

**SEMESTER – I**  
**BASIC COMPUTER SKILLS**

**1. Course Description:****Programme: BA/B.Sc./B.Com./BMS****Max. Hours: 30****Course Code: U24/BCS/AECC/101****Hours per week: 2****Type of course: AECC****Max. Marks: 50****No. of credits: 2****2. Course Objectives:**

To impart a basic level understanding of working of a computer and its usage.

**3. Course Outcome:**

On completion of the course the student will be able to:

**CO1: *Interpret*** basics of computers and *Use* word processing software

(Cognitive levels – 3)

**CO2: *Define*** Internet Technologies and *Use* Spreadsheets and Presentation Software

(Cognitive level – 3)



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**4. Course Content:****MODULE I: BASICS OF COMPUTERS AND WORD PROCESSING (15 Hrs)**

**Understanding Of Computer:** Introduction to computers - functions, features, classification; Computer Architecture - components; Computer Hardware - input devices, output devices; Computer Memory -primary memory, secondary memory, cloud; Computer Software - system software, application software, special purpose software, system utilities, open-source software, and proprietary software; Operating Systems - functions, types, real time operating systems,

**Windows Ui And Word Processing:** Windows desktop – icons, task bar, start menu, understanding of local system drives, folders and files – creating, viewing, renaming, deleting; MS-Word - opening , closing, saving of documents, title bar, ribbon and tabs, ruler; text creation and manipulation – insert, delete, select, cut, copy and paste, find and replace, correct errors - spell; formatting text – font size, size, colour, bold, underline, italic, changing text case, text alignment; creating first line indent of paragraphs; formatting page – inserting header and footer, page breaks; modifying page layout - changing page orientation , page size, page margins; tables – inserting, adding and deleting rows and columns, converting text to table, working with lists, using symbols as bullets, printing documents

**MODULE II: INTRODUCTION TO INTERNET TECHNOLOGY, SPREADSHEETS AND PRESENTATION SOFTWARE (15Hrs)**

**Overview of Internet and Future Technology:** Internet – advantages and disadvantages of internet; Terms related to internet – WWW, web page, website, web browser, web address and URL, blog, search engine; Services of Internet – chatting, e-mail, video- conferencing, e-learning, e-banking, e-shopping, e-reservation; Social networking sites – LinkedIn, Facebook, Instagram; Computer Security – sources of cyber-attack, malware, threats to computer security, solutions to computer security threats; Future Technology – Internet of Things(IoT), Big Data Analytics, Virtual Reality, Artificial Intelligence,

**Spreadsheet and Presentation Software:** Spreadsheets - Workbook, worksheet, MS Excel vs Google sheets; basics of spreadsheet – enter, select, delete, move, copy and paste data, fill numbers, text, date; adding borders to cells, functions – count, sum, average; formulas – simple, relative reference, absolute reference, printing worksheet; Presentation – introduction to slide, placeholder, notes, adding slides, changing layouts of slides, applying styles and background, adding text box and pictures, adding animations, setting slide transitions, saving single slide as image, saving presentation in different formats (ppt, pdf, video)

**5. References:**

1. Microsoft Office Step by Step (Office 2021 and Microsoft 365), Joan Lambert, 1<sup>st</sup> edition, 2022
2. Computer Basics with Office Automation, Archana Kumar, Wiley publications, 2019
3. Introduction to Computers, Peter Norton, McGraw-Hill , 2012.
4. Fundamentals of Computers, Reema Thareja, 2<sup>nd</sup> Edition 2019.

**6. Syllabus Focus****a) Relevance to Local, Regional, National and Global Development Needs**


<b>Local /Regional/National /Global Development Needs</b>	<b>Relevance</b>
GLOBAL DEVELOPMENT	Basic computer skills such as word processing, spreadsheets, presentations, and the internet, are essential for most jobs and are considered valuable skills in the workforce. Good computer skill aligns with an individual's career goals and enhances productivity and effectiveness in the workplace.

