead in news writing. | CO1 | AN | 20 |
|  |  |  |  |  |  |
| 5. |  | Discuss on various sources of news where journalists embark on. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Examine the qualities needed for a broadcast journalist. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Illustrate the activities which will take place in Program Control Room of a television broadcast media. | CO6 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Discuss the nature of online news and its popularity. | CO5 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Evaluate the process in compiling a report for broadcast media. | CO1 | E | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  | 20 | 20 |  | 60 |
| CO2 | 20 |  |  |  |  |  | 20 |
| CO3 |  |  |  | 20 |  |  | 20 |
| CO4 |  | 20 | 20 |  |  |  | 40 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  |  | 20 |  |  | 20 |
|  | | | | | | | **180** |



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| **Course Code** | **17MC2031** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA MANAGEMENT** | **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. |  | Recall the concepts of management with a suitable case study. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Identify the factors that contributes to the bad management practices in a government owned organisation. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Evaluate the advantages and disadvantages of managing a TV channel in the digital era. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Compare the administrative functions of a government owned channel with a private owned television channel. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Sketch the differences in managing a print medium organisation and electronic media in around 750 words. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Examine the role and functions of news agencies in India. | CO6 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Evaluate the factors that contribute to the bad management practices in a government owned organisation. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Sketch your understanding on the administrative loop holes in a privately managed media house. | CO6 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Management functions are now customized to suit the different types of organisations. Justify. | CO6 | C | 20 |

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

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

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



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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. |  | Describe the creation of character and the steps involved in building it. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Infer your thoughts on Building the story line in screenplay writing. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Write in detail about the protagonist and antagonist in screenplay writing. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Explain the idea of “building and releasing the tension” while building a story. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Summarize on the scene, sequence, plots and sub plots with proper examples. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Revise on the idea of Classic Hollywood Narrative system. | CO1 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Recall the Screenplay Form, Layout, Screenplay terms with needed illustrations. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Discuss about Plot points, Main plot and subplot in a screenplay. | CO3 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Summarize on the definition of Screenplay and its Three Act Structure. | CO 1 | U | 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. |

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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 |  | 20 |  |  | 60 |
| CO3 |  | 20 | 20 |  | 20 |  | 60 |
|  | | | | | | | **180** |



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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. | a. | Describe the importance of marketing communication. | CO1 | U | 10 |
|  | b. | List the advantages of email marketing. | CO3 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Discuss the importance of SEO and SMO in the context of online marketing. | CO2 | An | 10 |
|  | b. | Write about m-learning explaining its advantages. | CO1 | A | 10 |
|  |  |  |  |  |  |
| 3. |  | Discuss AIDA and DAGMAR. Cite relevant examples, in the online context. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Explain the features of Google Analytics. | CO6 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the features of E-commerce. Discuss how blogging helps in  E-commerce. | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain B to B, B to C and C to C concept in E Commerce. | CO6 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Distinguish between Facebook and Instagram as tools of online Marketing. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Describe the salient features of online marketing. | CO5 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Differentiate traditional and online marketing. | CO6 | An | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 30 | 10 |  |  |  | 40 |
| CO2 |  |  |  | 10 |  |  | 10 |
| CO3 | 10 |  |  |  |  |  | 10 |
| CO4 |  |  | 20 |  |  |  | 20 |
| CO5 |  |  | 20 | 20 |  |  | 40 |
| CO6 |  |  | 40 | 20 |  |  | 60 |
|  | | | | | | | **180** |



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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. | Summarize on Magazine agency and its functions. | CO1 | U | 15 |
|  | b. | Theorize on Media execution by an advertising agency. | CO1 | CR | 5 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Summarize the different stages of Printing. | CO2 | U | 15 |
|  | b. | Illustrate the Organization structure of a printing agency. | CO3 | U | 5 |
|  |  |  |  |  |  |
| 3. | a. | Summarize the operational thinking of a graphical designer when he gets a job. | CO3 | U | 15 |
|  | b. | Theorize on Principles of Design. | CO1 | CR | 5 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Dissect the types of advertisement formats in Facebook. | CO5 | AN | 15 |
|  | b. | Summarize the different stages social media organization. | CO2 | U | 5 |
|  |  |  |  |  |  |
| 5. |  | Extend your learnings obtained from “Film Agencies” and discuss their structure. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Construct the hierarchical classification of a TV News Company. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Inspect Ad media planning and determine its uses with the help of an example. | CO4 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Classify the different types of social media advertisement planning. | CO6 | AN | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Recall your learnings of the elements of the broadcasting industry. | CO6 | R | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  | 15 |  |  |  | 10 | 25 |
| CO2 |  | 40 |  |  |  |  | 40 |
| CO3 |  | 20 | 20 |  |  |  | 40 |
| CO4 |  |  |  | 20 |  |  | 20 |
| CO5 |  |  |  | 15 |  |  | 15 |
| CO6 | 20 |  |  | 20 |  |  | 40 |
|  | | | | | | | **180** |



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| --- | --- | --- | --- |
| **Course Code** | **17MC2036 / 14VC2062** | **Duration** | **3hrs** |
| **Course Name** | **RADIO PROGRAMMING** | **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. | Sketch the evolution of All India Radio. | CO1 | A | 10 |
|  | b. | Explain the growth and present status of FM Radios in India. | CO1 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Distinguish between radio scriptwriting and radio news writing techniques. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss the equipments used in a radio recording studio. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Examine radio program formats based on their audience perception | CO4 | An | 20 |
|  |  |  |  |  |  |
| 5. | a. | Explain about skill sets needed for radio compering and anchoring. | CO5 | A | 10 |
|  | b. | Write about two successful Radio Jockeys of India. | CO5 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the importance of sound and pauses in radio programmes. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the recording process in a radio studio | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Write a script for a music based programme on national integration. | CO6 | A | 10 |
|  | b. | Explain the pre-production process of the music based programme. | CO6 | A | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Design a script for radio advertisement to abolish child labour. | CO6 | C | 10 |
|  | b. | Sketch the recording process in a radio studio. | CO6 | A | 10 |

