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**END SEMESTER EXAMINATION – NOV / DEC 2024**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Code** | **14VC2004** | **Duration** | **3hrs** |
| **Course Title** | **FILM STRUCTURE AND EMOTION SYSTEM** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the importance of story board, master script and shooting script in a film. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe the importance of the 3 Act Structure in a feature film. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Critically analyse the Film Laapta Ladies or Aadujeevitham vis-à-vis story structure and cinematography. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Classify mise-en –scene elements. Relate their importance in a film plot. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Differentiate Linear Structure, Real Time Structure and Multiple Timeline Structure. Cite examples. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Develop a script for a film on Women’s Education. Explain the pre-production elements apart from script writing. | CO3 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Evaluate the credibility of a good script and screenplay towards the success of a film. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Discuss narrative elements of a film with special emphasis on plot, characters and conflict. Underline their significance. | CO2 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Write a film review for a VFX generated Film you have recently seen. | CO3 | A | 20 |

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

|  |  |
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|  | **COURSE OUTCOMES** |
| CO1 | Possess an overall understanding on the structure of film narration |
| CO2 | Thorough knowledge on the narrative aspects of film |
| CO3 | Be able to connect psychologically with the films |

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

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| --- | --- | --- | --- |
| **Course Code** | **14VC2020** | **Duration** | **3hrs** |
| **Course Name** | **CREATIVE PHOTOGRAPHY TECHNIQUE** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Classify the types of photography and their applications. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Define composition. Explain the different techniques of composition. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Summarize the step-by-step process of visualization in photography. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | “Shutter speed plays a vital role in the creativity of a photographer.” Explain with different shutter speeds. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Describe the emergence and advancement of photography with suitable examples. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Illustrate photography lighting techniques and how lighting plays a vital role in capturing an image. | CO3 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Analyze the nature of Filters and its application in special lighting. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the Key points in Product Photography. | CO3 | C | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Criticize the statement. *“Photo composition needs to be emphasized more than photo exposure*. | CO1 | C | 20 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | The students will be good enough to capture creative photographs. |
| CO2 | The way the students look at objects will be creatively moulded. |
| CO3 | The students will obtain an in-depth cognition on framing divergent images. |

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 | 20 |  |  |  | 20 | 60 |
| CO2 |  |  | 20 | 20 | 20 |  | 60 |
| CO3 |  | 20 |  | 20 |  | 20 | 60 |
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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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| --- | --- | --- | --- |
| **Course Code** | **14VC2026** | **Duration** | **3hrs** |
| **Course Title** | **LAYOUT AND STORY BOARDING FOR ANIMATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain and evaluate the various tools and equipment used by a layout artist in animation. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discuss the importance of scale in layout design. How does understanding scale influence the overall perspective, mood, and character interactions within a scene? | CO1 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Identify and explain the different types of pans used in animation. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Evaluate the role of thumbnail drawings in the animation process. | CO3 | C | 20 |
|  |  |  |  |  |  |
| 5. |  | Describe the concept of "leading the eye" in animation layout. Does this technique steer the viewer's attention and impact the emotional tone of a scene? - Justify | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the importance of perspective and spatial awareness in layout design. How do they help in creating realistic and engaging animated scenes? | CO1 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain how aspects like horizon lines and vanishing points contribute to perspective in animation. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain how visual language is used in animation layout to convey meaning or emotion. Provide an example of how visual elements communicate a message. | CO2 | A | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Compare and contrast the different types of perspectives used in animation (one-point, two-point, three-point, and forced perspective). How do they affect the viewer's perception and emotional response? | CO1 | An | 20 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | The students will understand the concept of perspective. |
| CO2 | The students will be able to work with the tools and the aspects of sketching. |
| CO3 | The students will be able to produce a story board for their project. |

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 | 20 | 20 | 40 |  |  | 100 |
| CO2 |  |  | 20 |  | 20 |  | 40 |
| CO3 |  | 20 |  |  |  | 20 | 40 |
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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the working of FTP and its types with suitable diagrams. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | List and explain the types of web hosting services with their pros and cons. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Describe the evolution of internet and different ways to access world wide web. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Research on the origin of web animation. Identify the advantages and disadvantages of using web animation. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Criticize the effectiveness of google analytics integration to measure user interactions with your business across various devices and environments. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Create a web page to display timetable using HTML <table> with an outline of the same. | CO2 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Design a homepage for any organization of your choice using HTML. | CO3 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Define modem. Summarize the functions and types of modem. | CO4 | R | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Create a feedback form with a text-box, password box, text-area, radio button, checkbox, drop-down list, Submit and reset buttons with an outline of the same. | CO6 | C | 20 |

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

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

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

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

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

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

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

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

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

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

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

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|  | **COURSE OUTCOMES** | | | | | | | |
| CO1 | Students will generate creative ideas for writing for films | | | | | | | |
| CO2 | Students can reconstruct the writing based on the demand of the script | | | | | | | |
| CO3 | Students can experiment writing for different genre of films | | | | | | | |
| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | | |
| **CO / BL** | | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | | 20 | 20 |  | 20 |  |  | 60 |
| CO2 | | 40 |  |  |  |  | 40 | 80 |
| CO3 | |  |  |  |  |  | 40 | 40 |
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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Analyze the role of social media in influencing political outcomes and societal norms. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Assess the ethical implications of social media platforms in data collection methods on user privacy. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 3. |  | Evaluate the impact of social media’s characteristic of constant connectivity on users’ mental health and well-being. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Evaluate the effectiveness of using "likes" and "shares" as primary metrics for measuring social media engagement. Are these metrics still reliable indicators of success. | CO4 | E | 20 |
|  |  |  |  |  |  |
| 5. |  | Examine how social media organizations use data analytics to optimize their content strategy and enhance user engagement. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Describe the ways social media activism has changed the way social movements are organized and spread awareness. | CO3 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | Analyze the role of social media in shaping public opinion compared to traditional forms of media like television and print. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Develop a strategy for using social media to promote a progressive social movement. What kind of content would you create, and what platforms would you prioritize? | CO6 | C | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the relationship between social media and traditional news outlets in the digital age. | CO1 | U | 20 |