**b) Components on Skill Development/Entrepreneurship Development/Employability**

<b>SD/ED/EMP</b>	<b>Syllabus Content</b>	<b>Description of Activity</b>
SD, EMP	Module 1	Assignment
SD, EMP	Module 2	Skill practical test

**7. Course Assessment Plan****a) Weightage of Marks in Formative and Summative Assessments**

<b>Formative Assessment - FA (40%)</b>	<b>Summative Assessment - SA (60%)</b>
<b>CIA-20 marks Mini project/Assignment/ Problem solving/Case studies</b>	<b>End Semester Exam-30 Marks</b>

  
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## b) Model Question Paper - End Semester Exam

**BASIC COMPUTER SKILLS**




**Course Code: U24/BCS/AEEC/101**  
**Credits: 2**

**Max Time: 1 Hr**  
**Max. Marks: 30**

**Answer any 5 of the following:**

**5 X 6 = 30 M**

1. Explain Computer Architecture.
2. Differentiate between Primary and Secondary Memory.
3. Explain functions of an Operating System.
4. Define types of Software.
5. Write a short note on the Internet.
6. List and explain the services of the Internet.
7. Explain with example the concept of IoT.
8. Explain various threats to computer systems.

Prepared by	Checked & verified by	Approved by
 <b>Ms. Prabhmeet</b> <b>Teaching Faculty</b>	 <b>Ms. D. Sowjanya</b> <b>HOD</b>	 <b>Dr. Uma Joseph</b> <b>Principal</b>



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## SEMESTER - II

## BASIC PSYCHOLOGICAL PROCESSES

## 1. Course Description

Programme: B.A

Max. Hours: 75 hours

Course Code: U24/PSY/DSC/201

Hours per week: 5 hours

Course Type: DSC

Max. Marks: 100 M

No. of credits: 5

## 2. Course Objectives

- To explain and compare various motivational theories and models, Demonstrate the principles and processes of the learning theories.
- To help gain knowledge of the physiological foundations of memory and explain the processes of memory formation, retention, and retrieval.
- To Explain and evaluate different theories of intelligence and help in understanding thinking as a cognitive process.


## 3. Course Outcomes


On completion of the course the student will be able to:

CO1: Describe and identify key concepts, principles, and components of each motivational theory and model. (UNDERSTAND)

CO2: Demonstrate a thorough understanding of learning theories, including classical and apply this knowledge to analyze learning processes in different contexts. (UNDERSTAND AND ANALYSE)

CO3: Acquire knowledge of the physiological foundations of memory, comprehend the two major approaches to memory, know distinct characteristics of various types of memory, interpret the causes of forgetting and apply mnemonic techniques as effective memory aids. (UNDERSTAND AND APPLY)

  
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- CO4: Demonstrate a comprehensive understanding of various theories of intelligence, and explain the key concepts, principles and contributions of each theory. (UNDERSTAND)
- CO5: Explain the factors and strategies involved in concept formation, the relationship between language and thought, explore the relationship between creativity and intelligence, understand the principles of reasoning, problem solving, and decision making. (UNDERSTAND)

#### 4. Course Content

##### MODULE 1: MOTIVATION

(15 hrs)

Approaches to Motivation: Instinct theory, Drive reduction theory, Arousal approach, Incentive approach, Cognitive approach - intrinsic and extrinsic motivation, Opponent - process theory  
 Maslow's hierarchy of needs  
 Biological drives: hunger and thirst  
 Murray's Psychogenic needs theory  
 McClelland's Social Motives: need for achievement, affiliation and power

##### MODULE 2: LEARNING


(15 hrs)


Definition of learning;  
 Theories of learning: Classical Conditioning by Pavlov; Trial & Error by Thorndike; Instrumental Conditioning by Skinner; Cognitive Theories of Learning by Kohler and Tolman; Social learning theory by Bandura.

##### MODULE 3: MEMORY

(15 hrs)

Definition  
 Physiological basis of memory: memory trace, autonomic nervous system, brain, adrenal gland, cell assemblies.  
 Two Major Approaches to Memory: Atkinson & Shiffrin and Alan D. Baddeley

  
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Stages of memory: sensory memory, short-term memory and long-term memory

Types of memory: episodic, semantic and procedural

Retention: Causes of Forgetting – Overview of decay theory, interference, encoding and retrieval problems, emotional factors, amnesia

Mnemonics—Techniques

#### MODULE 4: INTELLIGENCE

(15 hrs)

Theories in brief – Thurstone, Spearman, Guilford, Sternberg, Gardner.

