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| **Course Code** | **14VC3006** | **Duration** | **3hrs** |
| **Course Name** | **MEDIA CULTURE AND 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. | Justify the statement ‘Present culture is the result of TV as dominant culture’. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Apply the relationship of Social Structure to Popular Culture. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. | a. | Relate how media industries are influenced by Globalization. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Examine the statement ‘Media makes its consumer as audience market’. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 5. | a. | Analyze on Hegemony as a complex reality which is used as political apparatus. | CO1 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Media dependency is a cultural dependency – Examine. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 7. | a. | Evaluate and examine the concept of Cultural Imperialism. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Discuss the nature of media effect on digital media users. | CO3 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Justify the statement ‘Media represent the social reality’. | CO3 | E | 20 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | The students will be able to relate media institutions and global reality of media industries. |
| CO2 | The students learn the skills to evaluate the media content and cultural identity. |
| CO3 | The students will be able to assess the effects on media audience. |

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



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| **Course Code** | **14VC3014** | **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. | Describe the polygon modeling in generating 3D computer graphics. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain the Nonlinear Animation and its current application in the animation industry. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Examine the Hierarchies and Common modeling techniques in detail. | CO2 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the importance of Key light, Fill light, & Back light. | CO1 | AN | 20 |
|  |  |  |  |  |  |
| 5. | a. | Prepare a detailed report on 3D rendering process. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write in detail the production scheduling process in animation. | CO1 | C | 20 |
|  |  |  |  |  |  |
| 7. | a. | Justify the statement ‘Gaming industry is growing bigger than Film industry’. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Evaluate Surface Texture Mapping in detail. | CO3 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain about the animation Lights, Camera and Surface characteristics in detail. | CO2 | U | 20 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | The students will be able to explain the advanced concepts of animation and rendering techniques. |
| CO2 | The students will be able to do basic 3D animation and gain basic knowledge about advanced modeling and rendering techniques. |
| CO3 | An architectural walkthrough can be made by the students. |

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



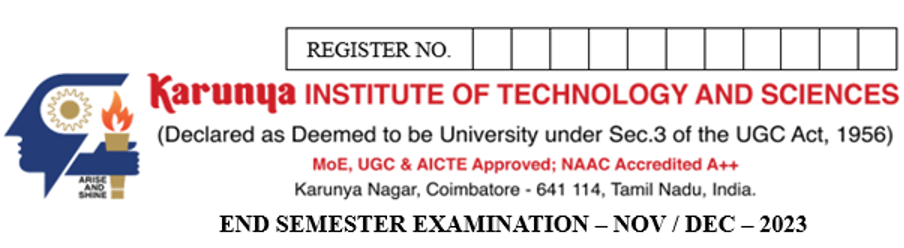
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| **Course Code** | **14VC3015** | **Duration** | **3hrs** |
| **Course Name** | **SOCIAL MARKETING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | | **Marks** | |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | | | |
| 1. |  | Examine the key concepts of Social Marketing with the help of a case study of your choice. | CO1 | | A | | 20 |
|  |  | **(OR)** |  | |  | |  |
| 2. |  | Discuss the application of diffusion innovation method in social media marketing campaigns. | CO3 | | U | | 20 |
|  |  |  |  | |  | |  |
| 3. |  | Justify the statement, ‘folk media is an alternative media with high impact for social marketing’. | CO1 | | E | | 20 |
|  |  | **(OR)** |  | |  | |  |
| 4. |  | State the function of research unit in social marketing plan process. | CO1 | | R | | 20 |
|  |  |  |  | |  | |  |
| 5. |  | Discuss media planning is vital for social marketing. | CO1 | | U | | 20 |
|  |  | **(OR)** |  | |  | |  |
| 6. |  | Define market segmentation and list the reasons behind it, also present your segment to target audience for a social marketing campaign | CO1 | | R | | 20 |
|  |  |  |  | |  | |  |
| 7. |  | Explain advertising as a marketing tool and its significance in new media age. | CO3 | | U | | 20 |
|  |  | **(OR)** |  | |  | |  |
| 8. |  | Discuss the marketing approaches used in social marketing. | CO1 | | U | | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | | | |
| 9. |  | Illustrate a case study based on OTT platforms in India and explain in detail the social marketing has brought about social change in the Indian society. | CO2 | | A | | 20 |

CO – COURSE OUTCOME BL –BLOOMS’ LEVEL

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|  | **COURSE OUTCOMES** |
| CO1 | The students are able to understand the various Social Marketing Promotional techniques to create Public service social Marketing. |
| CO2 | To develop the skills in Authoring and virtual Reality. |
| CO3 | To enable students to apply it to various fields. |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / P | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 40 | 40 | 20 |  | 20 |  | 120 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 |  | 40 |  |  |  |  | 40 |
|  | | | | | | | **180** |