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

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

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



|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **17MC2037 / 11VC211** | **Duration** | **3hrs** |
| **Course Name** | **CORPORATE 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. |  | Differentiate between External and Internal Communication. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Illustrate the basic communication process with proper explanation. | CO2 | A | 10 |
|  | b. | Recall the idea of Corporate Communication. | CO 2 | R | 10 |
|  |  |  |  |  |  |
| 3. |  | Explain the External communication with a case study. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Justify your views on the topic Advertorial is better than editorials. | CO4 | E | 10 |
|  | b. | Extend your thoughts on the idea of Target Audience in Communication. | CO 2 | U | 10 |
|  |  |  |  |  |  |
| 5. |  | Define Reputation Management. Explain the concept with examples. | CO 2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Summarize the Stakeholder Theory. | CO 3 | E | 10 |
|  | b. | Express your understanding on the Visual and Verbal communication methods. | CO 2 | U | 10 |
|  |  |  |  |  |  |
| 7. |  | Infer on the methods of communications in detail. | CO 3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Recognize the effective communication techniques and the skills involved to develop the same. | CO 4 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Discuss about corporate advertising with proper explanations. | CO 1 | R | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 20 | 20 |  |  |  |  | 40 |
| CO2 | 30 | 20 | 10 |  |  |  | 60 |
| CO3 | 20 | 20 |  |  | 10 |  | 50 |
| CO4 | 20 |  |  |  | 10 |  | 30 |
| CO5 |  |  |  |  |  |  |  |
| CO6 |  |  |  |  |  |  |  |
|  | | | | | | | **180** |



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| **Course Code** | **17MC3001/12VC311/14VC3002** | **Duration** | **3hrs** |
| **Course Name** | **RESEARCH METHODOLOGY** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Sketch the importance of Theory in the development Media Research. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain Gerbner’s observation of light and heavy viewers with relevant theory. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Analyse the portrayal of women characters in OTT platforms. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Write an abstract of 300 words on thematic paper on social media’s impact on youth. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Distinguish between visual ethnography and digital ethnography with relevant examples. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Write about new media consumption patterns of Indian Youth. | CO5 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Distinguish between probability and non probability sampling with the help of a case study. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Design a set of twenty questions on online shopping behaviour among urban Indian teenagers. | CO6 | C | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **(Compulsory Question)** | | | | | |
| 9. |  | Write a report on impact of Instagram among Indian Youth. | CO6 | C | 20 |

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

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

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



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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** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Illustrate and describe the different types of principles required for animation with appropriate examples and illustrations | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Categorize the types of 3D animation and explain the production pipeline. | CO2 | AN | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss, Splines and the usage of Patches. | CO3 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the different types of modifying the polygonal surfaces. | CO3 | CR | 10 |
|  | b. | Compare polygon approximation and polygon reduction. | CO1 | AN | 10 |
|  |  |  |  |  |  |
| 5. |  | Discuss, the common modelling techniques. | CO3 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Illustrate and describe the types of texturing and different types of mapping. | CO1 | U | 15 |
|  | b. | Illustrate the Rendering Pipeline. | CO2 | R | 5 |
|  |  |  |  |  |  |
| 7. | a. | Illustrate the different types of hierarchies involved in a Humanoid  Figure. | CO 1 | R | 15 |
|  | b. | Compare Booleans and Geometric primitives. | CO 4 | AN | 5 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Illustrate and describe the usage of the camera and Lights in 3D  Modelling. | CO6 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **(Compulsory Question)** | | | | | |
| 9. | a. | Discuss the Pipeline in keyframing and animation. | CO5 | CR | 10 |
|  | b. | Compare Forward Kinematics and Inverse Kinematics. | CO1 | AN | 5 |
|  | c. | Illustrate the different types of Camera Animation. | CO4 | R | 5 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 15 | 35 |  | 15 |  |  | 65 |
| CO2 | 5 |  |  | 20 |  |  | 25 |
| CO3 |  |  |  |  |  | 50 | 50 |
| CO4 | 5 |  |  | 5 |  |  | 10 |
| CO5 |  |  |  |  |  | 10 | 10 |
| CO6 |  | 20 |  |  |  |  | 20 |
|  | | | | | | | **180** |

**Graphical user interface, application

Description automatically generated with medium confidence**

**SUPPLEMENTARY EXAMINATION – JUNE 2023**

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

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 15 | 35 |  | 15 |  |  | 65 |
| CO2 | 5 |  |  | 20 |  |  | 25 |
| CO3 |  |  |  |  |  | 50 | 50 |
| CO4 | 5 |  |  | 5 |  |  | 10 |
| CO5 |  |  |  |  |  | 10 | 10 |
| CO6 |  | 20 |  |  |  |  | 20 |
|  | | | | | | | **180** |



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| **Course Code** | **17MC3005** | **Duration** | **3hrs** |
| **Course Name** | **REPORT WRITING AND PUBLICATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain lead in a news story and it types. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Analyze the steps involved in compiling business report. | CO2 | AN | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain the differences between technical writing and descriptive writing with relevant examples. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Illustrate the features of writing letter of complaints and draft a complaint letter for malfunctioning of a product you recently purchased. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | What are the points to be considered while writing research abstract? | CO5 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Outline Classifieds and its features with suitable example. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Recall Formal and Informal reports with examples. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Compile a research proposal on the topic New Media and its impact on youth. | CO6 | C | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **(Compulsory Question)** | | | | | |
| 9. |  | Examine inverted pyramid format of news writing and defend why it’s important for print media. | CO1 | AN | 20 |