Mentally gifted, Savant Syndrome, Intellectual Disability – causes & levels

Determinants of intelligence: Genetic, Environmental & Social

Emotional intelligence: Theories & Assessment

#### MODULE 5: THINKING

(15 hrs)

Mental Imagery

Concepts – Factors and Strategies in concept formation.


Language and thought.


Creativity and its relationship with Intelligence.

Reasoning,

Problem Solving- Steps, Strategies & Obstacles of problem solving

Decision making.

  
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## 5. References

1. Feldman, R. S., & Garrison, M. (1993). *Understanding psychology* (Vol. 10). New York, NY: McGraw-Hill.
2. Morgan, C. T., & King, R. A. (1966). *Introduction to psychology*.
3. *Hillgard's introduction to psychology*. Vol. 12. Philadelphia, PA: Harcourt Brace College Publishers, 1996.
4. Weiten, W. (1995). *Themes and variations*. Brooks/Cole Publishing, Pacific Grove (CA)
5. Parameswaran, E. G. Beena (2002). *An invitation to psychology*. Hyderabad: Neelkamal Publications.
6. Davey, G., Sterling, C., & Field, A. (2014). *Complete psychology*. Routledge.
7. Taylor, S. E., & Sirois, F. M. (1995). *Health psychology*. New York: McGraw-Hill.

## 6. Syllabus Focus

### a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Learning and memory play a significant role in acquiring and retaining multiple skills which are necessary in our day-to-day life, academics and also for adapting to local environmental conditions and challenges.

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## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Reasoning, Analysing, Problem Solving	Module 1, 3, 5 - Maslow's hierarchy of needs; mnemonics; reasoning and problem solving	Ad analysis to identify Maslow's needs and other motivation theories. Presenting the students with contents / lists to remember, in order to put mnemonic techniques to practice and present with problems that require reasoning and problem-solving skills, including creativity.

## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Assignment: Students are asked to select Ads which depict the hierarchy of needs, as proposed in Maslow's theory of motivation.
2.	Experiential Learning	Case Study: Analyse the learning methodology used in the case provided or video shown.
3.	Participative Learning	Art Project: Students can be divided into groups and given a topic to prepare charts depicting the same.

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### 8. Course Assessment Plan

#### a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA-1	Written Exam
CO2	CIA-1	
CO3	CIA-2 (Assignment)	
CO4	CIA-2 (Skill Test / Assignment)	
CO5	CIA-2 (Skill Test)	

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b) Model Question Paper- End Semester Exam

**BASIC PSYCHOLOGICAL PROCESSES**

**Paper Code: U24/PSY/DSC/201**

**Time : 2 Hrs**

**Credits : 5**

**Max marks: 60**

**SECTION – A**

**I. Answer following**

**5 x 10 = 50 M**

1. Discuss Maslow's hierarchy of needs theory, outlining the different levels of needs and their impact on motivation and behavior.

OR

2. Compare and contrast the various approaches to motivation and provide appropriate examples.

3. Analyze the role of cognitive processes in learning, drawing Kohler and Tolman's theories.

OR

4. Critically analyse Bandura's Social learning theory.

5. Discuss the stages of memory and explain how information is processed and stored in each stage.

OR

6. Compare and contrast the two major approaches to memory proposed by Atkinson & Shiffrin and Alan D. Baddeley.

7. What is intelligence? Write about Guilford's theory of intelligence.

OR

8. Discuss theories of emotional intelligence.



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9. Analyze the various steps, strategies, and obstacles involved in problem-solving.

OR

10. Explain the factors and strategies involved in concept formation.

**Section – B**

**II. Answer any five of the following**

**5 x 2 = 10 M**

11. Explain Extrinsic motivation

12. Summarize McClelland's Social Motives.


13. Define classical conditioning.


14. List the causes of forgetting.

15. Classify the levels of intellectual disability.

16. Define creativity.

17. 'g' and 's' factors of intelligence.