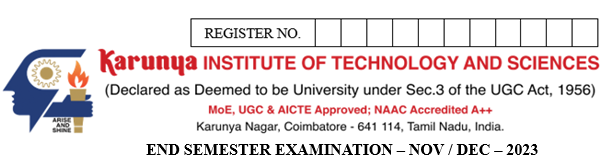


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| **Course Code** | **17MC2022** | **Duration** | **3hrs** |
| **Course Name** | **VISUAL EFFECTS** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **Course Outcome** | **Bloom’s Level** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Elaborate on the process of Digital Intermediate. | CO1 | CR | 10 |
|  | b. | Recall the importance of Matched Cameras. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline the Mutlisource operators used in image compositing. | CO3 | U | 10 |
|  | b. | What is Tracking? Explain the process involved in Image tracking and stabilization. | CO1 | R | 10 |
|  |  |  |  |  |  |
| 3. | a. | Identify the filters used in Image generation. | CO3 | A | 10 |
|  | b. | Elaborate on Geometric Transformations used in VFX. | CO4 | CR | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elaborate on Image Generation and the techniques used. | CO4 | CR | 10 |
|  | b. | Summarize on Matte creation and manipulation. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Examine the types of Image Manipulations. | CO5 | AN | 15 |
|  | b. | Compare Chroma Keying and Luma Keying and explain the components of Spill Suppression. | CO2 | E | 5 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on “Judging Color, Brightness and Contrast”. | CO1 | CR | 15 |
|  | b. | Summarize on Multi-Pass Rendering. | CO2 | U | 5 |
|  |  |  |  |  |  |
| 7. | a. | Elaborate on the following (i) 65mm (ii) IMAX (iii) PAL (iv) HDTV (v) Letterbox (vi) Super 35 (vii) Cinemascope (viii) 1.85 (ix) NTSC (x) 4:3 | CO6 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Determine the Camera characteristics in VFX production. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the types of visual effects and Parameters of VFX in Production. | CO6 | U | 20 |

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / 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** | **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. |  | Define the principles of Animation, Illustrate with examples of how it is used in 3D Animation | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Apply the steps of Polygon Modelling and NURBS modelling | CO1 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Construct the use of digital modelling software by creating a simple 3D model, showcasing your understanding of the basic tools and techniques involved. | CO2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Analyze a 3D model created using polygon modelling techniques, identifying the tools and methods used to achieve certain details or effects. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Appraise the importance of texture mapping in digital sculpting, explaining how textures enhance the details of a 3D sculpted model. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Analyze the impact of different mapping techniques on the visual quality of a 3D model. | CO5 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Illustrate the different types of 3D models used in digital compositing and mention the parameters required. | CO6 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Evaluate the impact of light sources on different materials (e.g., matte, glossy, translucent) in a 3D scene. | CO6 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Describe the purpose and functionality of material creation interfaces in popular 3D modelling and rendering software. | CO4 | R | 20 |

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  | 20 |  |  |  | 40 |
| CO2 |  |  |  | 20 |  | 20 | 40 |
| CO3 |  |  |  |  | 20 |  | 20 |
| CO4 | 20 |  |  |  |  |  | 20 |
| CO5 |  |  |  | 20 |  |  | 20 |
| CO6 |  |  | 20 |  | 20 |  | 40 |
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| **Course Code** | **17MC3004** | **Duration** | **3hrs** |
| **Course Name** | **ICT FOR DEVELOPMENT** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Distinguish between class room learning and online learning. | CO4 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Evaluate the statement “Mobile communication has revolutionized the world”. | CO2 | E | 20 |
|  |  |  |  |  |  |
| 3. | a. | Assess the impact of ICT and its application in making e-governance projects popular even at grassroots level. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain how ICT revolutionized the field of health management sector. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Discuss the role of ICT in disease surveillance diagnosis and treatment. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Distinguish between m learning and online learning. | CO4 | AN | 20 |
|  |  |  |  |  |  |
| 7. | a. | Recall interactive service model with suitable example. | CO3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Examine the advantage of using audio and visual aids in the teaching-learning process. | CO1 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Evaluate the outcome of e-governance measures in the south Indian states with case studies. | CO3 | E | 20 |