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

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

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



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| **Course Code** | **17MC3006/14VC3011** | **Duration** | **3hrs** |
| **Course Name** | **VIRTUAL REALITY** | **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. |  | Elaborate on the working of Spatial AR displays. | CO1 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Outline the requirements and types involved in AR tracking. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Identify the working of Neurocam and Google Glass and how do they vary from each other? | CO3 | A | 10 |
|  | b. | Elaborate on Edge based and line based tracking Technology. | CO4 | CR | 10 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Elaborate on the mechanics of feeling, sight and hearing. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Examine the Interaction design for VR and AR. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Elaborate on VR displays. | CO1 | CR | 20 |
|  |  |  |  |  |  |
| 7. |  | Devise the requirements of Mixed reality, illustrate their types of mapping with explanation. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Determine the different types of Immersion models. | CO5 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the process of how the VR and AR display have evolved and outline them with examples. | CO2 | U | 20 |

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

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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 / 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 |
|  | | | | | | | **180** |

**Graphical user interface, application

Description automatically generated with medium confidence**

**SUPPLEMENTARY EXAMINATION – JUNE 2023**

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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. | a. | Elaborate on the types of storyboarding and its uses. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | State and explain the principles of animation with an example. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Elaborate on polygon modeling used in animation. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Summarize on NURBS modeling. | CO3 | CR | 20 |
|  |  |  |  |  |  |
| 5. | a. | Explain about the lights in animation and its types. | CO4 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on virtual cameras and its uses. | CO4 | CR | 20 |
|  |  |  |  |  |  |
| 7. | a. | Explain the process of Kinematics with its types. | CO5 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Outline the process involved in cloth animation with an example. | CO6 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the process involved in facial animation. | CO6 | U | 15 |
|  | b. | State and explain about booleans in animation. | CO5 | U | 5 |

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



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| **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. |  | State and explain with real-life examples the 12 principles of animation followed by Disney animators. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | List and explain the various stages of creating a 3D animation short movie. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | List and summarize the various basic shading parameters that can be used in look development in 3D software. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Explain the process of cloth creation and stitching for 3D characters. Discuss the parameters that have to be tweaked to get the desired look. | CO3 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | List and summarize the various lights along with their basic parameters that can be used in 3D software to illuminate scenes. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Outline the process of Rigid body simulations and its parameters with example applications. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the various ways in which to track and add 2D/3D elements into film footage. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Outline the stages of creating a Vehicle Model from initial sketch to 3D model. | CO3 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **(Compulsory Question)** | | | | | |
| 9. |  | Explain the stages of Game development pipeline from initial idea to final playable game. | CO5 | U | 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 |
| CO6 | Students will gain expertise at least one animation software |

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



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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | List and elaborate the principles of Direction. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Outline the stages of film production. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | List the roles and responsibilities of a director in film production. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Examine your favourite director’s style of film making with suitable examples. | CO3 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Debate on the ethics and moral responsibilities in direction. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Estimate the importance of artistic identity of a director. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | Articulate the importance of tension in a story with a suitable example. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Inspect the effects of ethical film making with a case study. | CO1 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Develop a story for a 10 minute short film on the theme “PEACE”. | CO1 | C | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  | 20 | 20 | 20 | 80 |
| CO2 | 20 | 20 |  |  |  |  | 40 |
| CO3 |  |  |  | 40 | 20 |  | 60 |
|  | | | | | | | **180** |



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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** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Recall the concept of social media with its applications. | CO 1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Express your views on Blogs, Micro blogs and Websites. | CO 2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain Economics and Ownership in social media world. | CO 3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Differentiate MMS/SMS and OTT message services with examples | CO 4 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Justify the statement “Social Media’s presence make the society lively” | CO 5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Infer on the idea of USSD with examples. | CO 2 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Predict the future of Social media in 2030 by the current scenarios and compare it with any case study you have learnt. | CO 3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Categorize the OTT Platform based on its usage and explain the concepts with examples. | CO 6 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **(Compulsory Question)** | | | | | |
| 9. |  | Debate on the topic Voice Over Internet Protocol | CO 4 | E | 20 |

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

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

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



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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. |  | Classify different genre of documentaries and explain its characteristics. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Appraise the dramatic storytelling techniques in documentary production. | CO2 | AN | 20 |
|  |  |  |  |  |  |
| 3. |  | Estimate the various sources of archival data used in documentary films. | CO3 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Define docu-fiction and interpret the narrative structure of docu-fiction with an example. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the seven steps involved in writing documentary script. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Analyze the steps involved in identifying the subject and development of documentaries. | CO3 | AN | 20 |
|  |  |  |  |  |  |
| 7. |  | Evaluate the impact of mockumentary television shows by analyzing Indian audience. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Choose any one storytelling technique and write a story for a docudrama. | CO2 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain how documentaries differ from other types of film. | 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 | 60 |  |  |  |  | 80 |
| CO2 |  |  | 20 | 20 |  |  | 40 |
| CO3 |  |  |  | 40 | 20 |  | 60 |
|  | | | | | | | **180** |