  
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**SEMESTER - II****BRITISH LITERATURE (18<sup>th</sup> -19<sup>th</sup> CENTURY)****1. Course Description**

Programme: BA

Course Code: U24/LIT/DSC/201

Course Type: DSC

No. of credits: 5

Max. Hours: 75

Hours per week: 5 hrs

Max. Marks: 100

**2. Course Objectives**

- To make learners aware of the shifting trends in writing, thinking, and expression in the 18th and 19th centuries in England.
- To introduce the emergence and genre of English Novel from 18<sup>th</sup> -19<sup>th</sup> century British literature to the learners.
- To introduce women's writing to the learners as a significant shift from an all-male British literary canon prevalent in the earlier centuries.

**3. Course Outcomes**

On completion of the course, learners will be able to:

CO1: Outline the literary movements of the 18th and 19th centuries in relation to the prescribed texts. (Understanding)

CO2: Interpret the trends and use of poetic diction. (Understanding)

CO3: Illustrate the state of contemporary times in the 18th and 19th centuries. (Understanding)

CO4: Analyse the use of social commentary and the rise of the realist novel. (Analysing)

CO5: Summarize the genre of farcical comedy/social satire. (Understanding)

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#### 4. Course Content

### MODULE I: HISTORY OF LITERATURE, CONCEPTS AND MOVEMENTS

(15 Hrs)

Neoclassicism, Periodical Essay, Romanticism, Development of Novel

### MODULE II: POETRY

(15 Hrs)

John Keats- "Ode to a Nightingale"

Alexander Pope - "Sound and Sense"

### MODULE III: PROSE

(15 Hrs)

Richard Steele "The Club at the Trumpet"

Charles Lamb "Modern Gallantry"

### MODULE IV: NOVEL

(15 Hrs)

Jane Austen - *Northanger Abbey*

### MODULE V: DRAMA

(15 Hrs)

Oscar Wilde - *The Importance of Being Earnest*

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## 5. References

1. Austen, Jane. *Northanger Abbey*. London: Penguin Books Ltd. 1996. (Originally published in 1803).
2. Pope, Alexander. "Sound and Sense by Alexander Pope." Famous Poems, Famous Poets. All Poetry, [allpoetry.com/Sound-and-Sense](http://allpoetry.com/Sound-and-Sense).
3. Steele, Richard. *The Club at the Trumpet (1709-1710)*.  
[www.civilizationis.com/smartboard/shop/steele/chap2.htm](http://www.civilizationis.com/smartboard/shop/steele/chap2.htm)
4. Keats, John. "Ode to a Nightingale by John Keats | Poetry Foundation." Poetry Foundation, [www.poetryfoundation.org/poems/44479/ode-to-a-nightingale](http://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale)
5. Wilde, Oscar. *The Importance of Being Earnest*. Mineola, New York: Dover Publications. 1990. (Originally performed in 1895).
6. Bradbury, M., & Palmer, D (eds.). (1979). *The Contemporary English novel*. London: Edward Arnold Publishers Ltd. Hunt, John Dixon (Ed.), *Pope: The Rape of the Lock, a Casebook*. 1968. London: Macmillan.
7. Muir, Edwin. *The Structure of the Novel*. London: Chatto & Windus Ltd. 1979.
8. Richetti, John (ed.). *The Cambridge Companion to the Eighteenth Century Novel*. Cambridge: Cambridge University Press. 1998.

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## 6. Syllabus Focus

## a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Understanding how to behave and respond to one another
Regional	Learning about the many hierarchies in society
National	Being conscious and observant about the world around you
Global Development	Understanding the way of life of 8 <sup>th</sup> and 19 <sup>th</sup> century England

## b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD	<i>Northanger Abbey</i>	Social Commentary
ED	Periodical Essay	Publishing history
EMP	Modern Gallantry	Opinion writing

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## 7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative learning	Group Discussions on characters
2.	Participative	Oral presentations- Internal Assessment
3.	Experiential learning	Role Play -students assuming characters and enacting the play

## 8. Course Assessment Plan

## a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination- 60%
CO1	CIA2-Oral presentation	Semester End Written Exam
CO2	CIA1	
CO3	CIA1	
CO4	CIA2-MCQs/ Objective test	
CO5	CIA2-MCQs/ Objective test	

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b) Model Question Paper- End Semester Exam:

**BRITISH LITERATURE (18 TH -19 TH CENTURY)**

**SEMESTER II**

**Course Code: U24/LIT/DSC/201**

**Max. Marks: 60**

**Credits: 5**

**Max Time: 2 Hrs**

**SECTION - A**

**I. Answer the following (250 words)**

**5 x 10 = 50 M**

1. Discuss Neoclassicism

OR

2. Discuss the Periodical Essay

3. Show how Keats's poet's dream-world contrasts with the one in which he actually lives.

OR

4. Discuss the differences and similarities between poetry and dancing in Pope's "Sound and Sense".

5. Describe the members of "The Club at the Trumpet."

OR

6. How does Lamb bring out the hollowness of modern gallantry in his essay?

7. In what ways does the Gothic novel help to frame, or set-up, the plot of "Northanger Abbey"?

OR

8. Explain the relationship between Henry and Catherine in "Northanger Abbey".

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9. Discuss the title of Oscar Wilde's play drawing attention to the pun in the title. Who is being earnest in this play?

OR

10. Do you think Oscar Wilde presents any version of true love in his play? Does the extent to which Gwendolen and Cecily are self-centred, affect our reading of the play?

### SECTION - B

II. Write any FIVE questions

5 x 2 = 10 M

11. What was Richard Steele like in *The Club at the Trumpet*?

12. What does Ms. Prism insist Cecily study, before she sets out for a walk?

13. "Or emptied some dull ...had sunk." What is Lethe? Why does Keats invoke its image?

14. Briefly explain the significance of the title, "Importance of being earnest"

15. List out any two aspects of gallantry that are conspicuously missing in the modern world, with reference to Charles Lamb's essay.

16. Briefly describe any two characteristics that distinguish a realist text from a neoclassical one.

17. Do you think Catherine Morland a typical Austen Heroine? How would you use facts to explain your answer?

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SEMESTER-II  
MASS MEDIA IN INDIA

1. Course Description

Programme	: B.A	Max. Hours	75
Course Code	: U24/MCJ/DSC/201	Hours per week	5
Type of course	: Discipline Specific Core	Max. Marks	100
No. of credits	5		

2. Course Objectives

1. To provide the learner a historical overview of print, electronic and digital media in India
2. To develop understanding of the current status and challenges of media in India.

3. Course Outcomes

- CO1: Outline the contributions of press during freedom fight and recent developments in the field
- CO2: Discuss the role of Radio in the growth of the nation.
- CO3: Interpret the history of Television and apply new developments happening currently.
- CO4: Critically analyze the role of film in contemporary society by comparing its past growth.
- CO5: Discuss the history of the Internet and assess the present status and challenges of the digital medium.

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4. Course Content

**MODULE – I: ORIGIN AND GROWTH OF PRESS IN INDIA** (15hrs)

History of Press in India- Colonial Period, Early Newspapers, Media before and after independence – Language Press - Indian constitution and freedom of press: Article 19 (1) (a) and Article 19 (2) – recent developments of Newspapers in India – Growth of the Indian Press.

**MODULE – II: RADIO - ORIGIN AND GROWTH** (15hrs)

Origin and development of Radio – Radio as medium of Mass communication. Evolution of Radio– Radio in the context of the state development agenda: Radio clubs- Green Revolution. Prasar Bharti -FM-Radio Privatization Community Radio. Web Radio.

**MODULE – III: TELEVISION - ORIGIN AND GROWTH** (15hrs)

Origin and development of Television– TV as a medium of Mass communication. SITE, KHEDA, Evolution of Satellite and Cable Television – Broadcasting Regulation and Policy – Governance and Self-Regulatory Mechanisms – T.R.A.I – Development of Networks and regional channels.

**MODULE – IV: FILMS - ORIGIN AND GROWTH** (15hrs)

Early Films – Pioneers of Indian Cinema-Popular Indian film makers-- Films – Genres (Narrative / Documentary; Parallel / Commercial) – Opportunities and Challenges of the Film Industry – NFDC – Children’s Film Society

**MODULE–V: ORIGIN AND GROWTH OF THE DIGITAL MEDIA** (15 hrs)

Brief history of the internet, world wide web, social media, cyber crimes, cyber law, e-governance, mobile governance & Digital divide- Digital Literacy

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5. Reference Books:

1. Keval J. Kumar, Mass Communication in India (4th Edition) –Jaico Publishing House.
2. VirBala Aggarwal, Essentials of Practical Journalism –Concept Publishing Company.
3. Swaminath Natarajan, A History of the Press in India – Asia Publishing House.
4. K. C. Sharma, Journalism in India: History, Growth, Development –Regal Publications, 01-Jan-2007.
5. VirBala Aggarwal, V. S. Gupta, Handbook of Journalism and Mass Communication – Concept Publishing Company.