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

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

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| **Course Code** | **17MC3016** | **Duration** | **3hrs** |
| **Course Title** | **MEDIA ANALYSIS** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Evaluate the application of Gate keeping theory by media in addressing or distorting social issues with an example. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Analyze the relationship between music and culture in India which is seen in contemporary cultural practices. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Justify the statement ‘media industries treating their audience as a market’ and explain how does this relationship influence content creation and consumption. | CO3 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Evaluate the strengths and limitations of content analysis as a tool for studying interactive media compared to traditional media. | CO5 | E | 20 |
|  |  |  |  |  |  |
| 5. |  | Examine the key factors through which globalization influences media industries and explain how do these factors shape content distribution, production, and consumption. | CO6 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Identify the main factors contributing to the growth of the media and entertainment industry in India. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Evaluate the strengths and weaknesses of different strategies for analyzing target audiences and explain how challenges such as data accuracy, audience diversity impacts the effectiveness of these strategies. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Examine the impact of media in transmitting culture in today’s globalized world and evaluate its positive and negative impacts on cultural identity and diversity. | CO6 | A | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Assess the main challenges and opportunities in using big data for analyzing new media and explain how it affects the way media content is consumed and produced. | CO6 | E | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  |  |  |  | 20 |  | 20 |
| CO2 |  | 20 |  | 20 |  |  | 40 |
| CO3 |  |  |  |  | 20 |  | 20 |
| CO4 |  |  |  | 20 |  |  | 20 |
| CO5 |  |  |  |  | 20 |  | 20 |
| CO6 |  |  | 40 |  | 20 |  | 60 |
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| **Course Code** | **21VC2001** | **Duration** | **3hrs** |
| **Course Title** | **INTRODUCTION TO MEDIA** | **Max. Marks** | **100** |

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

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

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

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

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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Compare and contrast photographic realism and abstraction. How do they serve different purposes in artistic expression? | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Evaluate the impact of technological advancements in camera design on the evolution of photography as an art form. | CO1 | E | 20 |
|  |  |  |  |  |  |
| 3. |  | Analyze how depth of field is influenced by both focal length and aperture setting. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Explain the difference between spot metering and center-weighted metering. In what situations would you use each? | CO2 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | What is Exposure? Examine the elements of exposure triangle with examples. | CO3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | How does reflective light metering work, and why might it be less accurate than incident light metering in certain situations? | CO4 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Discuss the following photography lighting techniques with suitable diagrams.   1. Three-point lighting 2. Rim lighting 3. Half lighting 4. Silhouette lighting | CO5 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Categorize the different types of lamps used in studio lighting instruments. | CO5 | An | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | “Simplicity is about clarifying your message by excluding useless details.” Justify. | CO6 | E | 20 |

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

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

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

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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Discuss the differences between indoor and outdoor advertising. | CO1 | U | 10 |
|  | b. | Define advertising and explain its key features. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Elucidate the key factors in establishing good agency-client relationships. | CO2 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss the methods of creating an advertising budget and their impact on campaign success. | CO3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Converse the importance of social media in modern advertising strategies. | CO4 | A | 10 |
|  | b. | Analyze the role of media relations in shaping public opinion through advertising. | CO3 | An | 10 |
|  |  |  |  |  |  |
| 5. |  | Explain the career opportunities available in the advertising industry. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Describe the role of research in identifying contemporary advertising trends. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Analyze how digital advertising trends are reshaping traditional advertising. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Evaluate the role of advertising in shaping consumer behaviour and preferences. | CO6 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Compare and contrast the various types of advertising with relevant examples. | CO1 | C | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Summarize professional knowledge on advertising |
| CO2 | Illustrate the skills in designing advertising campaigns |
| CO3 | Evaluate and judge Advertising programs |
| CO4 | Explore evolution of advertising |
| CO5 | List and demonstrate ability to understand varied nuances of advertising |
| CO6 | Demonstrate ability to transform into an advertising professional. |

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 10 |  |  |  | 20 | 30 |
| CO2 | 20 | 20 |  |  |  |  | 40 |
| CO3 | 20 |  | 20 | 10 |  |  | 50 |
| CO4 |  | 10 | 10 |  |  |  | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  |  |  | 20 |  | 20 |
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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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

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

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

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

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Analyze how TV shapes the concept of social reality with the help of cultivation theory. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Justify how political parties in India effectively utilize Agenda Setting Theory in their communication strategies. | CO2 | C | 20 |
|  |  |  |  |  |  |
| 3. |  | Assess the strengths and weaknesses of the Mathematical Model of Communication, highlighting its advantages and disadvantages. | CO4 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Analyze the user and Gratification theory of communication specifically in relation to visual media in India. | CO2 | AN | 20 |
|  |  |  |  |  |  |
| 5. |  | Assess the simplicity of Harold Lasswell's Model of communication, discussing its effectiveness and limitations in conveying the communication. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Examine Magic Bullet theory of communication with a relevant example. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 7. |  | Discuss the relationship with media and politics. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Interpret Hegemonic Theory of communication and explain how it is applied in media Constructivism. | CO4 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Summarize the key concepts of cultural theories of communication, focusing on their implications for understanding how culture influences communication practices. | CO6 | E | 20 |