**Graphical user interface, application

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**SUPPLEMENTARY EXAMINATION – JUNE 2023**

|  |  |  |  |
| --- | --- | --- | --- |
| **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. | Identify the various sources of archival data used in documentary films. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 3. | a. | Summarize the process involved in documentary research. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Analyze the application of 3 act structure in documentary production by detailing it. | CO3 | AN | 20 |
|  |  |  |  |  |  |
| 5. | a. | Evaluate the characteristics of experimental films in India. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Define documentary. Categorize the different modes of documentaries with suitable examples. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 7. | a. | Describe the steps involved in writing script for documentary production. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Analyze the different approaches in documenting. | CO2 | AN | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Examine Documentaries as a tool for addressing social and political issues with a case study. | CO1 | A | 20 |

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

|  |  |
| --- | --- |
|  | **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 | 40 |  | 20 |  | 20 |  | 80 |
| CO2 |  | 60 |  | 20 |  |  | 80 |
| CO3 |  |  |  | 20 |  |  | 20 |
|  | | | | | | | **180** |

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**SUPPLEMENTARY EXAMINATION – JUNE 2023**

|  |  |  |  |
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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 in brief, the history of visual merchandising. | CO1 | U | 10 |
|  | b. | Recall the importance of colour wheel. | CO4 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Analyse the aspects of decorative and ambient lighting in store designing. | CO2 | An | 10 |
|  | b. | Explain window display with the help of a case study. | CO3 | A | 10 |
|  |  |  |  |  |  |
| 3. |  | Describe the significance of Visual Merchandising. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Mention with examples the features of Visual Merchandising. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the elements of Design for Visual Merchandising. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Evaluate the impact of brand perception on audience behaviour with a suitable example. | CO6 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | Examine how retail atmospherics influence consumer purchase decisions. | CO6 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Distinguish between warm and cool colours. | CO4 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Illustrate a store design for a brand of ethnic wedding attire. | CO6 | A | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | to understand importance of visual merchandising. |
| CO2 | apply the concepts of store layout and lighting. |
| CO3 | 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 | devise communication strategies in visual design |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 | 30 |  |  |  |  | 50 |
| CO2 |  |  |  | 10 |  |  | 10 |
| CO3 |  |  | 10 |  |  |  | 10 |
| CO4 | 10 | 20 |  |  |  |  | 30 |
| CO5 |  |  | 20 |  |  |  | 20 |
| CO6 |  |  | 20 | 20 | 20 |  | 60 |
|  | | | | | | | **180** |



|  |  |  |  |
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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. |  | Recall the importance and components of Visual Merchandising. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Differentiate between general and special lighting effect. | CO2 | An | 10 |
|  | b. | Explain the components of the Colour Wheel. | CO3 | A | 10 |
|  |  |  |  |  |  |
| 3. |  | Discuss the importance of store design and layout. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Write about contrasting colour schemes. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the role of retail design in visual merchandising. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Recall various categories of display. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | Sketch the evolution of mall culture in India. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain different types of analysis during store planning. | CO6 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **(Compulsory Question)** | | | | | |
| 9. |  | Explain how food retailing has become an important retail business in the national arena, employing strategies of visual design. | CO6 | A | 20 |

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

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

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



|  |  |  |  |
| --- | --- | --- | --- |
| **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. |  | Define development and explain its characteristics. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Recall the role played by Industrialization in development communication. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Illustrate the characteristics of Alternative Media and evaluate how it is useful in the context of development. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Outline the importance of social marketing as a tool for Development communication. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Evaluate the statement “communication has revolutionized the world for a social change”. | CO5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Discuss any five e-governance models which are successful in the India context. | CO6 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the role played by UNDP and UNO in the process of development. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Examine the role of theaters in development communication. | CO3 | AN | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **(Compulsory Question)** | | | | | |
| 9. |  | Discuss the characteristics and limitations of ICT tools for the process of development. | CO2 | AN | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 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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**SUPPLEMENTARY EXAMINATION – JUNE 2023**

|  |  |  |  |
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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. | Explain the role played by industrialization in the field of development communication. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Assess the impact of ICT and its application in the aspects of communication and development communication. | CO2 | E | 20 |
|  |  |  |  |  |  |
| 3. | a. | Define Development and explain its characteristics. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Outline the importance of social marketing as a tool for Development communication. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Explain the role played by DAVP and WHO in the process of development. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Examine the role of theaters in development communication in the context of independent India. | CO6 | AN | 20 |
|  |  |  |  |  |  |
| 7. | a. | Outline Daniel Lerner model and Wilbur Schramms model of communication. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Evaluate the statement “communication has revolutionized the world for a social change”. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the concept of Digital Divide and discuss how it is visible in the Indian rural scenario. | CO3 | AN | 20 |

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

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



|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **17MC3023** | **Duration** | **3hrs** |
| **Course Name** | **INTERNATIONAL 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. | Discuss about UNESCo’s role in the Macbride Commission Report. | CO1 | U | 10 |
|  | b. | Mention the Global News Agencies and discuss their importance. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Examine Transborder Data Flow and role of ICTs. | CO3 | An | 10 |
|  | b. | Determine the concept of Cultural Imperialism with suitable examples. | CO4 | A | 10 |
|  |  |  |  |  |  |
| 3. |  | Distinguish between Digital Natives and Digital immigrants with relevant examples. | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Write about the impact of western films on global audiences. | CO5 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Distinguish between NATO and NAM group of countries with suitable examples. | CO6 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Examine the Russia – Ukraine war and its political repercussions. | CO5 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the imbalance of information flow. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Mention the importance of Information Society with examples. | CO5 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Examine the Globalisation of Indian Cinema with special reference to RRR. | CO6 | An | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 10 |  |  |  |  | 10 |
| CO2 | 10 |  |  |  |  |  | 10 |
| CO3 |  |  |  | 10 |  |  | 10 |
| CO4 |  |  | 30 |  |  |  | 30 |
| CO5 | 20 |  | 60 |  |  |  | 80 |
| CO6 |  |  |  | 40 |  |  | 40 |
|  | | | | | | | **180** |