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

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

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



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| **Course Code** | **17MC3006** | **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. | a. | Explain the different steps involved in virtual reality game development. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Devise the requirements of mixed reality, and illustrate their types of mapping. | CO3 | AN | 20 |
|  |  |  |  |  |  |
| 3. | a. | Explain the origin and development of virtual reality and interactivity. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Determine the different types of perception models. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 5. | a. | Express the process of how the HMDs have evolved and explain with examples. | CO5 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write about modern virtual reality display techniques. | CO1 | C | 20 |
|  |  |  |  |  |  |
| 7. | a. | Explain graphical VRLM compatibility in coordinate and MATLAB systems. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Describe AR / VR and their application in the modern world. | CO2 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain how virtual reality is dominating entertainment industry across globe. | CO4 | 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** | **R** | **U** | **A** | **AN** | **E** | **C** | **Total** |
| CO1 | - | - | 20 | - | - | 20 | 40 |
| CO2 | 20 |  | 20 | - | - | - | 40 |
| CO3 | - | - | - | 20 | - | - | 20 |
| CO4 | - | 40 | - | - | - | - | 40 |
| CO5 | - | - | - |  | - | 20 | 20 |
| CO6 | - | 20 | - | - | - | - | 20 |
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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. |  | Classify and explain the types of 3D animation with suitable examples. | CO1 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss the step by step process of 3D character development with suitable examples. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Articulate the technical aspects of rigging and its impact on character movement and expression. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Appraise the importance of matte painting in 3D animation and explain the types of matte painting. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 5. |  | Examine the techniques used in creating detailed textures and realistic shaders. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Analyze the techniques and tools used in next-gen character modeling for video games. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Appraise the process and applications of 3D sculpting with suitable examples. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Develop a Script for a 2 minute 3D animated Public Service Announcement. | CO1 | C | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Create a concept art for a video game targeted towards teenagers. | CO5 | C | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  |  | 20 |  | 20 | 40 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  |  | 20 |  | 20 |  | 40 |
| CO4 | 20 |  |  | 20 |  |  | 40 |
| CO5 |  |  |  |  |  | 20 | 20 |
| CO6 |  |  |  |  | 20 |  | 20 |
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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. | a. | Elaborate on how social media plays a role in fostering the advancement and development of society. Offer instances of how social media has been harnessed to advocate positive transformation and increase awareness. | CO 1 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | How is USSD utilized to engage in interactive communication with automated systems, such as checking balances or initiating services? | CO 2 | R | 20 |
|  |  |  |  |  |  |
| 3. | a. | What obstacles exist in relation to copyright and intellectual property on platforms within the realm of social media? | CO 4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Examine the influence of Whatsapp on both individual communication and corporate messaging. | CO 3 | An | 20 |
|  |  |  |  |  |  |
| 5. | a. | Contrast Skype and Face Time regarding their functionalities and explain how they are employed. | CO 5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Reflect on the growth of Voice over Internet Protocol (VoIP) and provide a concise overview of the concept, supported by examples | CO 6 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Elaborate the essence of social media and outline its distinctions from conventional media. | CO 2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | What ethical concerns and difficulties are associated with User-Generated Content (UGC) on social media platforms such as YouTube, Whatsapp,etc? | CO 1 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | In what ways have visual-oriented platforms like Instagram and TikTok transformed the social media landscape? | CO 3 | R | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  |  |  |  | 20 | 40 |
| CO2 | 20 |  |  |  |  | 20 | 40 |
| CO3 | 20 |  |  | 20 |  |  | 40 |
| CO4 | 20 |  |  |  |  |  | 20 |
| CO5 |  |  |  | 20 |  |  | 20 |
| CO6 |  | 20 |  |  |  |  | 20 |
|  | | | | | | | **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. | a. | Examine Documentaries as a tool for addressing social and political issues with a case study. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain on different shots which are widely used in documentary filming. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Explain the seven steps involved in writing documentary script. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Summarize the process involved in documentary research. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Define documentary. Categorize the different modes of documentaries with suitable examples. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Explain how Documentaries differ from other types of film. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Estimate the various sources of archival data used in documentary films. | CO3 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Evaluate the impact of mockumentary television shows by analyzing Indian audience. | CO3 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Evaluate the characteristics of experimental films in India. | CO1 | E | 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 | 40 | 20 | - | 20 | - | 100 |
| CO2 | - | 40 | - | - | - | - | 40 |
| CO3 | - | - | - | 20 | 20 | - | 40 |
|  | | | | | | | **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. |  | Define a brand and explain its relationship to Visual Merchandising. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss the importance of colour in enhancing the store layout in Visual Merchandising. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Illustrate the evolution of Visual Merchandising. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Review a floor plan and provide suggestions for store layout for a brand of shoes. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain how hue, saturation, texture, balance and proportion are the vital elements in a store design. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Develop Point of Purchase Danglers for a brand of chocolates. | CO3 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Distinguish between external and internal retail atmospherics. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the concept of in store designing and lighting at any IKEA showroom. | CO2 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Develop an audience strategy to promote a brand of cosmetics through online marketing. | CO6 | C | 20 |