6. Syllabus Focus

a) Relevance to Local , Regional , National and Global Development Needs

Module	FOCUS Local /Regional/National / Global Development Needs	Relevance
Module I	National	The module is designed to understand the origin and growth of Press in India
Module II	National	The module is designed to understand the history and development of Radio
Module III	National	The module is designed to understand the origin of Television and the broadcasting regulatory mechanisms of India
Module IV	National	The module is designed to understand the role and reach of films with the current challenges of the Indian film industries.
Module V	National	The module is designed to understand the origin and the latest developments of the

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b) Components of Skill Development/ Entrepreneurship Development/Employability

FOCUS	Syllabus Content	Description of Activity
<b>Skill Development/ Entrepreneurship Development/Employability</b>		
Skill Development	Module I	Activity on comparing regional & National newspapers
Skill Development	Module II	Field Visit to FM radio/ Community radio
Skill Development	Module III	Group discussion
Skill Development	Module IV	Quiz about films
Skill Development	Module V	Students can share their experiences of cyber crimes faced

7. Pedagogy

S. No	Student Centric Methods Adopted	Type/Description of Activity
1	Seminar Presentation	Participative Learning
2	Quiz	Experiential Learning
3	Group Discussion	Participative Learning

8. Course Assessment Plan

a. Weightage of Marks in Continuous Internal Assessments and End Semester Examination

COs	Continuous Internal Assessments – CIA (40%)	End Semester Examination (60%)
CO1	CIA-1	End Semester examination <i>Dr. Satish Kumar</i>
CO2		
C03	CIA-2 Presentations	
C04	CIA-2 Objective type Test	

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## b) Question Paper Pattern

**MASS MEDIA IN INDIA**  
**MODEL QUESTION PAPER**

Paper Code: U24/MCJ/DSC/201  
Credits:5 Crs

Max Marks: 60  
Time: 2 Hrs

SECTION A - Answer ALL the questions		5 Q X 10 M = 50 M		
Q.No	Module	Question	CO	BTL
1	Module 1	What is India's press history from pre-independence era to the post independence era? List major landmarks. (OR)	CO 1	I
2	Module 1	Elaborate on the Struggles and contributions of language press during independence.	CO 1	I
3	Module 2	Trace the origin and growth of Radio in India. (OR)	CO 2	II
4	Module 2	Explain with examples the role of Radio in the context of the state development agenda?	CO 2	II
5	Module 3	What facts would you present to show how TV watching can affect the society's thinking, political preferences and cognitive ability? (OR)	CO 3	III
6	Module 3	Trace the evolution of satellite and cable television and Identify & compile current developments.	CO 3	III
7	Module 4	Classify the different genres of cinema. Give examples. (OR)	CO 4	IV
8	Module 4	Examine the current opportunities and challenges faced by the Telugu film industry.	CO 4	IV
9	Module 5	Evaluate any 3 e-governance measures taken by the government of Telangana?(OR)	CO 5	V
10	Module 5	Assess the history of the Internet and the World Wide Web?	CO 5	V

SECTION B - ANSWER ANY 5 OUT OF 7			5 Q X 2 M = 10 M	
11	Module 1	Describe James Augustus Hickey's contribution to the Press in India?	CO 1	I
12	Module 2	Define FM Radio	CO 2	II
13	Module 3	Identify how Regional channels opened a new market for Local artists?	CO 3	III
14	Module 4	NFDC's role in extending help to Indian cinema, comment?	CO 4	IV
15	Module 5	Digital Literacy can help close digital divide, justify?	CO 5	V
16	Module 1	Define Vernacular Press?	CO1	I
17	Module 2	Explain how web radio works?	CO2	II

## c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	CO-1	2	10	1	2
2	15	CO-2	2	10	1	2
3	15	CO-3	2	10	1	2
4	15	CO-4	2	10	1	2
5	15	CO-5	2	10	1	2

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