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

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

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

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Elaborate on the types of Microphones. | CO1 | CR | 10 |
|  | b. | Recall the importance of Audio Mixer in Production. | CO2 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Outline on the connectors and cables in Audio. | CO3 | U | 10 |
|  | b. | What is a DAW? Explain the Interface of any one DAW. | CO1 | R | 10 |
|  |  |  |  |  |  |
| 3. | a. | Identify the Pickup Patterns on the Microphones in detail with diagrams. | CO3 | A | 10 |
|  | b. | Elaborate on Amplifier and Power amplifier. | CO4 | CR | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Elaborate on the working of Human Ear. | CO4 | CR | 10 |
|  | b. | Summarize on Equalizer. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 5. | a. | Examine on the types of Audio Consoles. | CO5 | AN | 15 |
|  | b. | Compare Full Range speaker and Crossover. | CO2 | E | 5 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on Loudspeakers and explain their working. | CO1 | CR | 15 |
|  | b. | Summarize on the working of Crossovers. | CO2 | U | 5 |
|  |  |  |  |  |  |
| 7. |  | 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. |  | Determine LSR and illustrate the setup in DGS Dhinakaran auditorium. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the process of how Analog audio is made into Digital audio. | CO6 | U | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Students will be able to explore digital audio productions |
| CO2 | Students will be able to demonstrate skills in designing digital audio production and editing |
| CO3 | Students will be able to evaluate the standard digital audio productions. |
| CO4 | Students will be able to explore the latest in sound reinforcements |
| CO5 | Students will be able to identify audio software. |
| CO6 | Students will be able to list trends and technologies in audio production |

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| **Assessment Pattern as per Bloom’s Taxonomy** | | | | | | | |
| CO / BL | **Remember** | **Understand** | **Apply** | **Analyze** | **Evaluate** | **Create** | **Total** |
| CO1 | 10 |  |  |  |  | 10 | 20 |
| CO2 | 10 |  |  |  | 5 |  | 15 |
| CO3 |  | 10 | 10 |  |  |  | 20 |
| CO4 |  |  |  |  |  | 20 | 20 |
| CO5 |  |  |  | 15 | 20 |  | 35 |
| CO6 | 10 | 20 |  |  |  | 20 | 50 |
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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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| --- | --- | --- | --- |
| **Course Code** | **21VC2011** | **Duration** | **3hrs** |
| **Course Title** | **VIDEO & POST PRODUCTION TECHNIQUES** | **Max. Marks** | **100** |

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| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Compare the primary differences between DSLR, mirrorless, and broadcast-grade cinema cameras in terms of sensor size, resolution, and functionality for video production? | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Discover the advancements in AI-based editing tools that are improving video post-production processes. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | Illustrate the working principle of a video camera with a neat labeled sketch. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Construct the working of a microphone. List the types of microphones used on a video camera. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Propose a method for effectively balancing exposure, focus, and depth of field in a multi-camera setup for a live event shoot. | CO4 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Define white balance. Summarize various white balance settings available in a camera with suitable examples. | CO4 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | Develop a concept and script for a 10-minute conceptual video. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Analyze the impact of using automatic vs. manual focus during a fast-moving scene. When is manual focus preferred over automatic focus in video production? | CO5 | An | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Design a color correction workflow for a documentary film, considering the need for both natural skin tones and consistent look across different lighting conditions | CO6 | C | 20 |

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

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

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Discuss the step-by-step process of 3D character development with suitable examples. | CO1 | U | 10 |
|  | b. | Summarize on Inking and Painting for Animation. | CO1 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Compare the advantages and limitations of polygon modelling and subdivision surface modeling. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Discuss the challenges artists face in creating realistic and detailed backgrounds for video games to illustrate successful background modeling and surfacing. | CO3 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Construct the use of digital modeling software by creating a simple 3D model, showcasing your understanding of the basic tools and techniques involved. | CO4 | C | 20 |
|  |  |  |  |  |  |
| 5. |  | Illustrate the principles of 2D animation with suitable examples. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Criticize the use of color palettes and lighting techniques in Disney animated films. | CO6 | C | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the process of creating rain using a particle system. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Appraise the specific animation styles and fundamentals of 2D animation. | CO4 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Develop a Script and storyboard for a 30-second 2D animated Public Service Announcement. | CO6 | C | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | The students will be able to list the different methods of animation techniques used until date. |
| CO2 | The students will be able to set-up their own animation story and represent it using storyboards |
| CO3 | The students will be able to create animation characters in 2D and bring them to life using animation. |
| CO4 | The students will be able to illustrate varied animation techniques. |
| CO5 | The students will be able to develop frame by frame animation |
| CO6 | The students will be able to create animation special effects. |

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

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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Describe the key elements of concept and story development in filmmaking. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Given the technological limitations of early cinema how would you adjust your storytelling to engage modern audiences? | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | In a film with a complex narrative structure, how would you use editing techniques such as non-linear editing or flashbacks to enhance the storytelling? | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Appraise the cinematic achievements of Satyajit Ray in the context of Indian cinema. Discuss how his films contributed to the global recognition of Indian cinema. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Assess how a director’s personal style influences the Mise-en-Scène of their films. Compare the visual styles of two directors known for distinct Mise-en-Scène choices. | CO5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Critically evaluate the depiction of violence in the action genre. How do filmmakers balance entertainment with the moral implications of glorifying violence? | CO6 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | Write a scene using Ingmar Bergman’s signature exploration of existential themes and psychological conflict between characters. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Define budgeting in the context of film production. Assess the major components involved in creating a film budget. | CO4 | R | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the post-production phase in filmmaking. Describe the key elements involved in editing, sound recording, dubbing, special effects, graphics, and final mixing. | CO5 | U | 20 |