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**SUPPLEMENTARY EXAMINATION – JUNE 2023**

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| **Course Code** | **17MC3024** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA PSYCHOLOGY** | **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. |  | Write about research methods in media psychology. Explain two in detail. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe the importance of audience in television programmes. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Differentiate between Target Audience and general population in media and brand consumption patterns. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Distinguish between new media and mass media forms. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Recall the stages of media research. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Differentiate between a pilot study and survey research. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain Parasocial interaction and celebrity culture. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Write about heavy and light users of media employing Uses and Gratification Theory. | CO5 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Analyse the portrayal of women in Indian Cinema. | CO6 | An | 20 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | Pursuing research in the area of media will be highly benefitted by the  course content |
| CO2 | Carry out pilot studies on media audience based on the knowledge imbibed from the  Subject. |
| CO3 | Understanding the target audience and thereby prepare themselves to step in the media industry. |
| CO4 | Learn differences in functioning of various media forms. |
| CO5 | Know various psychological aspects behind social programs |
| CO6 | Demonstrate good reasoning and analytical skills required for working in media organizations. |

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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 |  |  | 40 |  |  |  | 40 |
| CO6 |  |  |  | 20 |  |  | 20 |
|  | | | | | | | **180** |



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| **Course Code** | **17MC3024** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA PSYCHOLOGY** | **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. |  | State the definition and importance of media psychology. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Write in brief about various research methods in media psychology. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Write a case study on the social psychology of media audiences on the event of a ‘celebrity death’. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Write a note on the effects of media violence with examples. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Estimate the Pro-social effects of Media on children with research evidences. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Appraise the psychology of the Indian cinema audience. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | Analyze the parasocial interaction between the social TV viewers and the media characters. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the role of psychology in advertising | CO4 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **(Compulsory Question)** | | | | | |
| 9. |  | Appraise the psychology of the Indian cinema audience. | CO3 | E | 20 |

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

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

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



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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** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | What was the role of advertising in early civilizations? | CO1 | R | 20 |
|  | b. | How advertising evolved throughout history? | CO2 | R |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain how the role of advertising agencies has evolved over time. What are the challenges have they faced in adapting to changes in the advertising industry? | CO3 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | 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. |  | How can consumer protect themselves from unwanted advertising and ensure that their personal data is being used ethically? | CO5 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the significance of advertising industry in India and explain the changing world of advertising. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain what makes an advertising campaign effective and the various types of advertising campaigns. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | 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. |  | 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 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | 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

|  |  |
| --- | --- |
|  | **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 Taxonomy** | | | | | | | |
| **CO / P** | **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 |
|  | | | | | | | **180** |

**Graphical user interface, application

Description automatically generated with medium confidence**

**SUPPLEMENTARY EXAMINATION – JUNE 2023**

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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** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | List down the social effects of advertising. | CO1 | R | 20 |
|  | b. | Write a note on advertising industry in India. | CO2 | U |
|  |  | **(OR)** |  |  |  |
| 2. | a. | How has digital advertising changed the landscape of advertising and what are some of the benefits and challenges associated with it? | CO4 | E | 20 |
|  |  |  |  |  |  |
| 3. | a. | Compare and contrast the effectiveness of TV, Print and digital advertising. Which type do you think is the most effective and why? | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the role of advertising in the market place and explain the changing world of advertising. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Compare and contrast the effectiveness of traditional advertising with newer forms of advertising. What are the advantages and disadvantages of each type, and how do companies determine which type to invest in? | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | What are the key roles and responsibilities of an advertising agency in managing the advertising process for their clients? | CO3 | R | 20 |
|  |  |  |  |  |  |
| 7. | a. | What are the some of the ethical considerations that advertising agencies must take into account when developing advertising campaigns, and how do they ensure that their campaigns are ethical and socially responsible? | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Discuss the role of advertising in a market economy. Why is it considered essential and Examine the impact of advertising on small business? | CO5 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | How do businesses decide on the most appropriate media channel to reach their target audience, and what factors should they consider when making this decision? | CO6 | C | 20 |

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

|  |  |
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|  | **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 Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 10 |  |  |  | 20 |  | 30 |
| CO2 |  | 10 | 20 |  |  |  | 30 |
| CO3 | 20 |  |  |  | 20 |  | 40 |
| CO4 |  |  |  | 20 | 20 |  | 40 |
| CO5 |  |  |  |  | 20 |  | 20 |
| CO6 |  |  |  |  |  | 20 | 20 |
|  | | | | | | | **180** |



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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Evaluate the functions of mass media and explain how it’s influencing the youth. | CO4 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss the characteristics of New Media with relevant examples. | CO1 | C | 20 |
|  |  |  |  |  |  |
| 3. |  | Analyze the problems and future of mass media. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Identify the development of film industry in India and detail the current trends. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Discuss on the mass medium Radio as a tool of communication in current scenario. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain Kinesics and detail on why it’s important for the mass medium film. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Assess the impact of ICT and its application in the broadcast industry. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Distinguish between Mass Media to that of Folk Media. | CO2 | AN | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Evaluate the role of Television as a mass medium. | CO6 | E | 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 / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 |  |  |  |  |  | 20 | 20 |
| CO2 |  |  |  | 20 |  |  | 20 |
| CO3 |  |  | 20 |  | 20 |  | 40 |
| CO4 |  | 20 |  |  | 20 |  | 40 |
| CO5 |  |  |  | 20 |  |  | 20 |
| CO6 |  |  |  |  | 20 | 20 | 40 |
|  | | | | | | | **180** |