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

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

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



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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. | Discuss on public service advertisement and its importance in development communication process. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain the role played by UNDP and UNO in the process of development. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Discuss the characteristics and limitations of ICT tools for the process of development. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Justify the roles of NGOs in the process of development in developing countries with a case study. | CO5 | C | 20 |
|  |  |  |  |  |  |
| 5. | a. | Examine the role of folk media in the process of development communication. | CO3 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Evaluate the statement “Communication through social media has revolutionized the world for a social change”. | CO4 | E | 20 |
|  |  |  |  |  |  |
| 7. | a. | Define Development and explain its characteristics. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Assess the impact of ICT and its application in the aspects of communication and development communication. | CO1 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Discuss any five e-governance models which are successful in the Indian context. | CO6 | U | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / P** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  |  |  | 20 |  | 40 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  |  |  | 20 |  |  | 20 |
| CO4 |  |  |  |  | 20 |  | 20 |
| CO5 |  | 20 |  |  |  | 20 | 40 |
| CO6 |  | 40 |  |  |  |  | 40 |
|  | | | | | | | **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. | a. | Discuss the evolution of Media Psychology as a discipline. | CO1 | U | 10 |
|  | b. | Mention the features of Goffman’s Dramaturgy. | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Differentiate social media and television audiences with the help of a relevant theory. | CO3 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Distinguish the categories of audiences employing uses and gratification and magic bullet theories. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Analyze media’s role in the process of social learning and socialisation. | CO5 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain celebrity culture and para social aspects of fandom. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Illustrate a research problem and explain steps of writing a research paper on the topic of media addiction. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Classify future avenues of media audience research. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain new media characteristics and their impact on audiences. | CO4 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Analyze the film Frozen. | CO6 | An | 10 |
|  | b. | Differentiate in-depth interviews, focus group, and survey methods in media research. | CO6 | An | 10 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | Students interested in 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 | 10 | 10 |  |  |  |  | 20 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 |  |  |  | 60 |  |  | 60 |
| CO4 |  |  | 20 |  |  |  | 20 |
| CO5 |  |  | 20 | 20 |  |  | 40 |
| 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. | a. | Relate the concept of global village by McLuhan with the growth of new media. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | List the advantages and disadvantages of social media. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 3. | a. | Analyze the growth of cinema in the Indian context. | CO3 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Write about proxemics, haptics and kinesics. | CO5 | C | 20 |
|  |  |  |  |  |  |
| 5. | a. | Discuss the impact of television advertisements on children. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write about selective perception, selective retention and recall. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 7. | a. | Write about characteristics of the mass medium newspaper. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | List out the various types of communication with relevant examples. | CO6 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Discuss about mass media and their importance. | CO4 | U | 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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 | - | - | - | - | - | 20 |
| CO2 | - | 20 | - | - | - | - | 20 |
| CO3 | - | - | 20 | 20 | - | - | 40 |
| CO4 | - | 40 | - | - | - | - | 40 |
| CO5 | - | - | - | - | - | 20 | 20 |
| CO6 | 20 | - | - | - | - | 20 | 40 |
|  | | | | | | | **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. | a. | Draw the emergence and advancement of photography with suitable examples. | CO1 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Compare the parts and working of a TLR and SLR with suitable diagrams. | CO1 | E | 20 |
|  |  |  |  |  |  |
| 3. | a. | What is Exposure? Examine the elements of exposure triangle with examples. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elaborate on various photography lighting techniques with suitable diagrams. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Discuss about the metering techniques in digital photography. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Research on the scope of photojournalism in social media. | CO6 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Comment on the effects of photo manipulation in digital era. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Share your views on the influence of mobile phone photography in the modern society. | CO4 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Identify the type of photography that uses colors and patterns to create an image and appraise the same. | CO6 | R | 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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  |  | 20 | 20 |  | 40 |
| CO2 |  |  | 20 |  |  |  | 20 |
| CO3 |  | 20 |  | 20 |  |  | 40 |
| CO4 |  |  |  |  | 20 |  | 20 |
| CO5 |  |  | 20 |  |  |  | 20 |
| CO6 | 20 | 20 |  |  |  |  | 40 |
|  | | | | | | | **180** |



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| **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. | Identify the contemporary trends in advertising with suitable example. | CO3 | U | 20 |
|  | **(OR)** |  |  |  |
| 2. | Summarize the steps involved in developing and implementing an ad campaign. | CO2 | U | 20 |
|  |  |  |  |  |
| 3. | Describe on advertising agency with its functions and list out top rated advertising agencies in India. | CO1 | R | 20 |
|  | **(OR)** |  |  |  |
| 4. | Justify the statement ‘Advertising is creativity’ with relevant examples from visual media. | CO3 | E | 20 |
|  |  |  |  |  |
| 5. | Evaluate the consumer buying decision making process. | CO2 | AN | 20 |
|  | **(OR)** |  |  |  |
| 6. | Develop a concept for an advertisement of your choice and make a script for it. | CO1 | C | 20 |
|  |  |  |  |  |
| 7. | Analyze the strategies to be followed and illuminate on the challenges in carrying out International advertising. | CO6 | AN | 20 |
|  | **(OR)** |  |  |  |
| 8. | Explain the responsibilities of production department in advertising agency. | CO5 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | |
| 9. | Classify the types of advertisement and explain each in detail with relevant examples. | CO4 | 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 | 40 |
| CO2 |  | 20 |  | 20 |  |  | 40 |
| CO3 |  | 20 |  |  | 20 |  | 40 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  |  | 20 |  |  | 20 |
|  | | | | | | | **180** |



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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define Video Conferencing. Explain its components in detail. | CO2 | R | 10 |
|  | b. | Describe the applications of VR in medical field. | CO3 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Interpret on the topic Visual Effects (VFX) with its applications in detail. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 3. | a. | Discuss the steps involved in creating a Character Animation with suitable illustrations. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Differentiate linear vs. non-linear media with examples. | CO1 | An | 10 |
|  | b. | Write about online streaming. | CO4 | A | 10 |
|  |  |  |  |  |  |
| 5. | a. | Summarize on the different types of scanning used in video technology. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Infer your thoughts on the five elements of multimedia with examples. | CO1 | E | 20 |
|  |  |  |  |  |  |
| 7. | a. | Discuss about the video and audio formats used in multimedia. | CO5 | U | 10 |
|  | b. | Explain the UID and its applications in detail. | CO2 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Revise on the topic “Image Processing” about the types, requirements and applications. | CO1 | C | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Write the applications of multimedia in education, communication, medication, business, and entertainment. | CO1 | C | 20 |

**CO** – COURSE OUTCOME **BL** – BLOOM’S 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 |  |  |  | 10 | 20 | 40 | 70 |
| CO2 | 10 | 20 |  | 10 |  |  | 40 |
| CO3 | 10 |  |  |  |  |  | 10 |
| CO4 |  |  | 30 |  |  |  | 30 |
| CO5 |  | 10 |  |  |  |  | 10 |
| CO6 |  |  |  |  | 20 |  | 20 |
|  | | | | | | | **180** |