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

|  |  |
| --- | --- |
|  | **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 analyzing 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 Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  |  |  |  |  | 20 |
| CO2 |  | 20 |  |  |  |  | 20 |
| CO3 |  |  | 20 |  |  |  | 40 |
| CO4 | 20 |  |  | 20 |  |  | 40 |
| CO5 |  | 20 |  |  | 20 |  | 40 |
| CO6 |  |  |  |  | 20 | 20 | 40 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Define storyboard terminology and explain its importance in visual storytelling. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain basic perspective and its role in creating realistic storyboard scenes. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Clarify the differences between one-point, two-point, and three-point perspective with relevant examples. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Evaluate the importance of composition and conceptual drawings in guiding the viewer's eye through the storyboard. | CO2 | E | 20 |
|  |  |  |  |  |  |
| 5. |  | Define cinematic depth tones and explain their role in dramatic composition. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Analyze the use of frame-by-frame animation versus tweens in creating fluid character movements. | CO6 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Investigate the importance of storyboards and animatics in the pre-production phase of animation projects. | CO1 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain the principle of "squash and stretch" and its significance in character animation. | CO3 | A | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Discuss the different types of film shots used in storyboards and their effects on visual clarity. | CO2 | R | 20 |

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

|  |  |
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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 Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  |  |  |  | 20 | 40 |
| CO2 | 20 |  |  |  | 20 |  | 40 |
| CO3 |  | 20 | 20 |  |  |  | 40 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  |  | 20 |  |  | 20 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Describe the FTP client server architecture with proper illustrations | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | State the idea of HTTP and compare the same with FTP and give examples. | CO3 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain the layers in OSI Model with proper examples. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Infer your thoughts on the advantages and disadvantages of Google drive. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Summarize on Modems and Routers used for the purpose of Internet sharing among the computers. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Ecplain File Transfer Protocol (FTP) in detail. | CO6 | U | 10 |
|  | b. | Describe the concept of SMTP. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 7. |  | Differentiate Google Apps and Microsoft apps with examples. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Explain any ten HTML tags for creating a basic webpage | CO2 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Write the idea of blogging or creating a blog using HTML tags. | CO3 | E | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| **CO1** | Explain the significance of having their own webpage/website as their identity in the world of Internet |
| **CO2** | Create a website using basic HTML and Web building tools driven by their creativity. |
| **CO3** | Create their own website or webpage and test the connectivity and record analytics of their site traffic. |
| **CO4** | Select and advanced features in web designing software. |
| **CO5** | Create interactive webpages |
| **CO6** | Demonstrate aesthetics and creativity in web designing |

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

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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Summarize the pre-production, Production and Post-production methods involved in Game Production. | 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 on Character, Camera, and Control, involved in Game Production. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Examine the types of Head Up Displays and their usage in Games. | CO5 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Elaborate on “Enemies should be fought and not avoided”. | CO1 | CR | 20 |
|  |  |  |  |  |  |
| 7. |  | “Form Follows Function”, Elaborate on this statement concerning Game design. | CO6 | CR | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Determine the Defensive Powerups, Offensive and other types of Powerups in Game Design. | CO5 | E | 20 |
| **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 **M** – MARKS ALLOTTED

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

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

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain in detail about investigative reporting. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Summarize your thoughts on Google fusion table. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 3. |  | List the reasons for using MS Excel in the field of data journalism. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Describe about the idea of visual ethnography and its importance in journalism with a case study. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Infer on the topic visual thinking and its role in data journalism with examples. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | What is the role of Python in Journalism? Evaluate the steps to work with python in the field of journalism. | CO6 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | State the reason and justify the same for using Jupyter notebooks in data journalism with examples. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Write in detail the idea of infographics with suitable illustrations. | CO3 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | What are the principles of data journalism? Explain the principles with proper examples. | CO4 | R | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Summarize the basics of Data Journalism |
| CO2 | Demonstrate visual story telling techniques |
| CO3 | Explore their 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 Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 | 20 |  |  |  |  |  | 20 |
| CO2 |  | 20 |  | 20 |  |  | 40 |
| CO3 |  | 20 | 20 |  |  |  | 40 |
| CO4 | 40 |  |  |  |  |  | 40 |
| CO5 |  | 20 |  |  |  |  | 20 |
| CO6 |  |  |  |  | 20 |  | 20 |
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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Define and explain the Six Fundamental Rights in detail. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Recall the Indian Emergency Act of 1975. Explain the conditions and consequences of an Internal and External Emergency. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Analyze the case study of Article 370 with special reference to Kashmir. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Explain photographer’s ethical dilemma with reference to Kevin Carter’s photograph of The Vulture and the Child and his death and the case study of Gudiya featuring a televised debate. | CO3 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Discuss various kinds of cybercrimes. Suggest solutions for the same. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Describe the importance of the Copyright Act and its salient features vis-à-vis a book,or a music production. | CO6 | U | 20 |
| 7. |  | Evaluate the causes and suggest remedial measures to combat cyber bullying among youth. | CO4 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Describe the IT Act 2000 in detail. | CO5 | An | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Design a comprehensive report on sensationalism and fake news in mainstream and social media. Discuss the repercussions on the audiences. | CO3 | C | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | To define and relate to basics of Media Laws and Ethics. |
| CO2 | Apply varied aspects of Media Law and Ethics. |
| CO3 | Analyze media research components. |
| CO4 | Students will identify kinds of cyber crimes |
| CO5 | Students will describe IT Act 2000 |
| CO6 | Students will identify Copyright Acts pertaining to their productions |