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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A(4 X 20= 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | List the advantages of Headlines. Explain various categories of headlines. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Examine varied categories of television advertising formats with suitable examples. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Differentiate between feature writing and news writing. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Create a script for a radio jingle for a health drink. | CO4 | C | 20 |
|  |  |  |  |  |  |
| 5. |  | Develop an interview content between a TV anchor and a celebrity. | CO5 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Create a shooting script for a two minutes short film on pollution control. | CO5 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain demographic, psychographic and geographic market segmentation in the context of a brand with examples. | CO | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Write a headline and copy for perfume brand. | CO6 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Distinguish between a Television advertisement and print advertisement with relevant examples. | CO6 | An | 20 |

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

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

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



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| **Course Code** | **21VC2003** | **Duration** | **3hrs** |
| **Course Name** | **PHOTOGRAPHY** | **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. |  | Draw and illustrate different types of shots and camera angle. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe the emergence and advancement of photography with suitable examples. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss about the metering techniques in digital photography. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Classify the categories of photography and their applications. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | List and explain the types of black and white filters with suitable examples. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Research on the scope of photojournalism in social media. | CO6 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | “Simplicity is about clarifying your message by excluding useless details.” Justify. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the following photography lighting techniques with suitable diagrams.   1. Three point lighting 2. Rim lighting 3. Half lighting 4. Silhouette lighting | CO5 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Discuss about the different types of lighting control equipment used in studios. | CO5 | U | 20 |

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

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

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



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| **Course Code** | **21VC2006** | **Duration** | **3hrs** |
| **Course Name** | **ADVERTISING** | **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. |  | Describe the features of indoor and outdoor advertising. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain the need for research in advertisement industry with help of a case study. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Analyze the factors which should be taken in to consideration while making an advertisement budget. | CO3 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Develop a concept and script for a product advertisement of your choice. | CO6 | C | 20 |
|  |  |  |  |  |  |
| 5. |  | Compare commercials to that of public service advertising and explain its features. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Examine why client relationship is important for an advertising agency. | CO5 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | List out the characteristics of sponsorship and publicity. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Analyze on top 3 advertising agencies and its clients in India. | CO6 | AN | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain advertising as a marketing tool and its significance in new media age. | CO1 | U | 20 |

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

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

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



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

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| **Q. No.** | **Questions** | | **CO** | | **BL** | | **Marks** | |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | | | | |
| 1. | a. | Describe the types of Streaming with related examples. | | CO2 | | R | | 15 | |
|  | b. | List the advantages of Internet Telephony. | | CO3 | | R | | 5 | |
|  |  | **(OR)** | |  | |  | |  | |
| 2. |  | Differentiate AI and VR with suitable examples. | | CO2 | | U | | 20 | |
|  |  |  | |  | |  | |  | |
| 3. |  | Recall the features of authoring tools and explain them in detail. | | CO4 | | R | | 20 | |
|  |  | **(OR)** | |  | |  | |  | |
| 4. |  | Write in detail the Video Formats and its use in the Digital World. | | CO1 | | A | | 20 | |
|  |  |  | |  | |  | |  | |
| 5. |  | Summarize on UID with illustrations. | | CO6 | | E | | 20 | |
|  |  | (OR) | |  | |  | |  | |
| 6. | a. | Compare and Contrast 2D and 3D Animation with examples. | | CO6 | | E | | 10 | |
|  | b. | Infer on the types of Color Video Signals with examples. | | CO5 | | An | | 10 | |
|  |  |  | |  | |  | |  | |
| 7. |  | Create a Key Frame Animation for 30 frames with neat illustration. | | CO1 | | C | | 20 | |
|  |  | **(OR)** | |  | |  | |  | |
| 8. |  | Write the advantages and disadvantages of video teleconferencing. | | CO2 | | A | | 20 | |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | | | |
| 9. |  | Explain the elements of multimedia in detail. | | CO4 | | An | | 20 | |

CO – COURSE OUTCOME BL – BLOOMS’ LEVEL

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|  | **COURSE OUTCOMES** |
| CO1 | Create, and apply appropriate design techniques. |
| CO2 | Design creative ideas relevant for print medium. |
| CO3 | Work on contemporary multimedia assignments to potential clients. |
| CO4 | Select and demonstrate general skill sets in the multimedia industry. |
| CO5 | Select multimedia function in different media platforms. |
| CO6 | Evaluate human-centric problems using multimedia. |

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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 | 15 | 20 | 20 |  |  |  | 55 |
| CO3 | 5 |  |  |  |  |  | 5 |
| CO4 | 20 |  |  | 20 |  |  | 40 |
| CO5 |  |  |  | 10 |  |  | 10 |
| CO6 |  |  |  |  | 30 |  | 30 |
|  | | | | | | | **180** |



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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 the advantages and disadvantages of Mathematical model of communication. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Examine the functions of communication in a society. | CO1 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain the concept of Diffusion of Innovation with its different stages. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Analyze Berlo’s SMCR model of communication with an illustration. | CO1 | AN | 20 |
|  |  |  |  |  |  |
| 5. |  | Evaluate User and Gratification theory of communication in the context of visual media in India. | CO5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Write a brief note on cultural theories of communication. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Summarize Normative theories of communication. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Evaluate the Simplicity of Herold Laswell Model. | CO4 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Justify that Agenda setting theory of communication is precisely used in Indian medias by political parties. | CO6 | C | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  | 20 | 20 |  |  | 40 |
| CO2 |  | 40 |  |  | 20 |  | 60 |
| CO3 |  |  | 20 |  |  |  | 20 |
| CO4 |  |  |  |  | 20 |  | 20 |
| CO5 |  |  |  |  | 20 |  | 20 |
| CO6 |  |  |  |  |  | 20 | 20 |
|  | | | | | | | **180** |