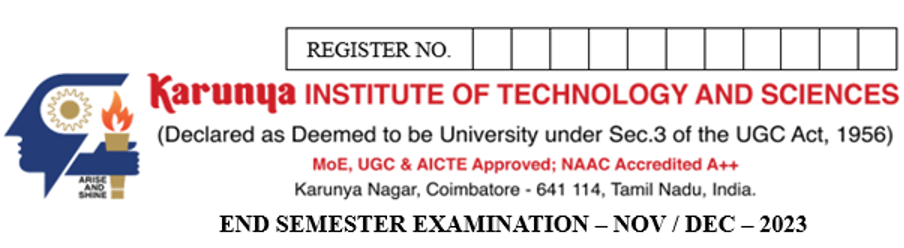
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| **Course Code** | **21VC2008** | **Duration** | **3hrs** |
| **Course Name** | **COMMUNICATION THEORIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Define the process of Communication with SMCR model of communication. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Justify that the mass media disseminate the dominant ideology, the values of the class which owns and controls the media. | CO6 | C | 20 |
|  |  |  |  |  |  |
| 3. | a. | Analyze how TV shapes the concept of social reality with the help of cultivation theory. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the concept of Digital Divide and discuss how it is visible in the Indian rural scenario. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Explain the effects of new media technologies at the grass root level in India. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Interpret Hegemonic Theory of communication and explain how it is applied in media Constructivism. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Examine Magic Bullet theory of communication with a relevant example. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Evaluate the different ways people communicate within society in new media age. | CO6 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Discuss the relationship with media and politics. | CO3 | U | 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 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  | 40 | 20 |  |  |  | 60 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 |  |  |  | 20 |  |  | 20 |
| CO6 |  |  |  |  | 20 | 20 | 40 |
|  | | | | | | | **180** |



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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 along with their construction. | CO1 | CR | 10 |
|  | b. | Recall the importance of Audio Mixer in Production. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline on the different types of connectors and cables in Audio. | CO3 | U | 10 |
|  | b. | What is a DAW? Explain the Interface of any one DAW. | CO1 | R | 10 |
|  |  |  |  |  |  |
| 3. | a. | Identify the Pickup Patterns on the Microphones in detail with diagrams. | CO3 | A | 10 |
|  | b. | Elaborate on Amplifier matching with speakers. | CO4 | CR | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elaborate on the working of Human Ear. | CO4 | CR | 10 |
|  | b. | Summarize on Equalizers and their types. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Examine on the types of Audio Consoles. | CO5 | AN | 15 |
|  | b. | Compare Full Range speaker and Crossover. | CO2 | E | 5 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on Loudspeakers and explain their working. | CO1 | CR | 15 |
|  | b. | Summarize on Low Frequency horns. | CO2 | U | 5 |
|  |  |  |  |  |  |
| 7. | a. | Design a specification for a Sound System for 200 people with 4 Musicians and 2 Main Singers and 20 People Choir. Explain the equipment used. | CO6 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Determine LSR and illustrate the setup in Elshaddai Auditorium. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the process of how Analog audio is made into Digital audio. | CO6 | U | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Students will be able to explore digital audio productions |
| CO2 | Students will be able 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** |



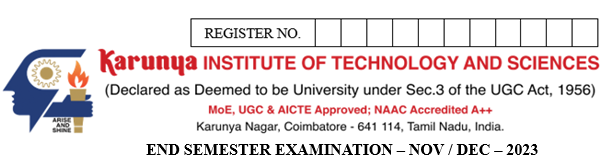
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| **Course Code** | **21VC2011** | **Duration** | **3hrs** |
| **Course Name** | **VIDEO AND POST PRODUCTION TECHNIQUES** | **Max. Marks** | **100** |

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| **Q. No.** | | **Questions** | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | Classify and explain the types of lens used in a video camera with their uses. | | CO1 | An | 20 |
|  | **(OR)** | |  |  |  |
| 2. | Appraise the working principle of a CCD sensor and list its applications. | | CO1 | E | 20 |
|  |  | |  |  |  |
| 3. | Describe the working of a video camera with a neat labeled sketch. | | CO2 | U | 20 |
|  | **(OR)** | |  |  |  |
| 4. | Develop a concept and script for a 10 seconds advertisement video. | | CO6 | A | 20 |
|  |  | |  |  |  |
| 5. | Define Camera angle. Categorize the different types of camera angles used in video production. | | CO3 | R | 20 |
|  | **(OR)** | |  |  |  |
| 6. | Explain white balance. Summarize various white balance settings available in a camera with suitable examples. | | CO3 | E | 20 |
|  |  | |  |  |  |
| 7. | Illustrate the applications of different types of camera movements in video production. | | CO4 | A | 20 |
|  | **(OR)** | |  |  |  |
| 8. | Examine the working of a microphone. List the types of microphones used on a video camera. | | CO5 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | Discuss the uses of different types of video cameras with suitable examples. | | CO6 | 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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  |  | 20 | 20 |  | 40 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 | 20 |  |  |  | 20 |  | 40 |
| CO4 |  |  | 20 |  |  |  | 20 |
| CO5 |  |  | 20 |  |  |  | 20 |
| CO6 | 20 |  | 20 |  |  |  | 40 |
|  | | | | | | | **180** |