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

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Write on how AR/VR influences the design and functionality of applications in various industries, and what challenges developers face in creating immersive experiences that effectively integrate these technologies. | CO1 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Outline the key challenges and methodologies involved in developing effective augmented reality (AR) tracking systems, and how do these approaches impact the overall user experience in AR applications? | CO3 | U | 20 |
|  |  |  |  |  |  |
| 3. | a. | Identify the working of Apple Vision Pro and Google Glass and how they vary. | CO3 | A | 10 |
|  | b. | Explain the concept and applications of CAVE Technology. | CO4 | C | 10 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Elaborate on the different mechanics in different types of realities. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Examine the interaction design principles to be effectively adapted to enhance user experience in virtual reality environments, considering the unique challenges posed by immersion, spatial awareness, and user agency. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Elaborate on displays used for AR. | CO1 | C | 15 |
|  | b. | What are Meta Orion Glasses? Explain its features. | CO1 | C | 05 |
|  |  |  |  |  |  |
| 7. | a. | Devise the requirements of Mixed reality, and illustrate their mapping types with an explanation. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Determine the different types of Perception models. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain how the evolution of Head-Mounted Displays (HMDs) influenced various applications across industries, and can you provide specific examples that highlight the differences in design and functionality among different types of HMDs? | CO2 | U | 20 |

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

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

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

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the use of sampler nodes to automate scene processes, and evaluate how this automation benefits workflow efficiency. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Analyze the importance of UV mapping and unwrapping in 3D modeling, and explain how they affect texture application. | CO3 | An | 20 |
|  |  |  |  |  |  |
| 3. | a. | Differentiate between 2D and 3D textures, and describe how projection techniques are used to apply each type accurately. | CO3 | An | 10 |
|  | b. | Discuss the advantages and the disadvantages of Blender in comparison to the other 3D production tools. | CO4 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Assess how stylized character design influences the marketing and branding strategies in video game development. | CO1 | E | 10 |
|  | b. | Appraise any 20 different modifier tools that are used in model production in Blender. | CO1 | E | 10 |
| 5. |  | Critique the key stages involved in preparing a 3D model for successful 3D printing. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Discuss the significance of shaders in digital modeling and illustrate how they enhance visual realism. | CO1 | U | 15 |
|  | b. | Differentiate “material" and "texture" within the scope of 3D modeling, and describe their distinct roles. | CO1 | U | 05 |
|  |  |  |  |  |  |
| 7. |  | Identify the professional practices commonly followed in digital modeling, and explain how these practices ensure high-quality models. | CO6 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Compare polygon modeling with subdivision surface modeling by discussing their respective benefits and limitations. | CO5 | E | 10 |
|  | b. | Identify the four fundamentals of a digital model and evaluate why each is essential for successful modeling outcomes. | CO5 | U | 10 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Illustrate the step-by-step process involved in developing a 3D character, giving suitable examples to illustrate each stage. | CO2 | U | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Apply modelling techniques. |
| CO2 | Understand latest Modeling techniques will be known to students |
| CO3 | Understand the Application of models to texturing will be clearly understand.. |
| CO4 | Apply the correct material and texturing |
| CO5 | Create interfaces |
| CO6 | Develop modeling & texturing techniques |

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

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**END SEMESTER EXAMINATION – NOV/DEC 2024**

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

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| --- | --- | --- | --- | --- | --- |
| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Classify the function of spill suppression in visual effects and assess how it contributes to enhancing the overall quality of composited visuals. | CO1 | A | 10 |
|  | b. | Explain how techniques like light wrapping and shadows are used to add realism in composited scenes, and analyze their impact on visual believability. | CO1 | U | 10 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe the process of 3D compositing and evaluate its role in creating seamless visual transitions across multiple layers in a video. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain the role of sound in enhancing visual storytelling, and describe specific techniques that strengthen the cohesion between audio and visuals. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Compare the impact of overused visual effects with that of controlled techniques, and discuss how each affects audience perception and engagement. | CO1 | AN | 10 |
|  | b. | Examine the use of digital makeup in crafting lifelike characters in films, referencing specific techniques used in well-known films like *Avatar* to highlight its effectiveness. | CO5 | A | 10 |
| 5. |  | Compare the properties of different digital video formats, and analyze how these formats influence the quality and compatibility of media content. | CO3 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Observe the steps involved in converting a scene from day to night, and identify the visual cues that help make this transformation convincing for the audience. | CO4 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Illustrate the types of tracking used in professional video editing and explain how tracking and stabilization affect viewer experience, especially in scenes with high movement. | CO6 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Discuss the use of masking in making edits invisible, and discuss its significance in achieving smooth transitions in professional video editing. | CO5 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Discuss how to create a title animation, incorporating elements like colour grading and matte removal for a polished visual effect and Discuss the entire VFX pipeline. | CO2 | U | 20 |

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

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

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

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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Discuss New Media Policy and Regulations to protect online privacy. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Evaluate the consequences of internet addiction among youth. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Identify three kinds of cyber crimes and provide solutions to minimize them. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Classify the impact of AI on emerging new media environments. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Distinguish between Modernism and Post Modernism with suitable examples. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Analyze the role of AI tools in the New Media Landscape. | CO5 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Write the elements of e-governance and throw light on their benefits. | CO5 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Differentiate the features of online and offline communication. | CO6 | An | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the concept of Technologies of Freedom. | CO6 | A | 20 |

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

|  |  |
| --- | --- |
|  | **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 | To 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 Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 20 |  |  |  |  | 20 |
| CO2 |  |  |  | 20 |  |  | 20 |
| CO3 |  |  |  | 40 |  |  | 40 |
| CO4 |  | 20 |  |  |  |  | 20 |
| CO5 |  | 20 | 20 | 20 |  |  | 60 |
| CO6 |  |  |  | 20 |  |  | 20 |
|  | | | | | | | **180** |

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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain Probability and Non Probability Sampling Techniques. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Define Qualitative Research cite relevant non-probability sampling methods to reach out to terminally ill patients. | CO3 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Develop an interview schedule to ascertain mobile usage patterns of college students. | CO2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Examine how communication research can contribute to gender studies. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Explain the kind of sampling technique you would adopt in a shopping mall. | CO6 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Describe the importance of new media research in addressing contemporary societal issues. | CO3 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Analyze the film Nanook of the North as a Visual Ethnographic Study. | CO5 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Discuss the importance of review of literature in a research study. | CO6 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Write a report in 300 words on the dangers of mobile gaming. | CO6 | A | 20 |