Graphical user interface, application

Description automatically generated with medium confidence

**END SEMESTER EXAMINATION APR/ MAY 2023**

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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 input transducers. | CO1 | CR | 10 |
|  | b. | Recall the importance of the Audio Mixer in Production. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline the accessories used in the complete signal flow of Audio production. | CO3 | U | 10 |
|  | b. | What is a DAW? Explain the Interface of anyone 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 the human ear with illustration. | CO4 | CR | 10 |
|  | b. | Summarize on frequency classification filter used in Audio. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Examine the types of Audio Consoles. | CO5 | AN | 15 |
|  | b. | Compare Full Range speaker and Crossover. | CO2 | E | 5 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on Loudspeakers and explain their working. | CO1 | CR | 15 |
|  | b. | Summarize on Low-Frequency horns. | CO2 | U | 5 |
|  |  |  |  |  |  |
| 7. |  | Design a specification for a Sound System for 1000 people with 4 Musicians and 2 Main Singers and 20 People Choir. List out the equipment used and explain their uses. | CO6 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Determine LSR and illustrate the setup in DGS Dhinakaran auditorium. | CO5 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the process of how Analog audio is made into Digital audio. | CO6 | U | 20 |

CO – COURSE OUTCOME BL – BLOMMS’ 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 |
|  | | | | | | | **180** |



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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. | With diagrams explain the working of the human eye. | CO3 | U | 12 |
|  | b. | List and explain the eye systems that help humans to enjoy movies. | CO3 | U | 8 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain the working of a B/W and colour CRT Television system with diagrams. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Outline with diagrams the internal parts and working of a simple DSLR camera. | CO3 | U | 16 |
|  | b. | Analyze the below image and name the probable lens used.  Telephoto Zoom Lenses for Safari | CO4 | An | 4 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Recall the various Lens types used in photography. | CO1 | R | 6 |
|  | b. | Name, compare and contrast the Analog TV standards available in the world. | CO2 | U | 14 |
|  |  |  |  |  |  |
| 5. |  | Draw and explain the settings that constitute the Exposure Triangle and how they are used to get the best results in Photography and filmography. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Draw, name and explain the functions of the external parts of a Television camera. | CO5 | U | 20 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 7. | a. | With example applications explain about LUTS. | CO6 | U | 8 |
|  | b. | With diagrams summarize the various scopes used in film and television production. | CO6 | U | 12 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | What is Colour Temperature? How is it used in cinematography? | CO3 | R | 8 |
|  | b. | List and explain the various camera shots that cinematographers use in films. | CO1 | U | 12 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain in detail how the rules of frame composition keeps the audience engaged with the contents of the film. | CO1 | U | 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 | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 6 | 32 |  |  |  |  | 38 |
| CO2 |  | 34 |  |  |  |  | 34 |
| CO3 | 8 | 36 |  |  |  |  | 44 |
| CO4 |  |  |  | 4 |  |  | 4 |
| CO5 |  | 40 |  |  |  |  | 40 |
| CO6 |  | 20 |  |  |  |  | 20 |
|  | | | | | | | **180** |



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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain different tools available in After Effects. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Write a short story and draw storyboard for it. | CO2 | C | 20 |
|  |  |  |  |  |  |
| 3. |  | Compare and contrast the differences between the two types of Kinematics. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Explain in detail the interface of After Effects. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | List the different types of lights in Autodesk Maya. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Elaborate the process of character animation. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the different attributes of 3D objects. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the different departments in 3D animation. | CO5 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Elaborate the 12 principles of animation. | CO6 | R | 20 |

**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 / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | - | - | 60 | - | - | - | 60 |
| CO2 | - | - | - | - | - | - | - |
| CO3 | - | - | 20 | - | - | - | 20 |
| CO4 | 40 | - | 20 | - | - | - | 60 |
| CO5 | - | 20 | - | - | - | - | 20 |
| CO6 | 20 | - | - | - | - | - | 20 |
|  | | | | | | | **180** |



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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 about any three Hollywood Films that have predominantly used computer graphics and special effects. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Write in detail about the three act structure used in classical narrative cinema with an example. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain about German Expressionism and French Impressionism. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Explain the contribution of women pioneers who changed the face of Indian Cinema. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Sketch your understanding of scripting and screenplay in 750 words. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Differentiate between mise-en-scene and montage. | CO5 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Develop a script on overcoming air pollution in cities. | CO5 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Examine the impact of Ponniyan Selvan on Tamil Audiences. | CO6 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Write about the contributions made by Godard, Akira Kurosawa, Vittorio De Sica and Fatma Begum to cinema | CO6 | A | 20 |

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

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

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



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| **Course Code** | **21VC2014** | **Duration** | **3hrs** |
| **Course Name** | **STORY BOARDING & 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. | List any five camera shots and explain the camera placement with illustrations. | CO 1 | R | 10 |
|  | b. | Create a storyboard for “The Thirsty Crow” with creative camera movements and needed technical details. | CO 3 | C | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain the idea of “Tweening” in animation with illustrations. | CO 4 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Describe the Key frame animation with proper explanation and examples. | CO 5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Name any ten principles of animation and explain them. | CO 2 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Summarize on the cinematic depth tones that are used in film production with illustrations. | CO 3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Infer on the “Scale in Layout” concept in storyboarding and animation. | CO 2 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Extend your thoughts on the concept of storyboard along with dialogue writing. | CO 3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Write in detail about the idea of Storyboarding. | CO 4 | C | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Distinguish the difference between Traditional and Technical Storyboards. | CO 6 | E | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 10 |  |  |  |  |  | 10 |
| CO2 | 20 | 20 |  |  |  |  | 40 |
| CO3 |  | 20 |  |  | 20 | 10 | 50 |
| CO4 |  |  | 20 |  |  | 20 | 40 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  |  |  | 20 |  | 20 |
|  | | | | | | | **180** |