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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain in detail about the Principles of Animation. | CO2 | U | 20 |
|  |  |  |  |  |  |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Describe the Evolution of Animation methods. | CO1 | R | 15 |
|  | b. | Write in short about the History of Animation. | CO1 | A | 5 |
|  |  |  |  |  |  |
| 3. | a. | Write in detail about the Polygon Modeling. | CO3 | C | 20 |
|  |  |  |  |  |  |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Justify the use of Shading and Rendering Algorithms in 3D Animation. | CO3 | E | 20 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 5. | a. | Explain Virtual Lights and its types and how it is used in Animation. | CO4 | An | 20 |
|  |  |  |  |  |  |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Summarize the benefits of Motion Capturing for animation and gaming. | CO6 | E | 10 |
|  | b. | Recall Digitizing in animation. | CO4 | R | 10 |
|  |  |  |  |  |  |
| 7. | a. | Review the process of Rendering the output for different Medium. | CO5 | U | 14 |
|  | b. | Write in detail about the Shape Deformation. | CO5 | A | 6 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Distinguish between the different Transformations in Animation. | CO5 | E | 8 |
|  | b. | Write in detail about the Kinematics and its types. | CO6 | C | 12 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the Preproduction process in animation and discuss Storyboarding in detail. | CO2 | An | 10 |
|  | b. | Tabulate the applications of Animation. | CO6 | R | 10 |

**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** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 15 |  | 5 |  |  |  | 20 |
| CO2 |  | 20 |  | 10 |  |  | 30 |
| CO3 |  |  |  |  | 20 | 20 | 40 |
| CO4 | 10 |  |  | 20 |  |  | 30 |
| CO5 |  | 14 | 6 |  | 8 |  | 28 |
| CO6 | 10 |  |  |  | 10 | 12 | 32 |
|  | | | | | | | **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. | a. | Discuss the evolution of Early Cinema. | CO3 | U | 10 |
|  | b. | Identify the steps in Film Pre-production. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Classify the elements of mise-en scene with special reference to props and lighting. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Examine the categories of Documentaries. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Critically analyse the film Nanook of the North. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Distinguish between Avant Garde Cinema and Neo Realism. | CO6 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Develop a story board and a shooting script for a short film. | CO5 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the importance of a protagonist in cinema. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Examine the elements of a film which had a great impact on you. | CO3 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Compare and contrast cinema verite (documentary) with mainstream cinema. | CO6 | An | 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 | Students will have a thorough knowledge on the narrative aspects of film. |
| CO3 | Students will be able to connect psychologically with the films. |
| CO4 | Students will be thorough with the art of appreciating and analysing films. |
| CO5 | Students will become good learners of films. |
| CO6 | Students will acquire high skill on knowing film theories and the art of watching films. |

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



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| **Course Code** | **21VC2014** | **Duration** | **3hrs** |
| **Course Name** | **STORY BOARDING AND 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. | Describe some of the camera angles and movements used in the production with illustrations. | CO 1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Explain the significance of the 'Shot Composition' in storyboard terminology, and how does it contribute to the overall storytelling in visual media. | CO 2 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Identify some effective strategies and recommendations for achieving success in the practice of storyboarding. | CO 4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Classify the key differences between storyboards for traditional 2D animation and 3D computer-generated animation, and how do these differences impact the animation process. | CO 3 | An | 20 |
|  |  |  |  |  |  |
| 5. | a. | Justify the idea of giving the technical information for each shot in a storyboard. | CO 5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Discuss on the importance of storyboard continuity and how it aids in maintaining a consistent and coherent visual narrative in animation. | CO 2 | C | 20 |
|  |  |  |  |  |  |
| 7. | a. | Elaborate on 12 principles of animation. | CO 6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Design a storyboard for the story “Rabbit and Tortoise” with proper illustrations. | CO 3 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Elaborate some applications of 2D Animation with examples. | CO 4 | C | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| **CO / 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** | **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. | a. | Estimate the factors to consider while choosing an ISP with suitable examples. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | List and explain the types of web hosting services with their pros and cons. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 3. | a. | Define router. Summarize the functions and types of router. | CO3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Research on the origin of web animation. Identify the advantages and disadvantages of using web animation. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Discuss your understanding on the importance of graphics in web with suitable examples. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Design a homepage for any organization of your choice using HTML. | CO3 | C | 20 |
|  |  |  |  |  |  |
| 7. | a. | Criticize the effectiveness of google analytics integration to measure user interactions with your business across various devices and environments. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Justify the importance of website hierarchy with suitable examples. | CO4 | E | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Create a web page to display timetable using HTML <table> with an outline of the same. | CO2 | C | 20 |

|  |  |
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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 |
| CO2 |  |  |  |  |  | 20 | 20 |
| CO3 | 20 |  | 20 |  |  | 20 | 60 |
| CO4 |  |  |  |  | 20 |  | 20 |
| CO5 |  | 20 |  | 20 |  |  | 40 |
| CO6 |  | 20 |  |  |  |  | 20 |
|  | | | | | | | **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. | a. | 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. | a. | Devise the elements of Combat while designing a game. | CO3 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Summarize the Three C’s involved in Game Production. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Examine the types of Head’s Up Display and their usage in Games. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on “Enemies should be fought and not avoided”. | CO1 | CR | 20 |
|  |  |  |  |  |  |
| 7. | a. | “Form Follows Function”, Elaborate this statement concerning to Game design. | CO6 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Determine the Powerups in Game Design. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Articulate the genres of music and the process of how Music is made for Games. | CO6 | A | 20 |