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|  | **COURSE OUTCOMES** |
| CO1 | Gain an insight into research. |
| CO2 | Analyze media related issues. |
| CO3 | Find solutions to social problems. |
| CO4 | Collaborate and work towards interdisciplinary research. |
| CO5 | Able to visually analyze issues and lifestyles. |
| CO6 | Contribute to the growing body of research. |

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

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Differentiate the advantages and disadvantages of the different types and formats of advertisements. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Analyze the principles of magazine design when creating a magazine aimed at a specific target audience or a focused group. | CO3 | AN | 20 |
|  |  |  |  |  |  |
| 3. |  | Evaluate the specific skill sets required for a broadcast journalist in news production align with the needs of modern media outlets. | CO2 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Examine on how Magazine agency works and explain how these mediums are influencing the audience in the digital era. | CO4 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Examine how the different types of social media advertising planning affect audience engagement and conversion rates. | CO4 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the concept of ad media planning and its importance in advertising campaigns. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Analyze the various departments in a newspaper organization which is interconnected and depended on each other to ensure smooth operations. | CO1 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Estimate the growing importance of social media job roles in today’s job market. | CO6 | AN | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Distinguish the major differences between Advertising and Public relation with an example. | CO2 | U | 20 |

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

|  |  |
| --- | --- |
|  | **COURSE OUTCOMES** |
| CO1 | Students will gain an insight into varied forms of media organizations. |
| 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 Level** | | | | | | | |
| **CO / BL** | **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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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Compare and contrast the characteristics of New Media with traditional media, using relevant examples to support your analysis. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Critique the effectiveness of each stage in the production process for broadcast media, and evaluate how each stage contributes to the final product. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 3. |  | Analyze the scope and limitations of media research by identifying the key factors that influence its effectiveness and outcomes. | CO6 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Describe the different types of mass media and explain their unique characteristics. | CO4 | R | 20 |
|  |  |  |  |  |  |
| 5. |  | Evaluate the effectiveness of various sources in developing different types of stories, and determine which sources are most reliable or impactful. | CO1 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Explain the characteristics of computer mediated communication. | CO5 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Develop a concept and script for a product advertisement of your choice. | CO2 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Assess the effectiveness of Advertising and Public Relations in different scenarios, using examples to justify how each is better suited for specific communication goals. | CO5 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Analyze the statement "OTT platforms have brought a revolutionary change in the Television Industry" and examine the key factors that support this claim. | CO6 | An | 20 |

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

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

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **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 |  |  |  | 40 |  |  | 40 |
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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the power of creativity and imagination with examples. | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Write the importance of sketching in the design process with an illustration. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Explain different ways of communicating visually with a suitable example. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Analyze the usage of typography and its elements in the process of Visualization. | CO2 | AN | 20 |
|  |  |  |  |  |  |
| 5. |  | Discuss about the advantages of iterating in design process. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Examine how visualization contributes to creative thinking to bring the desired output. | CO1 | R | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain in detail about different types of prototyping used in visualization. | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Create a mood board for coffee shop with a vibrant theme. | CO3 | C | 20 |
| **PART – B (1 X 20 = 20 MARKS)**  **COMPULSORY QUESTION** | | | | | |
| 9. |  | Assess the impact of creating mood boards in the process of various types of designing works. | CO1 | E | 20 |

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

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

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

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Write in detail the Three Act Structure writing for a creative script. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Describe the idea of copy writing in the field of advertising with basic format illustrations. | CO4 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Summarize any five AI writing tools with proper examples | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Differentiate Divergent vs. Convergent thinking with real time examples. | CO6 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Write a basic shooting script for a video advertisement for the brand “Adidas”. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Enumerate the points for identifying the problem while writing a creative script. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the characteristics of a copywriter and the steps involved in becoming a good copywriter. | CO4 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Identify the concept of creative thinking and its use in bringing out a proper script for production. | CO2 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Define and explain the SCAMPER Technique with examples. | CO3 | R | 20 |

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

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

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

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| **Course Code** | **23MP2004** | **Duration** | **3hrs** |
| **Course Title** | **SCREENPLAY AND DIRECTION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the roles and responsibilities of a film director from pre- to post production. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2 |  | Describe the various kinds of shots and angles. | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Analyze the characterization in a film from a directors view point. | CO3 | AN | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Write a script for an action based film clip on a City Street, titled ‘The Chase.’ | CO4 | C | 20 |
|  |  |  |  |  |  |
| 5. |  | Differentiate story- board and a script, in pre – production. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Analyse Lokesh Kanagraj’s Vikram vis-avis the 3 Act Structure. | CO6 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Examine Christopher Nolan’s journey as a film director till date. | CO6 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Create a story board for a PSA on mobile addiction and related health hazards. | CO5 | C | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Examine the importance of dialogue , diagetic and non –diagetic sound in Blessy’s Aadu Jeevitham. | CO6 | A | 20 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | Understand the role and responsibility of direction. |
| CO2 | Learn the skills and approaches of direction as a profession. |
| CO3 | Generate creative ideas for writing for films. |
| CO4 | Reconstruct the writing based on the demand of the script. |
| CO5 | Experiment writing for different genres of films. |
| CO6 | Assess the various types of directors and their styles. |