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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** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Describe the evolution of Internet and different ways to access world wide web. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain the working of FTP and its types with suitable diagrams. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Define Modem. Summarize the functions and types of Modem. | CO3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Discuss your understanding on the importance of graphics in web with suitable examples. | CO6 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Design a personal web page using HTML. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Illustrate your understanding on web graphics. Explain the different types of graphic formats used in web design. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | 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. | CO5 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Classify and explain the types of blogs with suitable examples. | CO1 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Appraise the navigational structure used in any of the website you visited recently with a layout diagram. | CO5 | E | 20 |

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

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

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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 |
| CO4 |  |  |  | 20 |  |  | 20 |
| CO5 |  |  |  |  | 20 | 20 | 40 |
| CO6 |  | 20 |  |  |  | 20 | 40 |
|  | | | | | | | **180** |



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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** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Summarize the process involved in the development of games. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Devise the rules to be followed while designing a game. | CO2 | AN | 10 |
|  | b. | Identify the Psychological aspects of a Game. | CO1 | U | 10 |
|  |  |  |  |  |  |
| 3. |  | Devise the elements of Combat while designing a game. | CO3 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Summarize the three C’s involved in Game Production. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Examine the types of HUD. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Elaborate on “Enemies should be fought and not avoided”. | CO1 | CR | 20 |
|  |  |  |  |  |  |
| 7. |  | “Form Follows Function”- Elaborate this statement concerning to Game design. | CO6 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Determine the Powerups in Game Design. | CO5 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Articulate the genres of music and the process of how Music is made for Games. | CO6 | A | 20 |

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

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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 / P | **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 |
|  | | | | | | | **180** |



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| **Course Code** | **21VC2020** | **Duration** | **3hrs** |
| **Course Name** | **DATA JOURNALISM AND INFOGRAPHICS** | **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. |  | Describe the principles of Data Journalism with examples. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain the types of threats in Cyberspace. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | List out the applications which are used for Data Management and Explain them in detail. | CO3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Relate the idea of Visual Thinking in the field of Journalism and explain them with suitable examples. | CO6 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain with illustrations on the step by step process of opening a new document, entering values and creating a graph using Microsoft Excel. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Distinguish the difference between Convergent and Divergent thinking. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | Revise on the topic Infographics with illustrations. | CO4 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | List some of the tools that are involved in managing datasets and explain them in detail. | CO5 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Justify your views on the importance of using Data Management tools for a Data Journalist. | CO4 | E | 20 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | Summarize the basics of Data Journalism. |
| CO2 | Demonstrate visual story telling techniques. |
| CO3 | Explore their visualization 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 Taxonomy** | | | | | | | |
| **CO / P** | **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 |
|  | | | | | | | **180** |



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| **Course Code** | **21VC2021** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA LAW AND ETHICS** | **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 about Fundamental Rights with special emphasis on Freedom of Speech and Expression. | CO1 | U | 10 |
|  | b. | Mention and explain in brief the Directive Principles of State Policy. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Examine the Nakkeeran case study as a case of Defamation. | CO3 | An | 10 |
|  | b. | Explain five exceptions to defamation with relevant examples. | CO2 | A | 10 |
|  |  |  |  |  |  |
| 3. |  | Write about Film Censorship and the Cinematograph Act, 1952. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Discuss Copyright Act (1957) with suitable examples. | CO6 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Differentiate between the positive and negative aspects of Cyberspace. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain at least five kinds of cybercrime with suitable examples | CO4 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Write about the importance of IT Act 2000. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Analyze the relationship between cyber crime and IT Act 2000. | CO5 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Classify the importance of ethical practices for a media professional with the help of a case study. | CO3 | An | 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 Media Laws and Ethics. |
| CO2 | Apply varied aspects of Media Law and Ethics. |
| CO3 | Learn to analyze media research components. |
| CO4 | Identify kinds of cyber crimes. |
| CO5 | Describe IT Act 2000. |
| CO6 | Identify Copyright Acts pertaining to their productions. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 10 |  |  |  |  | 10 |
| CO2 | 10 |  | 10 |  |  |  | 20 |
| CO3 |  |  | 20 | 30 |  |  | 50 |
| CO4 |  |  | 20 | 20 |  |  | 40 |
| CO5 |  |  | 20 | 20 |  |  | 40 |
| CO6 |  | 20 |  |  |  |  | 20 |
|  | | | | | | | **180** |

Graphical user interface, application

Description automatically generated with medium confidence

**END SEMESTER EXAMINATION - APR/MAY - 2023**

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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** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Elaborate on AR/VR applications and their working. | CO1 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Outline the requirements and methods involved in AR tracking. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Identify the working of Oculus RIFT and Google Glass and how do they vary from each other? | CO3 | A | 10 |
|  | b. | Elaborate on Sixth Sense Technology. | CO4 | CR | 10 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Elaborate on the mechanics of feeling, sight and hearing. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Examine the Interaction design for Virtual reality. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Elaborate on VR displays. | CO1 | CR | 20 |
|  |  |  |  |  |  |
| 7. |  | Devise the requirements of Mixed reality, illustrate their types of mapping with explanation. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Determine the different types of Perception models. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the process of how the HMDs have evolved and explain with examples. | CO2 | U | 20 |

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

|  |  |
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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 / P | **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 |
|  | | | | | | | **180** |