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / 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. | a. | Explain in detail about Visual Ethnography with examples. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Recall the definition of Data Churnalism and its importance in Data Management. | CO5 | An | 5 |
|  | b. | List the applications of MS Excel. | CO2 | R | 15 |
|  |  |  |  |  |  |
| 3. | a. | Interpret on the idea of Investigative reporting and its importance in Journalism. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Generalize your thoughts on the concept of Cybercrime and Cyberspace. | CO3 | C | 20 |
|  |  |  |  |  |  |
| 5. | a. | Write in detail on Python, Jupyter notebook and Panda for Data Journalism. | CO5 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Distinguish the difference between Microsoft and Google applications for Data Management with illustrations. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Justify why we need Data Journalism over traditional Journalism. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Explain on the concept of Visual Storytelling and its importance in Journalism. | CO6 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Distinguish the difference between Convergent and Divergent thinkers. | 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 | 15 |  |  |  | 20 |  | 35 |
| CO3 |  |  |  | 20 |  | 20 | 40 |
| CO4 |  | 20 |  |  | 20 |  | 40 |
| CO5 |  |  |  | 5 |  | 20 | 25 |
| CO6 |  |  |  |  | 20 |  | 20 |
|  | | | | | | | **180** |



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| **Course Code** | **MEDIA LAW AND ETHICS** | **Duration** | **3hrs** |
| **Course Name** | **21VC2021** | **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 six Freedoms guaranteed in the Indian Constitution. | CO1 | U | 10 |
|  | b. | Mention the two kinds of defamation with suitable examples. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Analyse the case study of Gudiya with good examples. | CO3 | An | 10 |
|  | b. | Explain photo journalistic ethics. | CO3 | A | 10 |
|  |  |  |  |  |  |
| 3. |  | Justify : ‘Ethics’ is imperative for a media practitioner. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Identify the kinds of cybercrimes faced by women in particular. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain section65, 66 and 67 of the IT Act 2000. How does IT Act curb Cyber Crime? | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Write about the importance of Copyright Act and IPR Act | CO6 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Classify various categories of cyber crime. Provide solutions for the same | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Differentiate between the positive and negative aspects of cyberspace. | CO5 | An | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Write about the importance of ethics for media and other professions. | CO3 | A | 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 | describe IT Act 2000 |
| CO5 | identify kinds of cyber crimes |
| 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 |  |  |  | 20 |  | 30 |
| CO3 |  |  | 30 | 10 |  |  | 40 |
| CO4 |  |  | 20 |  |  |  | 20 |
| CO5 |  | 20 | 20 | 20 |  |  | 60 |
| CO6 |  |  | 20 |  |  |  | 20 |
|  | | | | | | | **180** |



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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. | a. | Elaborate on the usage of AR in Education, Entertainment, Medical and Marketing. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | 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 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elaborate on the mechanics of feeling, sight and hearing. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 5. | a. | Examine the Interaction design for Virtual reality. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on VR displays. | CO1 | C | 20 |
|  |  |  |  |  |  |
| 7. | a. | Devise the requirements of Mixed reality, illustrate their types of mapping with explanation. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Determine the different types of Immersion models. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the process of how the HMDs have evolved and explain with examples. | CO2 | U | 20 |

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / 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** |



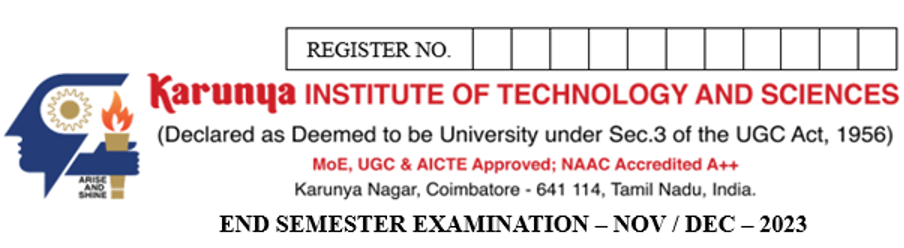
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| **Course Code** | **21VC2026** | **Duration** | **3hrs** |
| **Course Name** | **MODELLING & TEXTURING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Define digital modeling and explain its significance in various industries. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain the importance of understanding the end-user or audience requirements in digital modeling with suitable examples. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Compile the step by step process of 3D character development with suitable examples. | CO1 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Compare the advantages and limitations of polygon modeling and subdivision surface modeling. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Evaluate the impact of stylized character design on the marketing and branding of a video game. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Appraise the process of creating a 3D model for 3D printing. | CO4 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | Examine the concept of UV mapping and its importance in applying 2D textures to 3D models. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Contrast the difference between a material and a texture in the context of 3D modeling. | CO6 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | List and summarize the various lights along with their basic parameters that can be used in 3D software to illuminate scenes. | CO4 | A | 20 |