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

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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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| --- | --- | --- | --- |
| **Course Code** | **23MP2005** | **Duration** | **3hrs** |
| **Course Title** | **COLOR THEORY AND LIGHTING TECHNIQUES** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | List and define the primary, secondary, and tertiary colors in the color wheel. Provide examples of where each might be used in visual design. | CO1 | R | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain how light and the electromagnetic spectrum relate to color perception. How does this impact the way colors are perceived in different lighting conditions? | CO2 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Describe how complementary and analogous color schemes can be used to enhance visual appeal. Provide examples of color choices you might make. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Compare and contrast the RGB and CMYK color models. Explain their respective uses and limitations in digital media and print, providing examples for each. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 5. |  | Assess the importance of color management in digital imaging. Discuss the challenges in maintaining color consistency across devices and explain how calibration and profiling can help resolve these issues. | CO5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Describe the psychological effects of warm and cool colors. How might these effects influence the choice of colors in marketing or interior design? | CO3 | U | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain how the color wheel can be used to create color harmony in visual communication. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Apply the principles of color psychology and design a logo for a brand targeting youth. Justify your selection of colors. | CO5 | A | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Compare complementary and triadic color schemes in terms of their impact on visual balance and energy. | CO6 | An | 20 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | Understand the fundamental concepts of color theory. |
| CO2 | Apply color theory principles in project design. |
| CO3 | Analyze the different lighting techniques. |
| CO4 | Enhance the visual impact of their creative projects. |
| CO5 | Evaluate color and lighting choices in existing artworks, designs, and media productions. |
| CO6 | Apply their knowledge and skills to create cohesive lighting designs. |

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

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Explain the working principles of a DSLR and a Mirrorless camera with a neat labeled sketch | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Estimate the rules to be followed while composing a scene in photography with suitable diagrams. | CO1 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Discover the difference between external light meter and inbuilt exposure meter. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Summarize the emergence and advancement of photography with suitable examples. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 5. |  | Illustrate the types of camera shots used in photography production with relevant examples. | CO3 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Categorize the different types of photography lighting techniques with suitable diagrams. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Summarize the influence of mobile phone photography in social media for creative expressions. | CO6 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Justify the statement-Creativity is creating an extraordinary image from a rather ordinary object or scene. | CO6 | C | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Construct the following for Model photography.   1. Lighting 2. Depth of Field 3. Framing 4. Lens | CO5 | C | 20 |

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

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

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| **Course Code** | **23MP2012** | **Duration** | **3hrs** |
| **Course Title** | **COMPUTER ANIMATION** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Discuss the contributions of early animators like Walt Disney to the animation industry. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Analyze the transition from 2D to 3D animation, focusing on technological changes, artistic challenges, and industry adaptation. | CO2 | An | 20 |
|  |  |  |  |  |  |
| 3. |  | Propose an animation style (e.g., stop motion, clay mation, or motion capture) best suited for a horror genre project. Justify your choice with examples and explain how it enhances the emotional tone. | CO6 | C | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Develop a storyboard for a commercial that conveys an emotion such as joy or suspense without any dialogue. | CO2 | A | 20 |
|  |  |  |  |  |  |
| 5. |  | Justify how storyboards contribute to reducing production risks in animation. Discuss their role in budgeting, resource allocation, and creative direction. | CO5 | E | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Analyze how the principles of squash and stretch contribute to realistic character motion and expression. Provide examples of animated scenes where these principles enhance character appeal. | CO1 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Apply the concept of a Leica Reel to a short, action-packed scene. Explain how you would refine timing and pacing through this technique to enhance the scene’s energy. | CO3 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Describe the process of designing a character intended to appeal to children. Discuss considerations such as shape language, color psychology, and expression. | CO4 | U | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Explain the steps involved in creating a smooth transition for a character’s jump using keyframe animation. | CO6 | U | 20 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | Understand the principles of 2D and 3D animation. |
| CO2 | Develop practical skills in creating animations. |
| CO3 | Learn about lighting, texturing, and rendering techniques in 3D animation |
| CO4 | Evaluate the use of AI in animation. |
| CO5 | Create a professional animation portfolio showcasing their skills and creativity. |
| CO6 | Experiment with hybrid approaches that combine traditional animation techniques |

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

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Explain the steps involved in algorithmic problem solving. | CO1 | U | 10 |
|  | b. | Describe the generations of programming languages. | CO1 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Discuss about the features and future of python. | CO1 | U | 10 |
|  | b. | Explain any four string operations in python with example. | CO2 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Write python program to illustrate looping structures. | CO2 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 4. | a. | Write a python program to demonstrate break and continue statements. | CO3 | A | 10 |
|  | b. | Explain nested loops with example. | CO3 | U | 10 |
|  |  |  |  |  |  |
| 5. | a. | Discuss about recursive function with example. | CO3 | U | 10 |
|  | b. | Explain briefly about creating and iterating dictionary. | CO4 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Discuss in detail about the following with an example   1. Ord() 2. chr() | CO4 | U | 20 |
|  |  |  |  |  |  |
| 7. | a. | Explain different types of set operations in python. | CO5 | U | 10 |
|  | b. | Explain the following tuple operations   1. Creating a tuple. 2. Slicing a tuple. | CO5 | R | 10 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Describe the process involved in reading and writing images. | CO5 | R | 10 |
|  | b. | Discuss about the approaches of processing animations. | CO6 | U | 10 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Explain the methods of processing multimedia files. | CO6 | U | 10 |
|  | b. | Discuss the techniques involved in image processing. | C06 | R | 10 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | Solve problems with a systematic algorithmic approach. |
| CO2 | Develop simple programs using programming constructs |
| CO3 | Demonstrate the need for modular programming. |
| CO4 | Implement modular programming for solving problems. |
| CO5 | Illustrate string manipulation using string operations. |
| CO6 | Apply data structures for effective handling of data. |

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

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

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. | a. | Summarize operators and operator precedence in C++. | CO1 | U | 14 |
|  | b. | Write a C++ program to perform string concatenation. | CO1 | A | 6 |
|  |  | **(OR)** |  |  |  |
| 2. | a. | Compare call by value and call by reference with a suitable example. | CO2 | An | 10 |
|  | b. | Explain the array with a suitable example. | CO2 | U | 10 |
|  |  |  |  |  |  |
| 3. | a. | Explain function overloading with a suitable example. | CO3 | U | 10 |
|  | b. | Write a C++ program using structure to create and display employee data. | CO3 | A | 10 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Illustrate conditional control statements with suitable example | CO4 | U | 20 |
|  |  |  |  |  |  |
| 5. | a. | Illustrate hybrid inheritance with a suitable example. | CO5 | U | 10 |
|  | b. | Differentiate between break and continue statements. | CO3 | An | 10 |
|  |  | **(OR)** |  |  |  |
| 6. | a. | Write a C++ program using a for loop to display odd numbers. | CO2 | A | 10 |
|  | b. | State the use of a scope resolution operator with a suitable example. | CO6 | R | 10 |
|  |  |  |  |  |  |
| 7. |  | Illustrate classes and objects in C++ with suitable examples. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. | a. | Explain the library function with a suitable example. | CO4 | U | 10 |
|  | b. | Describe the use of enumeration with a suitable example. | CO4 | U | 10 |
| **COMPULSORY QUESTION** | | | | | |
| 9. | a. | Write a C++ program to display the multiplication of a number. | CO6 | A | 10 |
|  | b. | Illustrate the need for object-oriented programming. | CO6 | U | 10 |

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

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

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| **Assessment Pattern as per Bloom’s Level** | | | | | | | |
| **CO / BL** | **R** | **U** | **A** | **An** | **E** | **C** | **Total** |
| CO1 |  | 14 | 6 |  |  |  | 20 |
| CO2 |  | 10 | 10 | 10 |  |  | 30 |
| CO3 |  | 10 | 10 | 10 |  |  | 30 |
| CO4 |  | 40 |  |  |  |  | 40 |
| CO5 |  | 30 |  |  |  |  | 30 |
| CO6 | 10 | 10 | 10 |  |  |  | 30 |
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**END SEMESTER EXAMINATION – NOV / DEC 2024**

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| **Course Code** | **23MP2023** | **Duration** | **3hrs** |
| **Course Title** | **OPERATING SYSTEMS** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Describe the role of cross-platform compatibility in OS choices for media studios. Why is this important? | CO2 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Explain how the graphical user interface (GUI) differ between Windows, Mac OS, and Linux. | CO3 | R | 20 |
|  |  |  |  |  |  |
| 3. |  | Infer on how media caching techniques can improve the performance of streaming video content on editing software. | CO1 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Write the differences between UDP and TCP protocols. Which one is more suitable for real-time media streaming, and why? | CO5 | C | 20 |
|  |  |  |  |  |  |
| 5. |  | Analyse the key considerations when choosing a specialized OS for a media server in a post-production studio. | CO4 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Compare and contrast the features of Windows, Mac OS, and Linux. Which OS would you recommend for a media professional, and why? | CO2 | E | 20 |
|  |  |  |  |  |  |
| 7. |  | Explain the memory hierarchy in a computer system, focusing on the roles of RAM, cache, and virtual memory. How do these components impact the performance of media applications? | CO6 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Compare the differences among the file systems FAT, NTFS, HFS+ and ext4. | CO4 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Write the key security features of an operating system that help protect sensitive media files. How do these features prevent unauthorized access? | CO5 | A | 20 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | Understand the fundamental operating system concepts. |
| CO2 | Design and implement basic operating system components. |
| CO3 | Learn various memory management techniques used by operating systems. |
| CO4 | Explore the structure and organization of file systems. |
| CO5 | Develop programming skills in languages commonly used for operating system development. |
| CO6 | Analyze the various elements in operating systems development. |

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

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| **Course Code** | **23MP2026** | **Duration** | **3hrs** |
| **Course Title** | **SOFTWARE ENGINEERING** | **Max. Marks** | **100** |

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| **Q. No.** | **Questions** | | **CO** | **BL** | **M** |
| **PART – A (4 X 20 = 80 MARKS)**  **(Answer all the Questions)** | | | | | |
| 1. |  | Articulate the features and components of a software application used in the field of media. | CO1 | A | 20 |
|  |  | **(OR)** |  |  |  |
| 2. |  | Express your views on the importance of software process models with suitable examples. | CO1 | U | 20 |
|  |  |  |  |  |  |
| 3. |  | Classify the types of software domains and their applications with suitable examples. | CO2 | An | 20 |
|  |  | **(OR)** |  |  |  |
| 4. |  | Evaluate the effectiveness of Agile vs. Waterfall project management methodologies in managing a software development project. | CO3 | E | 20 |
|  |  |  |  |  |  |
| 5. |  | Discuss the characteristics and use cases of architecture styles in Software Engineering. | CO4 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 6. |  | Analyze the impact of poor component design on system performance and maintainability. | CO4 | An | 20 |
|  |  |  |  |  |  |
| 7. |  | Illustrate the eight Golden Rules to be followed while creating an Interface Design with an existing software application. | CO5 | U | 20 |
|  |  | **(OR)** |  |  |  |
| 8. |  | Criticize the challenges in software project management with suitable examples. | CO6 | E | 20 |
| **COMPULSORY QUESTION** | | | | | |
| 9. |  | Design a complete software design process for an e-commerce application. | CO5 | C | 20 |

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

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|  | **COURSE OUTCOMES** |
| CO1 | Understand the principles of various software process models widely used in software construction. |
| CO2 | Acquire knowledge about how to analyze, design and develop a software application. |
| CO3 | Create effective project management plans, manage time and physical resources. |
| CO4 | Generate test cases and effective testing procedures. |
| CO5 | Design and develop human-computer interfaces. |
| CO6 | Assess the cost, quality and management issues involved in software application. |

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