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

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

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



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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Elaborate on following parameters of Camera in reference with VFX   1. Lens 2. Angle 3. Camera Movements 4. Shot | CO1 | CR | 10 |
|  | b. | Recall the the step-by-step methods followed in VFX Production | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline on the Digital Makeup | CO3 | U | 10 |
|  | b. | What is Tracking? Explain the process involved in Image tracking and stabilization | CO1 | R | 10 |
|  |  |  |  |  |  |
| 3. | a. | Identify and discuss the Dynamics in Animation. | CO3 | A | 10 |
|  | b. | Elaborate on Geometric Transformations used in VFX. | CO4 | CR | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elaborate on generation of visual data, discuss the techniques used in visualising images. | CO4 | CR | 10 |
|  | b. | Summarize the Steps Involved in Modeling in VFX | CO6 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Examine the types of Color Manipulations | CO5 | AN | 15 |
|  | b. | Compare the technical differences between the different types of keying | CO2 | E | 5 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on After Effects and Nuke with their merits and demerits | CO1 | CR | 15 |
|  | b. | Summarize on the different types of rendering | CO2 | U | 5 |
|  |  |  |  |  |  |
| 7. | a. | Elaborate on Analogical compositing and Digital compositing. | CO6 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Create a script with a storyboard which involves VFX elements. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the different Film Formats and Video formats used in Visual Effects | CO6 | U | 20 |

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

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / 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** | **21VC2028** | **Duration** | **3hrs** |
| **Course Name** | **NEW MEDIA STUDIES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1 |  | Mention the salient features of Communication Convergence Bill of India. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss innovation spread with reference to mobile phone usage. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Examine the contribution of Frank Webster, Machlup and Herbert Schiller to Information Society. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Describe the influence of New Media on individualistic and collectivistic cultures. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the negative impact of cyber bullying and cyber stalking. | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Illustrate the consequences of mobile addiction. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Interpret how new media applications like email and whatsapp overcome the barriers of time and space. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Review McLuhan’s concept of Technological Determinism. | CO6 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain steps in research process. | CO6 | A | 10 |
|  | b. | Examine features of social media. | CO6 | An | 10 |

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

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

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



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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain different types of advertisement agency and its functions. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Describe the different stages involved in video production for broadcast media. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. | a. | Illustrate the Structure of Broadcast media with a suitable diagram. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Analyze the different steps involved in social media marketing. | CO2 | AN | 20 |
|  |  |  |  |  |  |
| 5. | a. | Distinguish the major differences between Advertising and Public relation with an example. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Analyze the difference in creating a social network planning to that of traditional marketing. | CO4 | AN | 20 |
|  |  |  |  |  |  |
| 7. | a. | Evaluate the various job roles available in social media in the current scenario. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Discuss on the various departments in a newspaper organization. | CO1 | U | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Elaborate on aspects and basic approaches in visualizing as a graphic designer. | CO1 | R | 20 |

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

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

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



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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain advertising as a marketing tool and its significance in new media age. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Examine the functions of mass communication in a society. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. | a. | Discuss on different perspectives of storytelling across various media. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Analyze the different steps involved in social media marketing. | CO5 | AN | 20 |
|  |  |  |  |  |  |
| 5. | a. | Describe how the technology ICT revolutionized the media production and distribution. | CO3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | List the characteristics of new media and elaborate their features with examples. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 7. | a. | Identify the contemporary trends in advertising with suitable example. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Explain the need for research in advertisement industry with help of a case study. | CO6 | A | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the effects of new media technologies at the grass root level in India. | CO4 | R | 20 |

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

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

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



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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **Marks** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Illustrate and design a flowchart that accepts three distinct numbers and determines the greatest among them as the output. | CO 1 | U | 10 |
|  | b. | Summarize and explain the different types of control structures used in programming. | CO 2 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Determine the minimum value in a list using an algorithm and create a corresponding flowchart. | CO 1 | U | 10 |
|  | b. | Define algorithm validation and summarize the steps involved to design an effective algorithm. | CO 2 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Discuss about function definition and function call with examples. | CO 3 | R | 10 |
|  | b. | Discuss and differentiate between global and local variables. | CO 4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Explain the syntax and structure of nested conditional statements used in Python. | CO 3 | U | 10 |
|  | b. | Explain the use of break and continue statements in Python with examples. | CO 4 | U | 10 |
|  |  |  |  |  |  |
| 5. | a. | Construct a python program to print the factorial of a number using recursive functions. | CO 4 | A | 10 |
|  | b. | Demonstrate string slicing operations in Python with suitable examples. | CO 5 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Design and write programs to implement the following string operations in python:   1. Concatenation 2. Append | CO 5 | A | 10 |
|  | b. | Explain the different types of iterative structures used in Python. | CO 3 | R | 10 |
|  |  |  |  |  |  |
| 7. | a. | Illustrate the different types of language processors used in programming. | CO 1 | U | 10 |
|  | b. | Illustrate the use of decision control statements and design an algorithm to find if a number is odd or even | CO 2 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Demonstrate the basic techniques used for image manipulations in Python. | CO 6 | U | 10 |
|  | b. | Outline the parameter passing in Python with suitable examples. | CO 5 | U | 10 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the various libraries and frameworks used in python for audio and video processing. | CO 6 | R | 10 |
|  | b. | Compare and contrast tuples, lists and dictionaries in Python along with suitable examples. | CO 6 | U | 10 |

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

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

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